

DETERMINING STUDENT REACTION TO A MODIFIED ACTIVITY PROGRAM
IN THE DETROIT, TEXAS SCHOOL

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IN THE DETROIT, TEXAS SCHOOL**

THESIS

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Texas State Teachers College in Partial
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CHAPTER I

INTRODUCTION

The problem.--The problem of this study is to determine some reactions of the students from grades five through eleven of the Detroit, Texas Public School to a modified activity program. The reactions have been limited to the student responses to a questionnaire and the educational reactions of grades five and six as revealed by the use of the New Stanford Achievement Test.

The sources of data.--The sources of the data were educational literature, a questionnaire that was administered to the group, and results secured from the use of the New Stanford Achievement Test.

How the data were treated.--Chapter II is devoted to the viewpoints of some educators who advocate different theories concerning the activity program. Chapter III contains the data obtained from the student responses to the questionnaire. The questionnaire was designed to obtain information under nine items regarding the number of activities, opportunities for self-expression of students, opportunity for knowing others, regard for pupil happiness, regular attendance, student conduct, respect for school property, estimate of learnings acquired, and the development of wholesome citizenship. The nine items were sub-divided to obtain information relative to fifty-two questions. These data were collected and tabulated. The tabulations were grouped to show how the boys and the girls reacted

in each grade from grade five through eleven, together with a tabulation showing the total reaction of each grade separately. A summary was then formulated showing the reactions of the elementary boys, the reactions of the elementary girls, and the total reactions of both groups. Similar tabulations were made to reveal the total reactions of all high school boys and high school girls, together with a total of all high school pupils. A table was formulated showing the combined reactions of all boys and all girls, together with a total of all reactions of all students who answered the questionnaire. These tabulations showing the number of reactions under nine items were transformed into per cents, formulated into tables, and discussed. Chapter IV deals with the status of grades five and six as revealed by the use of the New Stanford Achievement Test. Chapter V deals with conclusions drawn from data contained in Chapters III and IV.

CHAPTER I_I

THE SITUATION

Introduction

Educational philosophy and teaching techniques have undergone revolutionary changes during the last three decades. During this time, a group of educators have revived and formulated some working principles for learning through activity, rather than mastery of subject-matter materials through the formal methods of teaching. Conservatives in the field who hold that intellectual integrity is the prime goal in getting the youths from where they are to where a well-balanced life can be experienced, are slow to accept activities as a medium for mental development. Both groups agree, however, that the aim is to change the youth toward useful, happy living. The purpose of this thesis is to determine some student reactions to a modified activity program in the Detroit, Texas School.

Philosophy of the Activity-ists.—"The activity-ists have an ancient and honorable heritage."¹ They claim that Greek culture and education at its best was a full expression of an activity program. They hold that "the child-centered schools developed tolerant understanding and result in creative self-expression."²

¹Mead and Orth, The Transitional Public School, Macmillan, 1935, p. 3.

²Rugg and Shumaker, The Child Centered School, The World Book Company, 1928, p. 8.

The activity program seems to be founded upon the assumptions:

(1) that the learner is properly an active being who pursues ends, (2) that each activity means interaction with the environment of people, things, and ideas with which he comes in contact, (3) that the product of this interaction is not only a change in the environment but also a change in the individual, and (4) that this change in the individual, as the inherent effort of the experience, is the resultant learning.³

Philosophy of the Subject-matter-ists.—The subject-matter-ists hold that education is an accumulation of facts as a preparation for life. They contend that activity tends to develop into a meaningless play that results in confusion and tends to soften the moral stamina of the individual. Dr. William C. Bagley has this to say in giving his views of the activity program:

The theory underlying the activity program (as defined in Chapter III) is fundamentally fallacious in the conception of freedom that it implies. The freedom of the immature child to choose what he or she will or will not learn is utterly insignificant in comparison with freedom from want, fear, fraud, and superstition—a type of freedom which is won only by a systematic and effortful mastery of the lessons that man has learned as he has traversed his rough road upward from the savage and the brute.

Again the theory is totally blind to two fundamental facts. In the first place it fails to recognize that one of the factors differentiating mankind from other animal species is the ability to work systematically and persistently in the face of immediate desire or impulse or interest. In the second place, the theory implicitly denies the plain biological significance of the period of immaturity—namely, the inescapable need of the human offspring for control,

³National Society for the Study of Education, The Activity Movement, Thirty-Third Yearbook, Part II, Bloomington, Illinois: Public School Publishing Company, 1934, p. 66.

guidance, instruction, and discipline as a basis for the responsibilities of adulthood.

The theory is perilous because it deliberately belittles the importance and significance of that part of the social heritage which, among all of the factors that separate civilized man from *Homo Neanderthalensis*, is at once the most precious and the most difficult for each generation to acquire--the heritage, namely, of knowledge, skill, ideals, and standards.

I can conceive of no set of assumptions, which when made the sole basis of an educational program and carried out consistently, would more certainly intensify individualism and enthrone a glorified hedonism.⁴

A compromise of these views.--Dr. Brueckner has well stated a compromised view of the activity program as follows:

(a) There are those who would maintain that the school is the place for formal, systematic training and that life outside the school should provide the application of the formal training. This means that the curriculum is so organized that it may lead on to worth-while forms of activity in life outside the school. The practical difficulty of bringing real life activity itself into the school is the justification of this approach. There is no systematic program of activity organized and directed by the school.

(b) At this level the point of view expressed in (a) determines the extent to which activity enters into the curriculum as far as the regular school work is concerned. However, a variety of additional activities is provided to insure practice and application of certain educational outcomes not stressed at Level (a). Student councils, pupil sentinels, and civic leagues participate in varying degrees in the government of the school. Well-organized playground activities are provided. Excursions to places of interest for various reasons are encouraged. Extra-curricular activities, such as clubs, dramatizations, school movies, Boy Scout and Girl Scout work, provide for broadened interests in normal activities of boys and girls. In the regular school time some free periods are allowed during which the pupils are permitted

⁴National Society for the Study of Education, The Activity Movement, Thirty-Third Yearbook, Part II, Bloomington, Illinois: Public School Publishing Company, 1934, pp. 77-78.

to undertake any activities that they may choose, as long as the work is related to the regular class work. No attempt is made to relate the program of activities to the work of the classroom, which is conducted in the formal manner characteristic of Level (a).

(c) At this level we find the rich variety of extra-curricular activities described at Level (b). In addition to this a definite plan for bringing in activities to enrich the regular work of the school subjects is present. The usual procedure is to carry on the ordinary work in a logical, systematic, well-planned way to insure a mastery of subject matter. To make the subject matter actually function, from time to time the teacher introduces a good activity related to the topic under consideration, in which the subject matter functions in as nearly a life-like situation as is practicable. For example, in the study of Indian life, the pupils may make dyes as the Indians did or they may roast corn as the Indians did. In the work in arithmetic pupils may conduct the school bank, determine the cost of a school picnic, conduct paper sales, report on applications of arithmetic in the home, in business, and in occupations. The purpose of these activities is to insure a richness of background and to make the subject matter more vital and meaningful. The traditional subject organization is somewhat modified, but it is still definite and is regarded as essential. Voluntary related activities by the pupil are not stressed; the activity is limited to the work planned principally by the teacher. If pupils carry on related activities voluntarily, that condition cannot be considered to be a planned outcome of the class work.

(d) At this level the teacher believes that the pupil will learn most completely if the work of the school is organized into units or activities as nearly like those in life outside the school as possible. The subject organization is still adhered to. The teacher has a clearly conceived notion of the work to be done by the class in the various subjects but does not think of the curriculum as a complete logical organization of subject matter set up in advance with the topics listed in the order in which they are to be presented to the class. The outcomes are stated in terms of growth, rather than in terms of subject matter to be learned. In the course of study numerous carefully described and evaluated activities are included that suggest to the teacher the ways in which the objectives of the several

subjects may be achieved. The teacher believes that it is the function of the school to provide a rich stimulating environment in which desirable forms of activity will arise. To this end the teacher seeks to guide the normal activities of the pupils into educative channels. Situations that arise in the daily affairs of the community constitute one source of units of work that are carried on by the class. Problems vital to the children form the basis of much of the organization of the work. This means that while the class covers the work outlined by the course of study, the sequence of activities is determined by the conditions that arise naturally rather than by a logical outline set up in advance. Quite obviously this work results in a wide range of activities by the pupils along lines vital and significant to them. Equally apparent is the fact that the traditional subject organization tends to break down, and at certain times disappears entirely when some large problem of activity is the basis of the work of the class. An illustration of this is the unit of work, covering a part of five days' work in arithmetic, in which the pupils in a fourth-grade class purchased the ingredients of ice cream for a party at the end of the school year, made the ice cream, and attempted to answer the question of whether ice cream cost more to make than to buy already prepared. The buying of the materials, excursions to ice plants, and so forth, were done after school hours and reported during the regular class period. In this way various vital social, informational, and computational aspects of number were considered that under ordinary conditions would have been wholly overlooked. In a sense the class period may be considered the time for planning the procedures to use in solving the problem, for reporting progress made, for evaluating the results of the work, as well as for executing the activity itself. Definite provision is made for pupil participation in the selection of the activity, the planning of the procedures, the executing of the work, and in the appraisal of the outcomes, always within the limits set up by the course of study, which are quite liberal.

(e) At this level the traditional subject organization breaks down completely because it is

thought to be unlife-like and unnatural. The whole work of the class is organized about projects and activities arising out of the immediate interest of the group. The rooms of the school are arranged as activity centers; there is an extensive library containing ample material for free reading, and well-organized reference and source books that help the pupils to locate readily information concerning problems and subjects they are studying. Exhibits of concrete materials of all kinds can easily be secured from a well-organized industrial arts center. The function of the teacher is thought to be to guide the activities of the pupils into truly educational channels by arraying stimulating environmental conditions and elements out of which will arise desirable forms of educative experiences. The teacher is expected to help the pupils overcome difficulties that may arise in any phase of the activity, to make certain that the pupils have in mind standards that will help them evaluate the outcomes of the work, and to insure the richness of application that is possible when a competent, systematic, mature individual contributes in a constructive way to the learning activities of pupils without actively dominating their performances. Pupils learn to see the problems of life, under the guidance of the teacher. They learn the techniques by which problems are solved, and, because the problems are vital to them, they develop the will to solve problems. Education is thought of, not only as the plan by which society wishes to transmit the social heritage, but also as the process by which the individual as a part of a group learns to take part in the "continual reconstruction of experiences to higher levels."⁵

Marietta Johnson has said that

Since education is life, it follows that the school program to be educational must be life-giving to the body, mind, and spirit—that is, it must tend

⁵National Society for the Study of Education, The Activity Movement, Thirty-Third Yearbook, Part II, Bloomington, Illinois: Public School Publishing Company, 1934, pp. 212-214.

to produce a sound, accomplished, beautiful body; an intelligent, sympathetic mind; and a sweet sincere spirit.⁶

Cyrus D. Mead gives a sound basis for a modified program in the following:

I believe thoroughly in learning through doing and that methods learned in accomplishing things set out to be accomplished are of more value than retention of books. This does not mean, however, that pupils should "know nothing."

I believe in instilling and cultivating and practicing children both in habits and in ideals and attitudes.

How to think clearly and reach sane conclusions is one of the biggest jobs of the school. This can be done not alone through experiencing but through books related to experiencing.⁷

Since both schools of thought have recognized authorities who defend their principles and since there seems to be some merit on both sides of the controversy, it is deemed advisable to accept what seems to be the best of both groups. This thesis is a report of the student reaction to a modified activity program conducted on these principles.

The Curriculum

It is obvious that if a modified activity program is to supplant a traditional set-up, there must be some combination of the formal subjects in order to provide time for the activity periods.

⁶National Society for the Study of Education, The Activity Movement, Thirty-Third Yearbook, Part II, Bloomington, Illinois: Public School Publishing Company, 1934, p. 233.

⁷Ibid., pp. 227-228.

The elementary school.--The revised curricula for the elementary school follows:

Grade One

1. Language arts or English
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and phonics
2. Social studies, living with others
 - a. Health education and citizenship
 - b. Nature study and citizenship
3. Fine arts, living our leisure
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
4. Numbers

Grade Two

- 1. Language arts or English**
 - a. Oral and silent reading**
 - b. Speech habits**
 - c. Spelling and phonics**
- 2. Social studies, living with others**
 - a. Health education and citizenship**
 - b. Nature study and citizenship**
- 3. Fine arts--living our leisure**
 - a. Drawing and handwork**
 - b. Music**
 - c. Penmanship**
- 4. Arithmetic**

Grade Three

- 1. Language arts or English**
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and phonics
 - d. Grammar and composition
- 2. Social studies--living with others**
 - a. Health education and citizenship
(first semester)
 - b. Geography and citizenship
(second semester)
- 3. Fine arts--living our leisure**
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
- 4. Arithmetic**

Grade Four

1. Language arts or English
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and dictionary
 - d. Grammar and composition
2. Social studies--living with others
 - a. Health education and citizenship
(first semester)
 - b. Geography and citizenship
(second semester)
3. Fine arts--living our leisure
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
4. Arithmetic

Grade Five

1. Language arts or English
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and dictionary
 - d. Grammar and composition
2. Social studies—living with others
 - a. Health education and citizenship
(twelve weeks)
 - b. Geography and citizenship
(twelve weeks)
 - c. Beginners history and citizenship
(twelve weeks)
3. Fine arts—living our leisure
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
4. Arithmetic

Grade Six

1. Language arts or English
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and dictionary
2. Social studies--living with others
 - a. Health education and citizenship
(twelve weeks)
 - b. Geography and citizenship
(twelve weeks)
 - c. Texas history and citizenship
(twelve weeks)
3. Fine arts--living our leisure
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
4. Arithmetic

Grade Seven

1. Language arts or English
 - a. Oral and silent reading
 - b. Speech habits
 - c. Spelling and dictionary
 - d. Grammar and composition
2. Social studies—living with others
 - a. Health education and citizenship
(six weeks)
 - b. Geography and citizenship
(twelve weeks)
 - c. United States history and citizenship
(twelve weeks)
 - d. Civics (six weeks)
3. Fine arts—living our leisure
 - a. Drawing and handwork
 - b. Music
 - c. Penmanship
4. Arithmetic

The high school curriculum.--The revised curricula for the high school follows:

1. English
2. Social studies--living with others
 - a. History
 - b. Civics
 - c. Economics
 - d. Law
3. Fine arts, music
4. Science
 - a. General science
 - b. Biology
5. Mathematics
 - a. Algebra
 - b. Arithmetic
 - c. Geometry
6. Vocational--making a living
 - a. Agriculture
 - b. Home economics
 - c. Junior business training
 - d. Typing
 - e. Bookkeeping

The Daily Program of Studies

The daily program of studies for both the elementary and the high school is listed below:

1. 8:30 to 9:30 — Regular subject-matter class work
2. 9:30 to 10:30— Class work or activity units for grades
3. 10:30 to 11:30—Regular subject-matter class work
4. 11:30 to 12:00—Activity periods:
 - a. Home room periods, Mondays
 - b. Health education, Tuesdays and Thursdays
 - c. Clubs and Scouts, Wednesdays
 - d. General assembly, Fridays
- 12:00 to 12:45—Noon
5. 12:45 to 1:45—Regular subject-matter class work
6. 1:45 to 2:45— Class work in high school, and class work or activity units for grades
7. 2:45 to 3:45— Regular subject-matter class work
8. 3:45 to 4:45— Athletics, League activities, newspaper

The Program at Work

Under the new arrangement, the elementary students in the Detroit, Texas School had four one-hour periods for a combination of formal recitation and supervision of study. During these periods, approximately as much time is devoted to training in the use of materials and the development of effective study habits as is

given to formal recitation. The chart, "How to Learn the Most from Study", a chart prepared by H. E. Robinson from Guy M. Whipple's book, How to Study Effectively, was placed in the hands of each student.

Special attention is also given the development of proper speech habits. The findings of the Stanford Achievement Test serves as a basis for the amount of time that is planned to be spent in reading, spelling, or grammar during the Language Arts period. The social studies of Grades One and Two consist of informal activities in health education, nature study, and citizenship throughout the year. In Grades Three and Four, formal health education, including the development of health habits, is given the first semester, and geography the second semester. In Grades Five and Six, health education is given the first three months, geography the next three months, and history the last three months of the term. In Grade Seven, health education is given during the first six-weeks' period, geography during the next twelve-weeks' period, history the next twelve-weeks' period, and civics the last six-weeks' period. Health education is given first to help develop better health habits with the hope that this will affect the attendance favorably.

There is an attempt to correlate and integrate the work. In the fine arts program, two periods each week is devoted to drawing and handwork, two periods to music and penmanship, and one period to music exclusively.

CHAPTER III

HOW THE STUDENTS COMPARED THE TWO PROGRAMS

Introduction

In determining as objectively as possible what the student reaction to the modified activity program would be in the Detroit, Texas School, it was deemed advisable to formulate a questionnaire. After one form of the questionnaire was determined, the question arose as to whether that was the best possible form; subsequently, another form was made, and the two forms were submitted to the sixth grade of the Demonstration School, North Texas State Teachers College, for their consideration as to which was the better. The following forms were submitted:

A QUESTIONNAIRE

TO DETERMINE HOW STUDENTS COMPARE THE MODIFIED ACTIVITY
PROGRAM WITH THE STANDARD TRADITIONAL
PROGRAM

FORM A

DIRECTIONS: The following questions are asked you to get your opinion of the program we have had for the past year as compared with the type you had before last year. You may be governed by your own experience or by your observation of others. After you have read each question carefully, draw a circle around ONLY ONE of the three words to the right that you feel is nearest to the correct answer.

Item Investigated		Student Reaction		
A	COMPARISON OF THE ACTIVITIES OR THINGS DONE:			
1.	Do you make more trips to see things off the campus?	More	Same	Fewer
2.	Are you making more things as a part of your work?	More	Same	Fewer
3.	Do you make more oral reports?	More	Same	Fewer
4.	Do you make more written reports?	More	Same	Fewer
5.	Do you make more trips to other schools for contests?	More	Same	Fewer
6.	Do you have more plays and musical programs?	More	Same	Fewer
7.	Do you have a better chance to join a club of your choice?	Better	Same	Less
8.	Does your class or grade have a better chance to organize and do things?	Better	Same	Less
9.	Do you have a better chance to take a part in Interscholastic League work?	Better	Same	Less
.				

FORM B

DIRECTIONS: As you read each question below, draw a circle around THE ONE of the three words in the parenthesis that you feel is the nearest to the correct word:

A COMPARISON OF THE ACTIVITIES OR THINGS DONE:

1. Do you make (more, same, fewer) trips to see things off the campus?
2. Are you making (more, same, fewer) things as a part of your work?
3. Do you make (more, same, fewer) oral reports?
4. Do you make (more, same, fewer) written reports?
5. Do you make (more, same, fewer) trips to other schools for contests?
6. Do you have (more, same, fewer) plays and musical programs?
7. Do you have (more, same, fewer) chances to join a club of your choice?
8. Does your class or grade have (more, same, fewer) chances to organize and do things?
9. Do you have (more, same, fewer) chances to take a part in Interscholastic League work?

Of the thirty-one students that were present the day the forms were submitted for their opinion, three voted that Form A was easier to understand; one voted that there was no difference in the difficulty

and twenty-seven voted that Form B was easier to understand. The decision of this group determined the form that was used in the questionnaire. The complete questionnaire as submitted to the students of the Detroit School is given below.

Boy or Girl _____

School Grade _____

A QUESTIONNAIRE

TO DETERMINE HOW STUDENTS COMPARE THE MODIFIED ACTIVITY PROGRAM WITH THE STANDARD TRADITIONAL PROGRAM

DIRECTIONS: The following questions are asked you to get your opinion of the program we have had for the past year as compared with the type you had before last year. You may be governed by your own experience or by your observation of others. After you have read each question carefully, draw a circle around **THE ONE** of the three words in the parenthesis that you feel is the nearest to the correct word.

A COMPARISON OF THE ACTIVITIES OR THINGS DONE:

1. Do you make (more, same, fewer) trips to see things off the campus?
2. Are you making (more, same, fewer) things as a part of your work?
3. Do you make (more, same, fewer) oral reports?
4. Do you make (more, same, fewer) written reports?
5. Do you make (more, same, fewer) trips to other schools for contests?
6. Do you have (more, same, fewer) plays and musical programs?
7. Do you have (more, same, fewer) chances to join a club of your choice?
8. Does your class or grade have (more, same, fewer) chances to organize and do things?
9. Do you have (more, same, fewer) chances to take a part in Interscholastic League work?

B OPPORTUNITY FOR EXPRESSING YOURSELF:

1. Do you have (more, same, fewer) chances of making suggestions now?
2. Do you have (more, same, fewer) chances for doing what you like occasionally (having a hobby)?
3. Do you have a (greater, same, less) part in planning what is done?

G OPPORTUNITY FOR KNOWING OTHERS:

1. Are you getting (better, same, less) acquainted with other schools?
2. Is it (more, same, less) difficult for you to form friendships with students of other schools?
3. Does your group have (more, same, fewer) social activities such as parties in which you may get better acquainted?
4. Does the new plan help you (more, same, less) in selecting your friends more wisely?

D REGARD FOR PUPIL WELFARE AND HAPPINESS:

1. Does the teacher seem to have (more, same, less) interest in what the pupils want?
2. Is the pupil's opinion called for (more, same, less) now than then?
3. Does the teacher seem to have (more, same, less) respect for your opinion?
4. Do the other pupils have (more, same, less) regard for your opinions?

E SCHOOL ATTENDANCE:

1. Do you have a (better, same, worse) attitude toward going to school regularly?
2. Do the students "play hockey" (more, same, less) now than then?
3. Do you let other interests prevent (more, same, less) your going to school regularly?

F TENDENCY TOWARD GETTING INTO TROUBLE:

1. Does the teacher correct you (more, same, less) under the new plan?
2. Does the teacher punish you (more, same, less) under the new plan?
3. Do you have (more, same, less) trouble with other students now?
4. Are you idle (more, same, less) during school hours now?

G RESPECT FOR SCHOOL PROPERTY:

1. Is there (more, same, less) writing done on the walls now?
2. Is there (more, same, less) writing and carving on the desks now?
3. Do the students have (more, same, less) pride for the general appearance of the rooms, building, and grounds?
4. Do you have (more, same, less) pride in the school when you compare it with other schools?

H ESTIMATE OF LEARNINGS ACQUIRED:

1. Is your effort and interest (more, same, less) toward developing good health habits?
2. Does the new plan help you (more, same, less) to have better study habits?
3. Do the activities help you (more, same, less) to express yourself better to others?
4. Do the activities engaged in help your manners (more, same, less) in associating with others at school?
5. Do the activities help your manners (more, same, less) at home?
6. Are you (more, same, less) able to entertain others when you are host?
7. Has the new plan helped you (more, same, less) to be a good listener and to be able to be entertained by others?
8. Have you learned (more, same, less) at school that you can use at home and in the community?
9. Have you learned (more, same, less) from books under the new plan?
10. Have you read (more, same, fewer) books under the new plan than you did under the other plan?

I DEVELOPMENT OF WHOLESOME CITIZENSHIP:

1. Are you (more, same, less) willing to consider and please others at home?
2. Are you (more, same, less) willing to be considerate of others at school?
3. Are you (more, same, less) willing to cause others to like you?
4. Do school regulations seem to you (more, same, less) necessary for your and the other pupils' welfare?
5. Can you use your spare time (more, same, less) pleasantly and profitably now?
6. Do you think (more, same, less) of doing a good turn daily now?
7. Are you (more, same, less) able to refrain from annoying others now?
8. Are you (more, same, less) interested in doing your part in whatever group you may work?
9. Are you (more, same, less) interested in good books?
10. Are you (more, same, less) interested in worthwhile motion pictures?
11. Are you (more, same, less) interested in the general welfare of your community?

Since school was out, it was necessary to convene the students; therefore, notice was sent to the local newspaper of Detroit, Texas that an announcement was desired requesting students in grades five through eleven to report to the Detroit School on Monday, June 29 at 8:30 A. M. Announcements were also made at the various Sunday Schools the preceding Sunday. At the time stated, 163 students of a possible 200 from grades five through eleven assembled. The purpose of the meeting was stated as briefly as possible. Then, with the assistance of O. O. Richardson, a member of the faculty of the Detroit School, the questionnaires were distributed to the students who were assembled in the study hall. Each student was also furnished with a pencil. Then the directions to the questionnaire were read to the group, and they were given an opportunity to ask any questions that they cared to that might help them understand the procedure more fully. Prior to the administering of the questionnaire, the students were told to feel free to give any answer as they saw it, and that they would not be embarrassed or their rating affected regardless of their answers. They were told that it would be just as easy to record an unfavorable answer to the modified program as it would be to one that was favorable, for we were interested in their reactions only and were not requesting them to approve either program. After these brief explanations, they were told to mark the questionnaires according to the directions.

All students had finished doing this in thirty minutes; some finished in twenty minutes. The questionnaires were then taken up and tabulated. After tabulation, it was thought advisable to group the results so that the reaction of the boys and the girls in each grade could be determined.

Reaction^s of Grade Five

Table I shows the results of the tabulation of the reactions of grade five.

TABLE I.—THE DISTRIBUTION OF THE REACTIONS OF THE TWELVE BOYS AND FIFTEEN GIRLS OF GRADE FIVE TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

ITEMS	BOYS			GIRLS			TOTAL		
	None	Same	Less	None	Same	Less	None	Same	Less
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	3	3	4	5	1	9	2	5	23
2. THINGS MADE AS PART OF WORK	3	2	2	4	1	9	16	5	31
3. ORAL REPORTS	3	3	3	3	2	4	6	21	30
4. WRITTEN REPORTS	4	4	4	9	5	1	13	9	35
5. TRIPS TO OTHER SCHOOLS	1	2	9	5	4	6	6	6	35
6. PLAYS AND MUSICAL PROGRAMS	4	1	7	4	1	4	10	2	35
7. CHANCES TO JOIN CLUBS	5	5	2	10	3	2	15	8	4
8. CHANCES FOR GRADE TO ORGANIZE	3	8	1	9	3	3	12	14	4
9. PROVISION FOR LEAVING WORK	2	6	4	9	5	11	11	11	5
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	6	4	2	6	7	2	12	11	5
2. PROVISION FOR RECESS	0	4	8	3	10	2	3	24	30
3. PART IN PLANNING WORK	2	5	5	5	7	3	7	12	8
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	8	2	2	13	1	1	21	3	3
2. DIFFICULTY IN FORMING FRIENDSHIPS	5	5	2	4	5	2	13	10	4
3. ACQUAINTANCES FROM SOCIALS	6	5	1	6	6	3	12	11	4
4. AID IN SELECTING FRIENDS WISELY	4	5	1	8	7	0	14	12	1
D REGARD FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL WISHES	7	4	1	12	1	2	19	5	3
2. REQUEST FOR PUPIL'S OPINION	3	4	5	7	8	0	10	12	5
3. TEACHER'S RESPECT FOR OPINIONS	5	5	2	7	7	1	12	12	3
4. PUPIL'S RESPECT FOR OPINIONS	4	3	5	5	9	1	9	12	6

TABLE 1—CONTINUED

ITEMS	BOYS			GIRLS			TOTAL		
	BOYS	BOYS	LEARN	BOYS	BOYS	LEARN	BOYS	BOYS	LEARN
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	8	3	1	13	2	0	21	5	1
2. TARDINESS AND PLAYING "HOOKEY"	5	3	4	6	6	3	11	9	7
3. INTERFERENCE FROM OTHER IN-TEACHERS	2	5	5	4	7	4	6	12	9
F CONDUCT									
1. AMOUNT OF VERBAL CONVICTION	2	1	9	5	4	6	7	5	15
2. AMOUNT OF PUNISHMENT	5	5	2	2	5	8	7	10	10
3. COMPLAINTS WITH OTHER STUDENTS	3	5	4	1	2	12	4	7	16
4. TOLERANCE IN SCHOOL	1	4	7	0	3	12	1	7	19
G RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	2	3	7	3	2	10	5	5	17
2. WRITING AND CARVING ON DESKS	2	4	6	3	1	11	5	5	17
3. RESPECT FOR BUILDINGS AND EQUIPMENT	7	3	2	9	3	3	16	6	5
4. GENERAL PRIDE IN SCHOOL	7	4	1	11	4	0	18	8	1
H ESTIMATE OF LEARNING ACQUIRED									
1. INTEREST IN HEALTH MATTER	9	3	0	14	0	1	23	3	1
2. STUDY HABITS	8	3	1	12	2	1	20	5	2
3. EFFECTIVE SELF EXPRESSION	5	5	2	11	3	1	18	8	3
4. SCHOOL MANNERS	6	6	0	14	1	0	20	7	0
5. HOME MANNERS	7	5	0	11	3	1	14	8	1
6. ABILITY TO BE A GOOD HONY	2	4	2	7	7	1	9	15	3
7. ABILITY TO LISTEN WELL	6	4	2	14	1	0	20	5	2
8. AMOUNT OF USABLE LEARNING	5	4	3	11	3	1	16	7	4
9. AMOUNT LEARNED FROM BOOKS	6	4	2	9	9	1	15	9	3
10. NUMBER OF BOOKS READ	5	4	3	6	7	2	11	11	5
I DEVELOPMENT OF UNLITENED CITIZENSHIP									
1. CONSIDERATION FOR HOME FOLK	8	3	1	10	5	0	18	8	1
2. CONSIDERATION FOR CLASS MATE	6	5	1	9	5	1	15	10	2
3. DESIRE FOR FRIENDS	9	3	0	11	4	0	20	7	0
4. RESPECT FOR REGULATIONS	3	7	2	9	3	1	12	12	3
5. USE OF SPARE TIME	4	4	4	10	5	0	14	9	4
6. DAILY DESIRE TO AID OTHERS	2	4	2	7	7	1	9	15	3
7. REFRAINING FROM IMITATING OTHERS	5	4	3	7	7	1	12	11	4
8. SHARING RESPONSIBILITIES	4	5	3	9	4	2	13	9	5
9. INTEREST IN GOOD BOOKS	10	2	0	11	3	1	21	5	1
10. INTEREST IN MOTION PICTURES	5	4	3	9	3	3	14	7	6
11. COMMUNITY WELFARE	5	6	1	11	3	1	16	7	4

Table II, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the twelve boys and fifteen girls in Grade five in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table II is a summary of Table I, except that it is expressed in per cents, rather than in number of reactions.

TABLE II.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE TWELVE BOYS AND FIFTEEN GIRLS IN GRADE FIVE IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTIONS OF BOYS			REACTIONS OF GIRLS			TOTAL REACTIONS		
	BOYS PER CENT	BOYS PER CENT	BOYS PER CENT	GIRLS PER CENT	GIRLS PER CENT	GIRLS PER CENT	BOYS PER CENT	GIRLS PER CENT	BOYS PER CENT
COMPARISON OF NUMBER OF ACTIVITIES	31.6	38.2	38.2	47.4	25.2	27.4	40.3	27.2	30.5
OPPORTUNITY FOR SELF EXPRESSION	22.2	36.1	44.7	31.7	53.3	15.6	30.3	38.0	34.3
OPPORTUNITY FOR KNOWING OTHERS	45.8	35.4	41.8	46.3	31.6	20.1	47.2	33.3	42.5
REGARD FOR PUPIL HAPPINESS	39.6	33.3	27.1	51.4	41.6	6.8	46.3	37.9	45.8
ATTENDANCE	47.2	50.6	22.2	44.4	33.3	23.3	45.6	32.0	22.8
CONDUCT	45.8	31.3	22.9	43.3	23.3	13.4	53.6	26.6	17.6
RESPECT FOR SCHOOL PROPERTY	56.2	29.2	14.6	61.3	16.7	35.0	62.3	22.2	18.9
ESTIMATE OF LEARNING ACQUIRED	49.2	38.3	12.5	72.6	21.3	6.1	62.2	28.8	9.0
DEVELOPMENT OF WHOLE-SOME CITIZENSHIP	46.2	38.6	15.2	62.3	29.3	6.4	54.5	33.5	11.2

IN SOME CASES THERE WOULD BE A MORE ACCURATE WORD THAN HERE ALSO, IN SOME CASES THERE WOULD BE MORE ACCURATE THAN LESS.

Comparison of number of activities.--The reaction of the fifth grade boys in comparing the modified activity program with the standard traditional program as to which provided more activities is: 51.6 per cent of the responses stated that the modified program provided more activities; 34.2 per cent saw no difference in the two, and 14.2 per cent said that the standard traditional program provided more activities. On the other hand, 47.4 per cent of the fifth grade girls stated that the modified program provided more activities; 25.2 per cent saw no difference in the two, and 27.4 per cent said that the standard traditional program provided more activities. In grouping the responses for both boys and girls of the fifth grade, it was found that 40.3 per cent stated that the modified program provided more activities; 29.2 per cent saw no difference in the two, and 30.5 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.--The comparison of the two programs by the fifth grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 22.2 per cent stated that the modified program provided more activities for self-expression; 56.1 per cent saw no difference in the two, and 21.7 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 51.6 per

cent of the girls stated that the modified activity program provided more activities than the standard traditional; 53.3 per cent expressed no difference in the two, and 15.6 per cent of the responses indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of the fifth grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 30.9 per cent indicated that the modified activity program provided more opportunities for self-expression; 38.0 per cent expressed no difference in the two, and 31.1 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.--When the fifth grade boys compared the two programs regarding which provided the better opportunity for knowing others, 45.8 per cent of the responses indicated that the modified activity program gave more opportunities; 35.4 per cent expressed no difference in the two, and 18.3 per cent stated that the standard traditional program provided more opportunities for knowing others. In this connection, 48.3 per cent of the girls stated that the modified activity program provided more chances for knowing others; 31.6 per cent saw no difference in the two, and 20.1 per cent indicated that the standard traditional program provided a greater number of opportunities for people to learn others. In grouping the responses from both boys and girls of the fifth grade in their comparison of the programs regarding this point, it was found that 47.2 per

cent of the responses indicated that the modified activity program provided more opportunities for students to know others; 33.3 per cent saw no difference in the two, and 13.5 per cent indicated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.--In comparing the two programs concerning which had more regard for pupil happiness, the fifth grade boys stated: 39.6 per cent of the responses stated that the modified program made more provision for pupil happiness; 33.3 per cent expressed no difference in the two, and 27.1 per cent indicated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the fifth grade expressed themselves as follows: 51.6 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 41.6 per cent saw no difference in the two, and 6.8 per cent of the responses said that the standard traditional program provided more means for pupil happiness. In grouping the responses from the boys and girls in the fifth grade in comparison of the programs regarding this point, it was found that 46.3 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 37.9 per cent expressed no difference in the two, and 15.8 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.--The comparison of the two programs by the fifth grade boys regarding which stimulated more regular attendance is as follows: 47.2 per cent stated that the modified activity program created more interest in regular school attendance; 50.6 per cent stated no difference in the two; 22.2 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the fifth grade girls expressed themselves as follows: 44.4 per cent stated that the modified activity program provided more interest that would cause regular attendance; 33.3 per cent saw no difference in the two, and 23.3 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the fifth grade in comparison of the two programs relative to regular attendance, it was found that 45.6 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 32.0 per cent saw no difference in the two, and 22.4 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.--When the fifth grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 45.8 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 31.3 per cent saw no difference in the two, and

22.9 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the fifth grade girls expressed themselves as follows: 68.3 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 28.3 per cent expressed no difference in the two, and 13.4 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 56.6 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 26.8 per cent of the responses were neutral, and 17.6 per cent indicated that the standard traditional program was a better basis.

Respect for school property.--In tabulating the responses of the fifth grade boys in their comparison of the two programs as to which stimulated more respect for property, it was found: 56.2 per cent of the responses went to the modified activity program; 29.2 per cent saw no difference in the two, and 14.6 per cent went to the standard traditional program. In this connection, 68.8 per cent of the responses of the girls went to the modified activity program; 16.7 per cent of the responses were neutral, and 15.0 per cent went to the standard traditional program. In grouping the responses of both boys and girls of the fifth grade in their comparison of the two programs as to which created more respect for school property, it was found that

62.9 per cent of the responses went to the modified activity program; 22.2 per cent were neutral, and 14.9 per cent went to the standard traditional program.

Estimate of learnings acquired.—After tabulating the responses of the fifth grade boys in their comparison of the two programs as to which helped them learn more, it was found: 49.2 per cent of the responses went to the modified activity program; 38.3 per cent of the responses were neutral, and 12.5 per cent of the responses went to the standard traditional program. In this connection, 72.6 per cent of the responses from the girls went to the modified activity program; 21.3 per cent saw no difference in the two, and 6.1 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the fifth grade where they compared the two programs as to which was responsible for more learning, it was found that 62.2 per cent went to the modified activity program; 28.8 per cent saw no difference in the two, and 9.0 per cent went to the standard traditional program.

I. Development of wholesome citizenship.—When the fifth grade boys compared the two programs as to which helped them develop more wholesome citizenship they stated: 46.2 per cent of the responses went to the modified program; 38.6 per cent were neutral, and 15.2 per cent of the responses went to the standard traditional program. In this connection, 84.3 per cent of the responses from the girls went to the modified activity program; 29.3 per cent saw no difference

in the two, and 6.4 per cent went to the standard traditional program. After grouping the responses of both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 56.5 per cent of the responses went to the modified activity program; 33.5 per cent saw no difference in the two, and 11.2 per cent went to the standard traditional program.

Response from Grade Six

Table III shows the results of the tabulation of the reactions of grade six.

TABLE III.—THE DISTRIBUTION OF THE REACTIONS OF THE THIRTEEN BOYS AND SEVENTEEN GIRLS OF GRADE SIX TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

ITEMS	BOYS			GIRLS			TOTAL		
	None	Same	Less	None	Same	Less	None	Same	Less
A. COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	5	4	4	10	4	3	15	8	7
2. THINGS MADE AS PART OF WORK	8	4	1	12	4	7	20	8	3
3. ORAL REPORTS	5	4	4	8	5	4	13	9	8
4. WRITTEN REPORTS	5	5	3	10	6	1	15	11	6
5. TRIPS TO OTHER SCHOOLS	3	5	5	5	6	6	8	11	11
6. PLAYS AND MUSICAL PROGRAMS	6	4	3	8	5	4	14	9	7
7. CHANCES TO JOIN CLUBS	6	5	2	9	5	3	15	10	5
8. CHANCES FOR GRADE TO ORGANIZE	5	5	3	12	4	1	17	9	4
9. PROVISION FOR LEADERSHIP WORK	8	2	3	7	8	2	15	10	5
B. OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	5	3	5	6	7	4	11	10	9
2. PROVISION FOR NEEDS	0	6	7	7	7	3	7	13	10
3. PART IN PLANNING WORK	2	7	4	5	8	4	7	15	8
C. OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	10	2	1	12	4	1	22	6	2
2. DIFFICULTY IN FORMING FRIENDSHIPS	6	4	3	9	6	2	13	10	5
3. ACQUAINTANCE FROM SOCIALS	6	5	2	10	6	1	16	11	3
4. AID IN SELECTING FRIENDS WISELY	8	2	3	11	4	2	17	6	5
D. REGARD FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL WISDOM	5	5	3	8	5	4	13	10	7
2. RESPECT FOR PUPIL'S OPINION	4	5	4	11	6	0	15	11	4
3. TEACHER'S RESPECT FOR OPINIONS	3	6	4	9	5	3	12	11	7
4. PUPIL'S RESPECT FOR OPINIONS	2	6	5	6	9	2	8	15	7

TABLE III—CONTINUED

ITEM	BOYS			GIRLS			TOTAL		
	BOYS	BOYS	LESS	BOYS	BOYS	LESS	BOYS	BOYS	LESS
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	9	3	1	11	6	0	20	9	1
2. TARDINESS AND PLAYING "HIDEY"	8	3	2	7	6	4	15	9	6
3. INTERFERENCE FROM OTHER INTERESTS	5	6	2	6	7	4	11	13	6
F CONDUCT									
1. AMOUNT OF VERBAL CORRECTION	7	4	2	10	4	3	17	8	5
2. AMOUNT OF PUNISHMENT	6	3	4	5	7	5	11	10	9
3. COMPLICES WITH OTHER STUDENTS	3	2	8	4	6	10	4	8	14
4. INJURIES IN SCHOOL	2	4	7	1	5	11	3	9	14
G RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	3	4	6	2	2	13	5	6	19
2. WRITING AND CARICING ON DESK	1	2	10	2	2	13	3	4	23
3. RESPONSE FOR DUTY AND DISORDER	7	2	4	9	4	4	16	6	8
4. GENERAL PRIDE IN SCHOOL	9	1	3	12	4	1	21	5	4
H ESTIMATE OF LEARNING ACQUIRED									
1. INTEREST IN HEALTH HABITS	12	0	1	15	2	0	27	2	1
2. STUDY HABITS	6	6	1	13	3	1	19	9	2
3. EFFECTIVE SELF-EXPRESSION	8	4	1	13	3	1	21	7	2
4. SCHOOL MANNERS	8	5	0	14	3	0	22	8	0
5. HOME MANNERS	11	2	0	14	3	0	25	5	0
6. ABILITY TO BE A GOOD HOME	4	7	2	13	4	0	17	11	2
7. ABILITY TO LISTEN WELL	9	2	2	13	4	0	22	6	2
8. AMOUNT OF USABLE LEARNING	8	4	1	12	5	0	20	9	1
9. AMOUNT LEARNED FROM BOOKS	6	7	0	11	6	0	17	13	0
10. NUMBER OF BOOKS READ	9	1	3	11	2	4	20	3	7
I DEVELOPMENT OF MODERN CITIZENSHIP									
1. CONSIDERATION FOR HOME FOLK	11	1	1	13	3	1	34	4	2
2. CONSIDERATION FOR SLAVE MATE	6	6	1	12	5	0	18	11	1
3. DESIRE FOR FRIENDS	10	3	0	14	3	0	24	6	0
4. RESPECT FOR REGULATIONS	6	6	1	10	6	1	16	12	2
5. USE OF SPARE TIME	9	2	2	13	3	1	22	5	3
6. DAILY DESIRE TO AID OTHERS	8	3	2	13	4	0	20	7	2
7. REFRAINING FROM ANNOYING OTHERS	6	5	2	10	6	1	16	11	3
8. SHARING RESPONSIBILITIES	8	3	2	11	6	0	19	9	2
9. INTEREST IN GOOD BOOKS	11	1	1	15	2	0	26	3	1
10. INTEREST IN ACTION PICTURES	6	5	2	12	5	0	18	10	2
11. COMMUNITY WELFARE	10	3	0	14	3	0	24	6	0

Table IV, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the thirteen boys and seventeen girls in grade six in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table IV is a summary of Table IEL, except that it is expressed in per cents, rather than in number of responses.

TABLE IV.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE THIRTEEN BOYS AND SEVENTEEN GIRLS IN GRADE SIX IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTION OF BOYS			REACTION OF GIRLS			TOTAL REACTIONS		
	More	Less	Same	More	Less	Same	More	Less	Same
COMPARISON OF NUMBER OF ACTIVITIES	43.6	32.5	23.9	50.9	29.5	19.6	47.0	30.8	21.8
OPPORTUNITY FOR SELF-EXPRESSION	17.8	44.1	41.1	35.2	45.1	21.7	27.7	42.2	30.1
OPPORTUNITY FOR TEACHING OTHERS	57.6	25.0	17.4	61.7	29.4	6.9	60.0	27.5	12.5
REWARD FOR PUPIL HAPPINESS	26.9	42.4	30.7	50.0	36.7	13.3	40.0	39.1	20.9
ATTENDANCE	33.3	30.7	36.0	37.2	37.2	25.6	35.5	34.4	30.1
CONDUCT	40.4	25.0	34.6	42.0	32.4	25.0	41.6	29.2	29.2
RESPECT FOR SCHOOL PROPERTY	61.5	17.3	22.2	62.7	17.6	19.7	65.0	17.5	16.7
ESTIMATE OF LEARNING ACQUIRED	62.3	29.2	8.5	75.9	20.6	3.5	70.0	24.3	5.7
DEVELOPMENT OF MIDDLEBORN CITIZENSHIP	63.6	26.6	8.8	73.2	24.5	2.5	69.0	26.0	5.0

*In some cases better would be a more accurate word than more; also, in some cases more would be more accurate than less.

Comparison of number of activities.—The reaction of the sixth grade boys in comparing the modified activity program with the standard traditional program as to which provided more activities is: 43.6 per cent of the responses stated that the modified program provided more activities; 32.5 per cent saw no difference in the two; and 23.9 per cent said that the standard traditional program provided more activities. On the other hand, 50.9 per cent of the sixth grade girls stated that the modified program provided more activities; 29.5 per cent saw no difference in the two; and 19.6 per cent said that the standard traditional program provided more activities. In grouping the responses from both boys and girls of the sixth grade, it was found that 47.3 per cent stated that the modified program provided more activities; 30.8 per cent saw no difference in the two; and 21.4 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs by the sixth grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 17.8 per cent stated that the modified program provided more activities for self-expression; 41.1 per cent saw no difference in the two; and 41.1 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 35.2 per cent of the girls stated that the modified activity program provided more activities than the standard traditional, 45.1 per cent expressed

no difference in the two; and 21.7 per cent of the responses indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of the sixth grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 27.7 per cent stated that the modified activity program provided more opportunities for self-expression; 42.2 per cent expressed no difference in the two; and 30.1 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.--When the sixth grade boys compared the two programs regarding which provided the better opportunity for knowing others, 57.6 per cent of the responses said that the modified activity program gave more opportunities; 25.0 per cent expressed no difference in the two; and 17.4 per cent stated that the standard traditional program provided more opportunities for knowing others. In this connection, 61.7 per cent of the girls stated that the modified activity program provided more chances for knowing others; 29.4 per cent saw no difference in the two; and 8.0 per cent stated that the standard traditional program provided a greater number of opportunities for people to know others. In grouping the responses from both boys and girls of the sixth grade in their comparison of the programs regarding this point, it was found that 60.0 per cent of the responses indicated that the modified activity program provided more opportunities for students to know others; 27.5 per

cent saw no difference in the two; and 12.5 per cent stated that the standard traditional program provided more means for the children to know others.

Regard for pupil happiness.—In comparing the two programs concerning which had more regard for pupil happiness, the sixth grade boys stated: 26.8 per cent of the responses said that the modified program made more provision for pupil happiness; 42.4 per cent expressed no difference in the two; and 30.7 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the sixth grade expressed themselves as follows: 50.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 36.7 per cent saw no difference in the two; and 13.3 per cent of the responses said that the standard traditional program provided more means for pupil happiness.^{In} grouping the responses from the boys and girls in the sixth grade in comparison of the programs regarding this point, it is found that 39.1 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 39.1 per cent expressed no difference in the two; and 20.9 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.—The comparison of the two programs by the sixth grade boys regarding which stimulated more regular attendance is as follows: 33.3 per cent stated that the modified activity program created more interest in regular school attendance; 30.7 per cent

saw no difference in the two; 36.0 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the sixth grade girls expressed themselves as follows: 37.2 per cent stated that the modified activity program provided more interest that would cause regular attendance; 37.2 per cent saw no difference in the two; and 25.6 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the sixth grade in comparison of the two programs relative to regular attendance, it was found that 35.5 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 34.4 per cent saw no difference in the two, and 30.1 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.--When the sixth grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 40.4 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 25.0 per cent saw no difference in the two; and 34.6 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the sixth grade girls expressed themselves as follows: 42.6 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 32.4 per cent expressed no difference in the two; and 25.0 per cent of the responses indicated

that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 41.6 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 29.2 per cent of the responses were neutral; and 29.2 per cent indicated that the standard traditional program was a better basis.

Respect for school property.---In tabulating the responses of the sixth grade boys in their comparison of the two programs as to which stimulated more respect for property it was found: 61.5 per cent of the responses went to the modified activity program; 17.3 per cent saw no difference in the two; and 22.2 per cent went to the standard traditional program. In this connection, 69.1 per cent of the responses of the girls went to the modified activity program; 17.6 per cent of the responses were neutral; and 13.3 per cent went to the standard traditional program. In grouping the responses from both boys and girls of the sixth grade in their comparison of the two programs as to which created more respect for school property, it was found that 65.8 per cent of the responses went to the modified activity program; 17.5 per cent were neutral; and 16.7 per cent went to the standard traditional program.

Estimate of learnings acquired.---After tabulating the responses of the sixth grade boys in their comparison of the two programs as to which helped them learn more, the following was found: 62.3 per cent of the responses went to the modified activity program; 29.2 per cent of

the responses were neutral; and 8.5 per cent of the responses went to the standard traditional program. In this connection, 75.9 per cent of the responses from the girls went to the modified activity program; 20.6 per cent saw no difference in the two; and 3.5 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the sixth grade where they compared the two programs as to which was responsible for more learning, it was found that 70.0 per cent went to the modified activity program; 24.3 per cent saw no difference in the two; and 5.7 per cent went to the standard traditional program.

Development of wholesome citizenship.---When the sixth grade boys compared the two programs as to which helped them develop more wholesome citizenship, their decisions were these: 63.6 per cent of the responses went to the modified program; 26.6 per cent were neutral; and 8.8 per cent of the responses went to the standard traditional program. In this connection, 73.2 per cent of the responses from the girls went to the modified activity program; 26.0 per cent saw no difference in the two; and 3.0 per cent went to the standard traditional program. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 69.6 per cent of the responses went to the modified activity program; 23.0 per cent saw no difference in the two; and 3.0 per cent went to the standard traditional program.

Reaction^s of Grade Seven

Table V shows the results of the tabulation of the reactions of Grade Seven.

TABLE V.—THE DISTRIBUTION OF THE REACTIONS OF THE FIFTEEN BOYS AND EIGHT GIRLS OF GRADE SEVEN TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

ITEMS	Boys			Girls			Total		
	None	Some	Less	None	Some	Less	None	Some	Less
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	5	6	4	5	0	3	12	4	7
2. THINGS MADE AS PART OF WORK	4	5	2	7	0	1	15	5	3
3. GALL REPORTS	9	5	1	7	0	1	16	5	2
4. WRITTEN REPORTS	2	3	10	3	4	1	5	7	11
5. TRIPS TO OTHER SCHOOLS	7	3	5	6	0	2	15	3	7
6. PLAYS AND MUSICAL PROGRAMS	4	5	2	6	1	1	14	6	3
7. CHANCES TO JOIN CLUBS	4	5	1	7	1	0	15	7	1
8. CHANCES FOR GRADE TO ORGANIZE	7	4	4	6	2	0	13	6	4
9. PROVISION FOR LEAGUE WORK	4	5	2	5	2	1	15	7	3
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	5	10	0	6	2	0	11	12	0
2. PROVISION FOR SUGGESTIONS	2	6	7	5	3	0	7	9	7
3. PART IN PLANNING WORK	7	7	1	6	1	1	13	8	2
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	4	3	4	7	1	0	15	4	4
2. DIFFICULTY IN FORMING FRIENDSHIPS	5	7	3	2	0	6	7	7	9
3. ACQUAINTANCE FROM SOCIALS	6	3	6	6	0	2	12	3	8
4. AID IN SELECTING FRIENDS WISELY	10	4	1	6	2	0	16	6	1
D REGARD FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL WELFARE	6	4	5	6	2	0	12	6	5
2. REQUEST FOR PUPIL'S OPINION	7	7	1	6	2	0	13	9	1
3. TEACHER'S RESPECT FOR OPINIONS	5	6	4	7	1	0	12	7	4
4. PUPIL'S RESPECT FOR OPINIONS	6	6	3	7	1	0	13	7	3
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	4	3	4	4	0	0	16	3	4
2. TARDINESS AND PLAYING "HOCKEY"	3	3	9	1	1	6	4	4	15
3. INTERFERENCE FROM OTHER INTERESTS	6	2	7	1	2	5	7	4	12
F CONDUCT									
1. AMOUNT OF VISUAL CONNECTION	11	3	1	4	2	2	15	5	3
2. AMOUNT OF PUNISHMENT	9	3	3	1	3	4	10	6	7
3. CONFLICTS WITH OTHER STUDENTS	3	0	12	0	1	7	3	1	19
4. BEHAVIOR IN SCHOOL	1	2	12	0	2	6	1	4	18

TABLE 1. — CONTINUED

ITEMS	BOYS			GIRLS			TOTAL		
	None	Some	Less	None	Some	Less	None	Some	Less
B RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	3	1	11	0	0	1	3	1	17
2. WRITING AND CARVING ON DESKS	2	1	12	0	0	1	2	1	20
3. RESPECT FOR BUILDING AND EQUIPMENT	2	3	3	7	1	0	16	4	3
4. GENERAL POLITE IN SCHOOL	11	2	2	7	1	0	16	3	2
H ESTIMATE OF LEARNINGS ACQUIRED									
1. INTEREST IN READING MATTER	11	3	1	8	0	0	19	3	1
2. STUDY HABITS	13	1	1	8	0	0	21	1	1
3. EFFECTIVE SELF-EXPRESSION	3	4	2	7	1	0	16	5	2
4. SCHOOL MANNERS	10	3	2	8	0	0	18	3	2
5. HOME MANNERS	13	2	0	7	1	0	20	3	0
6. ABILITY TO BE A GOOD HOME	7	5	3	7	1	0	14	6	3
7. ABILITY TO LISTEN WELL	10	4	1	7	1	0	17	5	1
8. ACHIEVEMENT OF USABLE LEARNINGS	10	5	0	8	0	0	18	5	0
9. ACHIEVEMENT LEARNED FROM BOOKS	2	4	3	7	1	0	15	5	3
10. NUMBER OF BOOKS READ	8	2	5	6	1	1	14	3	6
I DEVELOPMENT OF INDIVIDUAL CITIZENSHIP									
1. CONSIDERATION FOR HOME RULE	10	4	1	8	0	0	18	4	1
2. CONSIDERATION FOR CLASS RULES	7	5	3	8	0	0	15	5	3
3. RESPECT FOR FRANCHISE	11	3	1	8	0	0	19	3	1
4. RESPECT FOR REGULATION	6	3	2	7	1	0	13	4	2
5. USE OF SPARE TIME	8	5	2	7	1	0	15	6	2
6. DAILY DESIRE TO AID OTHERS	3	2	4	7	1	0	16	3	4
7. REFRAINING FROM ANNOYING OTHERS	6	3	4	7	0	1	13	3	5
8. EXERCISE RESPONSIBILITIES	7	7	1	7	0	1	14	7	2
9. INTEREST IN GOOD BOOKS	12	2	1	7	1	0	19	3	1
10. INTEREST IN MOTION PICTURES	12	2	1	8	0	0	20	2	1
11. COMMUNITY INTEREST	10	3	2	7	0	1	17	3	3

Table VII, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the fifteen boys and eight girls in Grade Seven in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table VII is a summary of Table VI, except that it is expressed in per cents, rather than in number of reactions.

TABLE VII.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE FIFTEEN BOYS AND EIGHT GIRLS IN GRADE SEVEN IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTION OF BOYS			REACTION OF GIRLS			TOTAL REACTIONS		
	MORE PER CENT	SAME PER CENT	LESS PER CENT	MORE PER CENT	SAME PER CENT	LESS PER CENT	MORE PER CENT	SAME PER CENT	LESS PER CENT
COMPARISON OF NUMBER OF ACTIVITIES	45.9	36.1	22.0	72.2	13.9	13.9	55.1	24.6	21.3
OPPORTUNITY FOR SELF-EXPRESSION	31.1	51.1	17.8	70.8	25.0	4.2	44.9	42.0	13.1
OPPORTUNITY FOR KNOWING OTHERS	45.1	36.3	22.6	78.8	9.2	12.5	56.6	21.7	21.7
REWARD FOR PUPIL HAPPINESS	40.0	36.3	21.7	81.2	18.8	0.0	54.3	31.5	14.2
ATTENDANCE	53.3	17.7	30.0	71.2	12.5	8.3	62.3	15.9	21.8
CONDUCT	46.7	13.3	40.0	59.3	25.0	15.7	51.0	17.3	31.7
RESPECT FOR SCHOOL PROPERTY	73.3	10.0	16.7	93.3	6.7	0.0	80.4	8.6	11.0
ESTIMATE OF LEARNING ACQUIRED	66.0	22.0	12.0	91.2	7.5	1.3	78.8	16.9	4.3
DEVELOPMENT OF AMERICAN CITIZENSHIP	59.3	37.2	13.5	92.8	4.6	3.3	70.7	19.3	10.0

*IN SOME CASES BETTER WOULD BE A MORE ACCURATE WORD THAN MORE. ALSO, IN SOME CASES MORE WOULD BE MORE ACCURATE THAN LESS.

Comparison of number of activities.—The reaction of the seventh grade boys in comparing the modified activity program with the standard tradition program as to which provided more activities is this: 45.9 per cent of the responses stated that the modified program provided more activities; 31.1 per cent saw no difference in the two; and 22.0 per cent said that the standard traditional program provided more activities. On the other hand, 72.2 per cent of the seventh grade girls stated that the modified program provided more activities; 13.9 per cent saw no difference in the two; and 13.9 per cent said that the standard traditional program provided more activities. In grouping the responses from both boys and girls of the seventh grade, it was found that 55.1 per cent stated that the modified program provided more activities; 24.8 per cent saw no difference in the two; and 20.1 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs by the seventh grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 31.1 per cent stated that the modified program provided more activities for self-expression; 51.1 per cent saw no difference in the two; and 17.8 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 70.8 per cent of the girls stated that the modified activity program provided more activities than the standard traditional program; 25.0 per cent expressed no difference in the two; and 4.2 per cent

of the responses indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of the seventh grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 44.9 per cent stated that the modified activity program provided more opportunities for self-expression; 42.0 per cent expressed no difference in the two; and 13.1 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.--When the seventh grade boys compared the two programs regarding which provided the better opportunity for knowing others, 45.1 per cent of the responses said that the modified activity program gave more opportunities; 38.3 per cent expressed no difference in the two; and 22.6 per cent stated that the standard traditional program provided more opportunities for knowing others. In this connection, 78.1 per cent of the girls stated that the modified activity program provided more chances for learning others; 9.4 per cent saw no difference in the two; and 12.5 per cent stated that the standard traditional program provided a greater number of opportunities for people to know others. In grouping the responses of both boys and girls of the seventh grade in their comparison of the programs regarding this point, it was found that 56.6 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 21.7 per

cent saw no difference in the two; and 21.7 per cent stated that the standard traditional program provided more means for the children to know others.

Regard for pupil happiness.---In comparing the two programs concerning which had more regard for pupil happiness, the seventh grade boys stated: 40.0 per cent of the responses said that the modified program made more provision for pupil happiness; 38.3 per cent expressed no difference in the two; and 21.7 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the seventh grade expressed themselves as follows: 31.2 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 18.8 per cent saw no difference in the two; and 0.0 per cent of the responses said that the standard traditional program provided more means for pupil happiness. Grouping the responses from the boys and girls in the seventh grade in comparison of the programs regarding this point, it was found that 54.3 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 31.5 per cent expressed no difference in the two; and 14.2 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.---The comparison of the two programs by the seventh grade boys regarding which stimulated more regular attendance is as follows: 53.3 per cent stated that the modified activity program created more interest in regular school attendance; 17.7 per cent

saw no difference in the two; 30.0 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the seventh grade girls expressed themselves as follows: 71.2 per cent stated that the modified activity program provided more interest that would cause regular attendance; 12.6 per cent saw no difference in the two; and 8.3 per cent stated that the standard traditional program created more interest that would result in regular attendance. Grouping the responses of both boys and girls in the seventh grade in comparison of the two programs relative to regular attendance, it was found that 62.3 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 15.9 per cent saw no difference in the two; and 21.8 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct. When the seventh grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 46.7 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 13.3 per cent saw no difference in the two; and 40.0 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the seventh grade girls expressed themselves as follows: 59.3 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 25.0 per cent saw no difference in the two; and 15.7 per cent of the responses indicated that the

standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 51.0 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 17.3 per cent of the responses were neutral; and 41.7 per cent indicated that the standard traditional program was a better basis.

Respect for school property.—In tabulating the responses of the seventh grade boys in their comparison of the two programs as to which stimulated more respect for property, it was found: 73.3 per cent of the responses went to the modified activity program; 10.0 per cent saw no difference in the two; and 16.7 per cent went to the standard traditional program. In this connection, 93.3 per cent of the responses of the girls went to the modified activity program; 6.7 per cent were neutral. In grouping the responses from both boys and girls of the seventh grade in their comparison of the two programs as to which created more respect for school property, it was found that 80.4 per cent of the responses went to the modified activity program; 8.6 per cent were neutral; and 11.0 per cent went to the standard traditional program.

Estimate of learnings acquired.—After tabulating the responses of the seventh grade boys in their comparison of the two programs as to which helped them learn more, their decisions were found to be these: 66.0 per cent of the responses went to the modified activity program;

22.0 per cent of the responses were neutral; and 12.0 per cent of the responses went to the standard traditional program. In this connection, 91.2 per cent of the responses from the girls went to the modified activity program; 7.5 per cent saw no difference in the two; and 1.3 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the seventh grade where they compared the two programs as to which was responsible for more learning, it was found that 74.8 per cent went to the modified activity program; 18.9 per cent saw no difference in the two; and 8.3 per cent went to the standard traditional program.

Development of wholesome citizenship.---When the seventh grade boys compared the two programs as to which helped them develop more wholesome citizenship, the following information was obtained: 59.3 per cent of the responses went to the modified program; 37.2 per cent were neutral; and 13.5 per cent of the responses went to the standard traditional program. In this connection, 92.1 per cent of the responses of the girls went to the modified activity program; 4.6 per cent saw no difference in the two; and 3.3 per cent went to the standard traditional program. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 70.7 per cent of the responses went to the modified activity program; 19.3 per cent saw no difference in the two; and 10.0 per cent went to the standard traditional program.

Summary of the Responses from All Elementary Students

After grouping the responses from the forty boys and forty girls from grades five, six, and seven of the elementary school, the following results were found:

TABLE VI.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE FORTY BOYS AND FORTY GIRLS FROM GRADES FIVE, SIX, AND SEVEN OF THE ELEMENTARY SCHOOL WHO ANSWERED THE QUESTIONNAIRE

ITEMS	REACTION OF BOYS			REACTION OF GIRLS			TOTAL REACTIONS		
	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent
COMPARISON OF NUMBER OF ACTIVITIES	41.9	31.5	26.6	40.3	23.6	36.1	41.1	27.5	26.6
OPPORTUNITY FOR SELF-EXPRESSION	24.1	43.3	32.5	40.3	43.3	15.9	32.5	43.3	24.2
OPPORTUNITY FOR SERVING OTHERS	43.3	23.3	21.4	40.0	23.1	42.6	42.6	23.3	16.1
REASON FOR PEOPLE'S HAPPINESS	35.4	30.1	26.3	36.8	35.0	7.7	46.2	36.5	17.3
ATTENDANCE	45.0	25.4	29.2	46.3	30.4	20.9	46.6	26.3	25.1
CONDUCT	44.3	22.5	33.2	34.3	26.4	44.3	43.3	24.6	16.1
RESPECT FOR OTHERS' PROPERTY	41.3	16.1	17.6	33.3	15.0	12.3	43.0	16.5	12.5
ESTIMATE OF LEARNING ACQUIRED	39.7	23.2	11.1	33.3	16.2	2.1	46.7	23.7	7.6
PERFORMANCE OF HOMEWORK DIFFICULTY	36.8	20.3	12.4	32.3	22.2	2.2	41.8	26.7	2.3

^aIN SOME CASES EITHER MORE OF A MORE ACCURATE WORD THAN NONE ALSO, IN SOME CASES NONE WOULD BE MORE ACCURATE THAN NONE.

Comparison of number of activities.—The reaction of the boys of grades five, six, and seven in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 41.9 per cent of the responses stated that the modified program provided more activities; 31.5 per cent saw no difference in the two; and 26.6 per cent said that the standard traditional program provided more activities. On the other hand, 40.3 per cent of the girls of grades five, six, and seven stated that the modified program provided more activities; 23.6 per cent saw no difference in the two; and 36.1 per cent said that the standard traditional program provided more activities. In grouping the responses from both boys and girls of grades five, six, and seven, it

was found that 44.1 per cent stated that the modified program provided more activities; 27.5 per cent saw no difference in the two; and 28.4 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs by the boys of grades five, six, and seven as to which program more adequately provided for opportunities for self-expression by pupils follows: 24.1 per cent stated that the modified program provided more activities for self-expression; 43.3 per cent saw no difference in the two; and 32.5 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 40.8 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 43.3 per cent expressed no difference in the two; and 15.9 per cent of the responses indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of grades five, six, and seven in their comparison of the two programs concerning opportunity for self-expression, it was found that 32.5 per cent stated that the modified activity program provided more opportunities for self-expression; 43.3 per cent expressed no difference in the two; and 24.2 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.—When the boys of grades five, six, and seven compared the two programs regarding which provided the better opportunity for knowing others, 49.3 per cent of the responses

said that the modified activity program gave more opportunities; 29.3 per cent expressed no difference in the two; and 21.4 per cent stated that the standard traditional program provided more opportunities for knowing others. In this connection, 60.0 per cent of the girls stated that the modified activity program provided more chances for knowing others; 29.4 per cent saw no difference in the two; and 10.6 per cent stated that the standard traditional program provided a greater number of opportunities for people to know others.^{In} Grouping the responses from both boys and girls of grades five, six, and seven in their comparison of the programs regarding this point, it was found that 54.6 per cent of the responses indicated that the modified activity program provided more opportunities for students to know others; 29.3 per cent saw no difference in the two; and 16.1 per cent stated that the standard traditional program provided more means for the children to know others.

Regard for pupil happiness.---In comparing the two programs concerning which had more regard for pupil happiness, the boys of grades five, six, and seven responded as follows: 36.6 per cent of the responses said that the modified program made more provision for pupil happiness; 38.1 per cent expressed no difference in the two; and 26.3 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of grades five, six, and seven expressed themselves as follows: 56.8 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 35.0 per cent saw no difference in the two; and 7.7 per cent of the responses said that the

standard traditional program provided more means for pupil happiness.

In grouping the responses from the boys and girls in grades five, six, and seven in comparison of the programs regarding this point, it was found that 46.2 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 36.6 per cent expressed no difference in the two; and 17.3 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.—The comparison of the two programs by the boys of grades five, six, and seven regarding which stimulated more regular attendance is as follows: 45.0 per cent stated that the modified activity program created more interest in regular school attendance; 25.8 per cent saw no difference in the two; and 29.2 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the girls of grades five, six, and seven expressed themselves as follows: 48.3 per cent stated that the modified activity program provided more interest that would cause regular attendance; 30.8 per cent saw no difference in the two; and 20.9 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls of grades five, six, and seven in comparison of the two programs relative to regular attendance, it was found that 46.6 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 28.3 per cent saw no difference in the two; and 25.1 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.---When the boys of grades five, six, and seven compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 44.3 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 22.5 per cent saw no difference in the two; and 33.2 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the girls of grades five, six, and seven expressed themselves as follows: 54.3 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 26.8 per cent expressed no difference in the two; and 18.9 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct.^{In grouping} the responses of both boys and girls of grades five, six, and seven in their comparison of the programs concerning conduct, it was found that 49.3 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 24.6 per cent of the responses were neutral; and 16.1 per cent indicated that the standard traditional program was a better basis.

Respect for school property.---In tabulating the responses of the boys of Grades five, six, and seven in their comparison of the two programs as to which stimulated more respect for property, it was found: 64.3 per cent of the responses went to the modified activity program; 18.1 per cent saw no difference in the two; and 17.6 per cent went to the standard traditional program. In this connection, 73.7

per cent of the girls went to the modified activity program; 15.0 per cent saw no difference in the two; and 12.3 per cent went to the standard traditional program. In grouping the responses from both boys and girls of grades five, six, and seven in their comparison of the two programs as to which created more respect for school property, it was found that 69.0 per cent of the responses went to the modified activity program; 16.5 per cent were neutral; and 14.5 per cent went to the standard traditional program.

Estimate of learning acquired.—After tabulating the responses of the boys of grades five, six, and seven in their comparison of the two programs as to which helped them learn more it was found: 59.7 per cent of the responses went to the modified activity program; 29.2 per cent of the responses were neutral; and 11.1 per cent of the responses went to the standard traditional program. In this connection, 77.7 per cent of the responses from the girls went to the modified activity program; 18.2 per cent saw no difference in the two; and 4.1 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of grades five, six, and seven where they compared the two programs as to which was responsible for more learning, it was found that 68.7 per cent went to the modified activity program; 23.7 per cent saw no difference in the two; and 7.6 per cent went to the standard traditional program.

Development of wholesome citizenship.—When the boys of grades five, six, and seven compared the two programs as to which helped them develop more wholesome citizenship, they expressed themselves as

follows: 56.8 per cent of the responses went to the modified program; 30.4 per cent were neutral; and 12.8 per cent of the responses went to the standard traditional program. In this connection, 72.9 per cent of the responses from the girls went to the modified activity program; 22.9 per cent saw no difference in the two; and 4.2 per cent went to the standard traditional program. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 64.8 per cent of the responses went to the modified activity program; 26.7 per cent saw no difference in the two; and 8.5 per cent went to the standard traditional program.

Reaction of the Pupils from Grade Eight

Table VIII shows the results of the tabulation of the reactions of grade eight.

TABLE VIII.—THE DISTRIBUTION OF THE REACTIONS OF THE FOURTEEN BOYS AND ELEVEN GIRLS OF GRADE EIGHT TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

ITEMS	BOYS			GIRLS			TOTAL		
	None	Some	Less	None	Some	Less	None	Some	Less
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OUT CAMPUS TO SEE THINGS	4	6	0	3	1	1	17	7	1
2. THINGS MADE AS PART OF WORK	10	2	2	7	0	2	19	2	4
3. ORAL REPORTS	5	5	4	5	3	3	20	8	7
4. WRITTEN REPORTS	8	1	5	7	3	1	15	4	6
5. TRIPS TO OTHER SCHOOLS	9	3	2	7	3	1	16	6	3
6. PLAYS AND HISTORICAL PROBLEMS	11	2	1	7	3	1	18	5	2
7. CHANCES TO JOIN CLUBS	12	2	0	11	0	0	23	2	0
8. CHANCES FOR GRADE TO ORGANIZE	11	2	1	7	1	3	19	3	3
9. PROVISION FOR LEAGUE WORK	7	4	1	8	3	0	17	7	1
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	8	5	1	5	6	0	13	11	1
2. PROVISION FOR HOURS	8	5	1	8	1	2	16	6	3
3. PART IN PLANNING WORK	8	4	2	7	2	2	15	6	4

TABLE 1001—CONTINUED

ITEM	BOYS			GIRLS			TOTAL		
	Score	Range	Avg	Score	Range	Avg	Score	Range	Avg
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER PERSONS	10	3	1	5	3	3	15	6	1
2. DIFFICULTY IN FORMING FRIENDSHIPS	3	3	1	1	3	1	7	1	21
3. ACQUAINTANCE WITH OTHERS	10	3	1	2	1	1	19	4	2
4. AID IN SELECTING FRIENDS USUALLY	11	3	0	2	2	0	20	5	0
D REGARD FOR PUPIL WIFTHOOD									
1. TEACHER CONCERN FOR PUPIL WIFTHOOD	6	6	2	7	3	1	13	9	3
2. REQUEST FOR PUPIL'S OPINION	10	3	1	2	1	0	12	3	1
3. TEACHER'S REQUEST FOR OPINION	7	3	2	1	1	1	14	4	1
4. PUPIL'S REQUEST FOR OPINION	3	3	0	1	1	0	7	1	0
E ATTENDANCE									
1. DEFECTS IN REGULAR ATTENDANCE	12	2	0	11	0	0	23	2	0
2. TARDINESS AND LEAVING "HOCKEY"	19	6	2	0	1	0	19	1	19
3. INTERFERENCE FROM OTHER STUDENTS	0	5	2	0	3	1	0	8	17
F CONDUCT									
1. AVOIDANCE OF VIOLENCE, COMBINATION	3	6	1	1	3	1	3	12	5
2. AVOIDANCE OF PUNISHMENT	3	3	1	2	3	1	7	3	9
3. COMPLIANCE WITH OTHER STUDENTS	1	1	10	0	0	1	1	1	21
4. COMPLAINTS IN SCHOOL	3	1	1	1	2	1	6	1	13
G RESPECT FOR SCHOOL PROPERTY									
1. MESSING ON WALLS	1	3	10	0	0	11	1	3	21
2. MESSING AND CRUISING ON CORRIDORS	1	0	13	0	1	10	1	1	23
3. RESPECT FOR BUILDINGS AND EQUIPMENT	4	5	1	8	3	0	12	8	1
4. GENERAL PRIDE IN SCHOOL	10	3	1	10	1	0	20	4	1
H ESTIMATE OF LEARNING ACQUIRED									
1. INTEREST IN HEALTH MATTER	12	2	0	11	0	0	23	2	0
2. STUDY HABITS	13	1	0	10	1	0	23	2	0
3. EFFECTIVE SELF-EXPRESSION	11	3	0	4	2	1	19	3	1
4. SCHOOL KNOWLEDGE	11	2	1	10	1	0	21	3	1
5. HOME KNOWLEDGE	12	2	0	9	2	0	21	4	0
6. ABILITY TO BE A GOOD WORKER	11	2	1	10	1	0	21	3	1
7. ABILITY TO LEARN WELL	11	2	1	10	1	0	21	3	1
8. ACHIEVEMENT OF USABLE LEARNING	12	0	2	10	1	0	22	1	2
9. ACHIEVEMENT LEARNED FROM CLASS	9	1	1	5	2	0	14	1	1
10. KNOWLEDGE OF BOOKS READ	11	2	1	10	0	1	21	2	2
I DEVELOPMENT OF INDIVIDUALITY									
1. CONSIDERATION FOR HOME FOLK	12	2	0	9	2	0	21	1	0
2. CONSIDERATION FOR SLAVE STATES	10	3	1	11	0	0	21	3	1
3. RESPECT FOR PLAYERS	10	3	1	12	0	0	22	3	1
4. RESPECT FOR REGULATIONS	9	5	0	10	1	0	19	6	0
5. USE OF SPARE TIME	13	1	0	7	3	1	20	1	1
6. DAILY ORDER IN AND OUTSIDE	10	3	1	5	3	1	15	8	2
7. SEPARATION FROM ANTI-THINK OTHERS	7	1	3	1	3	0	15	7	3
8. INDIVIDUAL RESPONSIBILITIES	12	1	1	8	2	1	20	3	2
9. INTEREST IN GOOD WORK	11	3	0	9	2	0	20	3	0
10. INTEREST IN PERSON PROGRESS	11	0	0	8	3	0	21	1	0
11. COMMUNITY HELPING	10	3	1	10	1	0	20	1	1

Table IX, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the fourteen boys and eleven girls in grade eight in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table IX is a summary of Table VIII, except that it is expressed in per cents, rather than in number of reactions.

TABLE IX.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE FOURTEEN BOYS AND ELEVEN GIRLS IN GRADE EIGHT IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTIONS OF BOYS			REACTIONS OF GIRLS			TOTAL REACTIONS		
	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent
COMPARISON OF NUMBER OF ACTIVITIES	65.9	21.4	12.7	70.7	17.2	12.1	68.0	19.5	12.5
OPPORTUNITY FOR SELF-EXPRESSION	57.1	33.3	9.6	60.6	27.2	12.2	58.6	30.6	10.8
OPPORTUNITY FOR KNOWING OTHERS	60.6	28.4	9.0	59.0	22.7	18.3	65.0	22.0	13.0
REASONS FOR PUPIL HAPPINESS	50.0	36.1	6.9	52.8	33.1	5.1	51.0	32.0	7.0
ATTENDANCE	71.4	26.1	2.5	67.6	12.2	0.0	76.6	20.0	1.4
CONDUCT	39.2	35.8	25.0	63.6	20.4	16.0	50.0	29.0	21.0
RESPONSE FOR SCHOOL PROPERTY	73.2	19.6	7.2	61.4	11.6	0.0	60.0	16.0	4.0
ESTIMATE OF LEARNING ACQUIRED	80.7	14.2	15.7	61.4	30.0	1.8	64.0	12.4	3.6
DEVELOPMENT OF INDIVIDUAL CITIZENSHIP	76.5	16.2	5.2	79.3	16.2	2.5	77.8	16.1	4.1

THE TOTAL PERCENTS SHOULD BE 100.0 PERCENT, BUT SOME OF THE PERCENTS ARE NOT EXACTLY 100.0 PERCENT, BECAUSE OF ROUNDING OFF.

Comparison of number of activities.—The reaction of the boys of the eighth grade in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 65.9 per cent of the responses stated that the modified program provided more activities; 21.4 per cent saw no difference in the two; and 12.7 per cent said that the standard traditional program provided more activities. On the other hand, 70.7 per cent of the eighth grade girls stated that the modified program provided more activities; 17.2 per cent saw no difference in the two; and 12.1 per cent said that the

standard traditional program provided more activities. In grouping the responses from both boys and girls of the eighth grade, it was found that 68.0 per cent stated that the modified program provided more activities; 19.5 per cent saw no difference in the two; and 12.5 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs by the eighth grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 57.1 per cent stated that the modified program provided more opportunities for self-expression; 33.3 per cent saw no difference in the two; and 29.6 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 60.6 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 27.2 per cent expressed no difference in the two; and 12.2 per cent of the responses indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of the eighth grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 58.6 per cent stated that the modified activity program provided more opportunities for self-expression; 30.6 per cent expressed no difference in the two; and 10.8 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.—When the eighth grade boys compared the two programs regarding which provided the better opportunity for knowing others, 69.6 per cent of the responses said that the modified

activity program gave more opportunities; 21.4 per cent expressed no difference in the two; and 9.0 per cent stated that the standard traditional program provided more opportunities for knowing others. In this connection, 59.0 per cent of the girls stated that the modified activity program provided more chances for learning others; 22.7 per cent saw no difference in the two; and 19.3 per cent stated that the standard traditional program provided a greater number of opportunities for people to know others. In grouping the responses from both boys and girls of the eighth grade in their comparison of the programs regarding this point, it was found that 65.0 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 22.0 per cent saw no difference in the two; and 13.0 per cent stated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.—In comparing the two programs concerning which had more regard for pupil happiness, the eighth grade boys stated as follows: 60.0 per cent of the responses said that the modified program made more provision for pupil happiness; 41.1 per cent expressed no difference in the two; and 8.9 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the eighth grade expressed themselves as follows: 52.2 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 43.1 per cent saw no difference in the two; and 5.7 per cent of the responses said that the standard traditional program provided more means for pupil

happiness. In grouping the responses from the boys and girls in the eighth grade in comparison of the programs regarding this point, it was found that 51.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 42.0 per cent expressed no difference in the two; and 7.0 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.—The comparison of the two programs by the eighth grade boys regarding which stimulated more regular attendance is as follows: 71.6 per cent stated that the modified activity program created more interest in regular school attendance; 28.1 per cent saw no difference in the two; 2.5 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the eighth grade girls expressed themselves as follows: 87.8 per cent stated that the modified activity program provided more interest that would cause regular attendance; 12.2 per cent saw no difference in the two; and 0.0 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the eighth grade in comparison of the two programs relative to regular attendance, it was found that 78.6 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 20.0 per cent saw no difference in the two; and 1.4 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.—When the eighth grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 39.2 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 35.8 per cent saw no difference in the two; and 25.0 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the eighth grade girls expressed themselves as follows: 63.6 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 20.4 per cent expressed no difference in the two; and 16.0 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 50.0 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 22.0 per cent of the responses were neutral; and 21.0 per cent indicated that the standard traditional program was a better basis.

Respect for school property.—In tabulating the responses of the eighth grade boys in their comparison of the two programs as to which stimulated more respect for property, the following was found: 75.2 per cent of the responses went to the modified activity program; 19.6 per cent saw no difference in the two; and 7.2 per cent went to the standard traditional program. In this connection, 88.4 per cent of the responses of the girls went to the modified activity program;

11.8 per cent of the responses were neutral. In grouping the responses from both boys and girls of the eighth grade in their comparison of the two programs as to which created more respect for school property, it was found that 80.0 per cent of the responses went to the modified activity program; 18.0 per cent were neutral; and 4.0 per cent went to the standard traditional program.

Estimate of learnings acquired.—After tabulating the responses of the eighth grade boys in their comparison of the two programs as to which helped them learn more, it was found: 80.7 per cent of the responses went to the modified activity program; 14.2 per cent of the responses were neutral; and 15.1 per cent of the responses went to the standard traditional program. In this connection, 88.1 per cent of the responses from the girls went to the modified activity program; 10.0 per cent saw no difference in the two; and 1.8 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the eighth grade where they compared the two programs as to which was responsible for more learning, it was found that 84.0 per cent went to the modified activity program; 12.4 per cent saw no difference in the two; and 3.6 per cent went to the standard traditional program.

Development of wholesome citizenship.—When the eighth grade boys compared the two programs as to which helped them develop more wholesome citizenship, they responded as follows: 76.6 per cent went to the modified program; 18.2 per cent were neutral; and 5.2 per cent of the responses went to the standard traditional program. In this connection, 79.3 per cent of the responses from the girls went

to the modified activity program; 18.2 per cent saw no difference in the two; and 2.5 per cent went to the standard traditional program. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 77.8 per cent of the responses went to the modified activity program; 18.1 per cent saw no difference in the two; and 4.1 per cent went to the standard traditional program.

Reaction^s of the Pupils from Grade Nine

Table X shows the results of the tabulation of the reactions of grade nine.

TABLE X—THE DISTRIBUTION OF THE REACTIONS OF THE NINE BOYS AND ELEVEN GIRLS OF GRADE NINE TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

Items	Boys			Girls			Total		
	None	Some	Less	None	Some	Less	None	Some	Less
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	8	0	1	9	1	1	17	1	2
2. THINGS MADE AS PART OF WORK	5	3	1	8	3	0	13	6	1
3. ORAL REPORTS	4	5	0	8	3	0	12	8	0
4. WRITTEN REPORTS	2	2	5	6	0	5	8	2	10
5. TRIPS TO OTHER SCHOOLS	5	1	3	5	6	0	10	7	3
6. PLAYS AND MUSICAL PROGRAMS	5	3	1	9	1	1	14	4	2
7. CHANCES TO JOIN CLUBS	7	0	2	10	2	0	17	1	2
8. CHANCES FOR GRADU TO ORGANIZE	7	0	2	9	1	1	16	1	3
9. PROVISION FOR LEAVING WORK	7	1	1	7	4	0	14	5	1
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	5	3	1	5	4	2	10	7	3
2. PROVISION FOR Hobbies	6	0	3	5	4	2	11	4	5
3. PART IN PLANNING WORK	6	2	1	4	4	3	10	6	4
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	5	3	1	8	2	1	13	5	2
2. DIFFICULTY IN FORMING FRIENDSHIPS	3	1	5	3	4	4	6	5	9
3. ACQUAINTANCES FROM SOCIALS	2	5	2	9	0	2	11	5	4
4. AID IN SELECTING FRIENDS WISELY	6	2	1	6	5	0	12	7	1
D REASONS FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL WISDOM	2	4	3	9	2	0	11	6	3
2. RESPECT FOR PUPIL'S OPINION	5	2	2	10	1	0	15	3	2
3. TEACHER'S RESPECT FOR OPINIONS	1	6	2	7	4	0	8	10	2
4. PUPIL'S RESPECT FOR OPINIONS	4	5	0	2	8	1	6	13	1

TABLE X--CONTINUED

ITEM	BOYS			GIRLS			TOTAL		
	More	Same	Less	More	Same	Less	More	Same	Less
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	6	2	1	9	1	1	15	3	2
2. TARDINESS AND PLAYING "HOOKY"	2	0	7	2	2	7	4	2	14
3. INTERFERENCE FROM OTHER INTERESTS	1	1	7	0	4	7	1	5	14
F CONDUCT									
1. AMOUNT OF VERBAL CORRECTION	4	4	1	1	5	5	5	9	6
2. AMOUNT OF PUNISHMENT	1	3	2	1	5	5	2	8	10
3. CONFLICTS WITH OTHER STUDENTS	1	1	7	0	2	9	1	3	14
4. ISOLATED IN SCHOOL	1	2	6	2	2	7	3	4	13
G RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	0	0	9	1	0	10	1	0	19
2. WRITING AND CARVING ON DESKS	0	0	9	0	0	11	0	0	20
3. RESPECT FOR BUILDING AND GROUNDS	8	4	0	9	1	1	17	2	1
4. SPECIAL PRIDE IN SCHOOL	2	1	0	9	1	1	17	2	1
H ESTIMATE OF LEARNING ACQUIRED									
1. INTEREST IN READING HABITS	6	0	1	9	2	0	17	2	1
2. STUDY HABITS	7	1	1	9	2	0	16	3	1
3. EFFECTIVE SELF-EXPRESSION	7	0	2	7	4	0	14	4	2
4. SCHOOL KNOWLEDGE	6	3	0	10	1	0	16	4	0
5. HOME KNOWLEDGE	5	4	0	7	4	0	12	8	0
6. ABILITY TO BE A GOOD HONY	5	4	0	8	3	0	13	7	0
7. ABILITY TO LISTEN WELL	7	2	0	9	2	0	16	4	0
8. AMOUNT OF USABLE LEARNING	7	1	1	9	1	1	16	2	2
9. AMOUNT LEARNED FROM BOOKS	6	3	0	6	4	1	12	7	1
10. NUMBER OF BOOKS READ	6	3	0	9	2	0	15	5	0
I DEVELOPMENT OF WHOLESONE CITIZENSHIP									
1. CONSIDERATION FOR HOME FOLK	4	3	1	6	5	0	11	8	1
2. CONSIDERATION FOR BLACK RACES	4	3	0	9	2	0	13	7	0
3. SERVICE FOR FUTURE	6	3	0	9	2	0	15	5	0
4. RESPECT FOR EMULATIONS	6	3	0	10	1	0	16	4	0
5. USE OF SPARE TIME	8	0	1	9	2	0	17	2	1
6. DAILY DESIRE TO AID OTHERS	6	2	1	8	3	0	14	3	1
7. REPAIRING FROM INSULTING OTHERS	4	4	1	8	3	0	12	7	1
8. SHARING RESPONSIBILITIES	6	3	0	8	3	0	14	6	0
9. INTEREST IN GOOD BOOKS	6	3	0	9	2	0	15	5	0
10. INTEREST IN MOTION PICTURES	7	2	0	9	1	1	16	3	1
11. COUNTRY WELFARE	7	2	0	7	4	0	14	6	0

Table XI, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the nine boys and eleven girls in grade nine in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table XI is a summary of Table X, except

that it is expressed in per cents, rather than in number of reactions.

TABLE XI.—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE NINE BOYS AND ELEVEN GIRLS IN GRADE NINE IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

Type	REACTIONS OF BOYS			REACTIONS OF GIRLS			TOTAL REACTIONS		
	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent
COMPARISON OF NUMBER OF ACTIVITIES	61.7	18.5	19.8	71.7	20.2	8.1	67.2	19.5	13.3
OPPORTUNITY FOR SELF-EXPRESSION	62.9	18.5	18.6	82.4	16.3	1.3	59.6	28.4	12.0
OPPORTUNITY FOR KNOWING OTHERS	30.0	30.5	19.5	64.3	25.0	10.7	56.8	26.7	17.1
REGARD FOR PUPIL HAPPINESS	33.3	17.2	22.3	63.6	38.0	2.4	38.0	40.0	22.0
ATTENDANCE	71.3	17.1	11.6	69.6	21.2	9.2	71.6	16.7	11.7
CONDUCT	30.0	27.7	22.3	40.9	31.8	27.3	45.0	30.0	25.0
RESPECT FOR SCHOOL PROPERTY	38.4	5.6	0.0	88.6	4.6	6.8	31.2	5.0	2.8
ESTIMATE OF LEARNINGS ACQUIRED	71.1	23.3	5.6	75.4	22.7	1.9	73.5	23.0	3.5
DEVELOPMENT OF UNPLEASANT CITIZENSHIP	65.6	27.2	5.2	76.0	23.2	0.8	71.3	25.2	2.5

*IN SOME CASES THERE WOULD BE A MORE ACCURATE WORD THAN MORE, ALSO, IN SOME CASES THERE WOULD BE MORE ACCURATE THAN LESS.

Comparison of number of activities.—The reaction of the ninth grade boys in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 61.7 per cent of the responses stated that the modified program provided more activities; 18.5 per cent saw no difference in the two; and 19.8 per cent said that the standard traditional program provided more activities. On the other hand, 71.7 per cent of the ninth grade girls stated that the modified program provided more activities; 20.2 per cent saw no difference in the two; and 8.1 per cent said that the standard traditional program provided more activities. In grouping the responses from both boys and girls of the ninth grade, it was found that 67.2 per cent stated that the modified program provided more activities; 19.5 per cent saw no difference in the two; and 13.3 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs

by the ninth grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 62.9 per cent stated that the modified program provided more opportunities for self-expression; 18.5 per cent saw no difference in the two; and 19.6 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 42.4 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 36.8 per cent expressed no difference in the two; and 21.3 per cent of the responses indicated that the standard traditional program gave more opportunities for self-expression.^{In} Grouping the responses of both boys and girls of the ninth grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 51.6 per cent stated that the modified activity program provided more opportunities for self-expression; 28.4 per cent expressed no difference in the two; and 20.0 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.—When the ninth grade boys compared the two programs regarding which provided the better opportunities for knowing others, 50.0 per cent of the responses said that the modified activity program gave more opportunities; 30.5 per cent expressed no difference in the two; and 19.5 per cent stated that the standard traditional program provided more opportunities for learning others. In this connection, 61.3 per cent of the girls stated that the modified activity program provided more chances for learning others; 25.0 per cent expressed no difference in the two; and 13.7 per cent stated that the standard traditional program provided a greater number of opportunities

for people to learn others,^{In} grouping the responses from both boys and girls of the ninth grade in their comparison of the programs regarding this point, it was found that 56.2 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 36.7 per cent saw no difference in the two; and 17.1 per cent stated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.---In comparing the two programs concerning which had more regard for pupil happiness, the ninth grade boys stated as follows: 33.3 per cent of the responses said that the modified program made more provision for pupil happiness; 47.2 per cent expressed no difference in the two; and 22.5 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the ninth grade expressed themselves as follows: 63.6 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 34.0 per cent saw no difference in the two; and 2.4 per cent of the responses said that the standard traditional program provided more means for pupil happiness.^{In} grouping the responses from the boys and girls in the ninth grade in comparison of the programs regarding this point, it was found that 80.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 40.0 per cent expressed no difference in the two; and 10.0 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.---The comparison of the two programs by the ninth grade boys regarding which stimulated more regular attendance is as

follows: 74.1 per cent stated that the modified activity program created more interest in regular school attendance; 11.1 per cent saw no difference in the two; and 14.8 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the ninth grade girls expressed themselves as follows: 69.6 per cent stated that the modified activity program provided more interest that would cause regular attendance; 21.2 per cent saw no difference in the two; and 9.2 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the ninth grade in comparison of the two programs relative to regular attendance, it was found that 71.6 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 16.7 per cent saw no difference in the two; and 11.7 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.—When the ninth grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 80.0 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 27.7 per cent saw no difference in the two; and 22.3 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the ninth grade girls expressed themselves as follows: 40.9 per cent of the responses stated that the modified activity program was a better basis for good conduct than the

standard traditional program; 31.8 per cent expressed no difference in the two; and 27.5 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 45.0 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 30.0 per cent of the responses were neutral; and 25.0 per cent indicated that the standard traditional program was a better basis.

Respect for school property.---In tabulating the responses of the fifth grade boys in their comparison of the two programs as to which stimulated more respect for property, it was found: 94.4 per cent of the responses went to the modified activity program; and 5.6 per cent saw no difference in the two programs. In this connection, 88.6 per cent of the responses of the girls went to the modified activity program; 4.6 per cent of the responses were neutral; and 6.8 per cent went to the standard traditional program. In grouping the responses from both boys and girls of the fifth grade in their comparison of the two programs as to which created more respect for school property, it was found that 91.2 per cent of the responses went to the modified activity program; 5.0 per cent were neutral; and 2.8 per cent went to the standard traditional program.

Estimate of learning acquired.---After tabulating the responses of the fifth grade boys in their comparison of the two programs as to which helped them learn more, it was found: 71.1 per cent of the responses went to the modified activity program; 23.3 per cent of the responses

were neutral; and 5.6 per cent of the responses went to the standard traditional program. In this connection, 75.4 per cent of the responses from the girls went to the modified activity program; 22.7 per cent saw no difference in the two; and 1.9 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the ninth grade where they compared the two programs as to which was responsible for more learning, it was found that 73.8 per cent went to the modified activity program; 23.0 per cent saw no difference in the two; and 3.5 per cent went to the standard traditional program.

Development of wholesome citizenship.--When the fifth grade boys compared the two programs as to which helped them develop more wholesome citizenship, they stated as follows: 65.6 per cent of the responses went to the modified program; 29.2 per cent were neutral; and 5.2 per cent of the responses went to the standard traditional program. In this connection, 76.0 per cent of the responses from the girls went to the modified activity program; 23.2 per cent saw no difference in the two; and 0.8 per cent went to the standard traditional program. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 71.3 per cent of the responses went to the modified activity program; 25.9 per cent saw no difference in the two; and 2.8 per cent went to the standard traditional program.

Reaction^s of Grade Ten

Table XII shows the results of the tabulation of the reactions of grade ten.

TABLE NO. 1—THE DISTRIBUTION OF THE REACTIONS OF THE THIRTEEN BOYS AND TEN GIRLS OF GRADE TEN TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

TYPE	BOYS			GIRLS			TOTAL		
	POSS	POSS	LESS	POSS	POSS	LESS	POSS	POSS	LESS
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	11	2	0	7	0	3	18	2	3
2. THINGS DONE AS PART OF WORK	8	3	2	4	1	3	12	4	5
3. ORAL REPORTS	6	3	4	7	1	2	13	4	6
4. WRITTEN REPORTS	9	1	3	6	1	3	15	2	6
5. TRIPS TO OTHER SCHOOLS	7	2	4	5	3	2	12	5	6
6. PLAYS AND MUSICAL PROGRAMS	6	0	3	8	1	1	14	3	4
7. CHANCES TO JOIN CLUBS	13	0	0	8	1	1	21	1	1
8. CHANCES FOR WORK TO CORRECT	11	1	1	6	4	0	17	5	1
9. PROVISION FOR LEARNER WORK	14	2	0	6	4	0	17	6	0
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	7	3	3	5	4	1	12	7	4
2. PROVISION FOR READING	3	6	4	2	4	4	5	10	8
3. PART IN PLANNING WORK	6	6	1	2	4	4	8	10	5
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	10	2	1	7	3	0	17	5	1
2. DIFFICULTY IN FORMING FRIENDSHIPS	1	1	11	3	3	4	4	4	15
3. ACQUAINTANCE FROM SOCIALS	8	1	4	3	4	3	11	5	8
4. AID IN SELECTING FRIENDS WISELY	11	2	0	4	4	0	17	6	0
D REGARD FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL MINDS	6	3	2	3	4	3	9	7	5
2. REQUEST FOR PUPIL'S OPINION	5	6	2	5	3	2	10	9	4
3. TEACHER'S RESPECT FOR OPINIONS	8	3	2	4	5	1	12	8	3
4. PUPIL'S RESPECT FOR OPINIONS	3	10	0	2	4	2	5	16	2
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	9	4	0	4	5	1	13	9	1
2. TARDINESS AND PLAYING "TRICKS"	0	5	4	0	3	7	0	8	15
3. INTERFERENCE FROM OTHER INTERESTS	0	5	4	0	3	7	0	8	15
F CONDUCT									
1. AMOUNT OF VERBAL CORRECTION	4	4	3	7	1	2	13	5	5
2. AMOUNT OF PUNISHMENT	4	5	4	3	3	4	13	8	8
3. COMPLAINTS WITH OTHER STUDENTS	2	1	10	0	3	7	2	4	17
4. INFLUENCE IN SCHOOL	1	1	11	2	3	5	3	4	16
G RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	0	0	13	0	2	4	0	2	21
2. WRITING AND CARVING ON DESKS	0	0	13	0	0	10	0	0	23
3. RESPECT FOR BUILDING AND GROUNDS	9	4	0	6	4	0	15	8	0
4. GENERAL PRIDE IN SCHOOL	12	1	0	6	3	1	18	4	1
H ESTIMATE OF LEARNINGS ACQUIRED									
1. INTEREST IN HEALTH MATTERS	12	0	1	6	4	0	18	4	1
2. STUDY HABITS	11	1	1	7	3	0	18	4	1
3. EFFECTIVE SELF-EXPRESSION	7	4	0	4	6	0	11	12	0
4. SCHOOL MATTERS	11	2	0	8	2	0	19	4	0
5. HOME MATTERS	7	4	0	5	3	0	12	11	0
6. ABILITY TO BE A GOOD MENTOR	4	5	0	5	5	0	13	10	0
7. ABILITY TO LISTEN WELL	11	2	0	8	2	0	19	4	0
8. AMOUNT OF USABLE LEARNINGS	10	2	1	6	4	0	18	6	1
9. AMOUNT LEARNED FROM SCHOOL	5	6	2	5	4	1	10	10	3
10. NUMBER OF BOOKS READ	7	5	1	7	3	0	14	8	1

TABLE XII—CONTINUED

ITEM	BOYS			GIRLS			TOTAL		
	More	Same	Less	More	Same	Less	More	Same	Less
1. DEVELOPMENT OF UNCLE TOM'S CITIZENSHIP									
1. CONSIDERATION FOR HOME WORK	8	5	0	5	5	0	13	10	0
2. CONSIDERATION FOR CLASS RATES	10	3	0	7	3	0	17	6	0
3. RESPECT FOR PERSONS	12	0	1	7	3	0	19	3	1
4. RESPECT FOR REGULATIONS	5	6	0	7	3	0	12	11	0
5. USE OF SPARE TIME	10	2	1	6	2	0	16	4	1
6. EARLY BEDDING TO AID OTHERS	7	2	2	7	3	0	14	5	2
7. REFRAINING FROM AMUSING OTHERS	6	5	0	6	4	0	12	9	0
8. SHARING RESPONSIBILITIES	12	1	0	7	3	0	19	4	0
9. INTEREST IN HOME WORK	11	2	0	7	3	0	18	5	0
10. INTEREST IN SCHOOL PROJECTS	11	2	0	7	3	0	18	5	0
11. COMMUNITY WELFARE	11	2	0	7	1	0	18	3	0

Table XIII, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the thirteen boys and ten girls in grade ten in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table XIII is a summary of Table XII, except that it is expressed in per cents, rather than in number of reactions.

TABLE XIII—A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE THIRTEEN BOYS AND TEN GIRLS IN GRADE TEN IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTIONS OF BOYS			REACTIONS OF GIRLS			TOTAL REACTIONS		
	More Favor Same	Same Favor Same	Less Favor Same	More Favor Same	Same Favor Same	Less Favor Same	More Favor Same	Same Favor Same	Less Favor Same
COMPARISON OF NUMBER OF ACTIVITIES	70.1	15.3	14.6	66.7	18.6	14.7	68.5	16.9	14.6
OPPORTUNITY FOR SELF-EXPRESSION	46.8	36.4	16.8	29.3	53.1	16.7	36.2	34.9	28.9
OPPORTUNITY FOR IMAGINING OTHERS	77.0	16.5	11.5	90.0	9.0	1.0	83.2	21.4	29.4
REGARD FOR PEOPLE'S HAPPINESS	42.3	36.1	17.6	35.0	45.0	20.0	39.1	35.6	15.3
ATTENDING	61.1	35.9	0.0	40.0	36.9	3.1	62.3	36.2	1.5
COURTESY	53.3	21.1	25.0	45.0	25.0	30.0	50.0	22.8	27.2
RESPECT FOR SCHOOL PROPERTY	70.3	9.7	0.0	75.0	22.5	2.5	73.6	15.2	1.2
ESTIMATE OF LEARNING ACQUIRED	68.4	26.7	5.7	61.0	36.0	1.0	65.2	31.7	3.1
DEVELOPMENT OF UNCLE TOM'S CITIZENSHIP	74.4	22.3	2.3	70.0	30.0	0.0	72.7	25.6	1.7

*IN SOME CASES THERE WOULD BE A MORE ACCURATE WORD THAN SAME, ALSO, IN SOME CASES THERE WOULD BE MORE ACCURATE THAN LESS.

Comparison of number of activities.—The reaction of the tenth grade boys in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 70.1 per cent of the responses stated that the modified program provided more activities; 15.3 per cent saw no difference in the two; and 14.6 per cent said that the standard traditional program provided more activities. On the other hand, 66.7 per cent of the tenth grade girls stated that the modified program provided more activities; 18.8 per cent saw no difference in the two; and 14.5 per cent said that the standard traditional program provided more activities. ^{In} Grouping the responses from both boys and girls of the tenth grade, it was found that 68.5 per cent stated that the modified activity program provided more activities; 16.9 per cent saw no difference in the two; and 14.6 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.—The comparison of the two programs by the tenth grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 41.8 per cent stated that the modified program provided more opportunities for self-expression; 38.4 per cent saw no difference in the two; and 19.8 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 29.9 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 53.4 per cent expressed no difference in the two; and 16.7 per cent of the responses indicated

that the standard traditional program gave more opportunities for self-expression. In grouping the responses of both boys and girls of the tenth grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 36.2 per cent stated that the modified activity program provided more opportunities for self-expression; 44.9 per cent expressed no difference in the two; and 18.9 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.--When the tenth grade boys compared the two programs regarding which provided the better opportunity for knowing others, 77.0 per cent of the responses said that the modified activity program gave more opportunities; 16.5 per cent expressed no difference in the two; and 11.5 per cent stated that the standard traditional program provided more opportunities for learning others. In this connection, 50.0 per cent of the girls stated that the modified activity program provided more chances for learning others; 35.0 per cent saw no difference in the two; and 15.0 per cent stated that the standard traditional program provided a greater number of opportunities for people to learn others. In grouping the responses from both boys and girls of the tenth grade in their comparison of the programs regarding this point, it was found that 65.2 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 21.4 per cent saw no difference in the two; and 13.4 per cent stated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.---In comparing the two programs concerning which had more regard for pupil happiness, the tenth grade boys stated: 42.3 per cent of the responses said that the modified program made more provision for pupil happiness; 46.1 per cent expressed no difference in the two; and 11.6 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the tenth grade expressed themselves as follows: 55.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 46.0 per cent saw no difference in the two; and 20.0 per cent of the responses said that the standard traditional program provided more means for pupil happiness. In grouping the responses from the boys and girls in the tenth grade in comparison of the programs regarding this point, it was found that 39.1 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 45.6 per cent expressed no difference in the two; and 15.3 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.---The comparison of the two programs by the tenth grade boys regarding which stimulated more regular attendance is as follows: 64.1 per cent stated that the modified activity program created more interest in regular school attendance, and 35.9 per cent saw no difference in the two. In this connection, the tenth grade girls expressed themselves as follows: 60.0 per cent stated that the

modified activity program provided more interest that would cause regular attendance; 36.9 per cent saw no difference in the two; and 3.1 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the tenth grade in comparison of the two programs relative to regular attendance, it was found that 62.3 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 36.2 per cent saw no difference in the two; and 1.5 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.—When the tenth grade boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 53.9 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 21.1 per cent saw no difference in the two; and 25.0 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the tenth grade girls expressed themselves as follows: 45.0 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 25.0 per cent expressed no difference in the two; and 30.0 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 50.0 per cent of the responses stated that

the modified activity program was a better basis than the standard traditional; 22.8 per cent of the responses were neutral; and 27.8 per cent indicated that the standard traditional program was a better basis.

Respect for school property.---In tabulating the responses of the tenth grade boys in their comparison of the two programs as to which stimulated more respect for property, the following was found: 90.3 per cent of the responses went to the modified activity program, and 9.7 per cent saw no difference in the two. In this connection, 75.0 per cent of the responses of the girls went to the modified activity program; 22.5 per cent of the responses were neutral; and 2.5 per cent of the responses went to the standard traditional program. In grouping the responses from both boys and girls of the tenth grade in their comparison of the two programs as to which created more respect for school property, it was found that 83.6 per cent of the responses went to the modified activity program; 15.2 per cent were neutral; and 1.2 per cent went to the standard traditional program.

Estimate of learnings acquired.---After tabulating the responses of the tenth grade boys in their comparison of the two programs as to which helped them learn more, the following was found: 68.4 per cent of the responses went to the modified activity program; 26.9 per cent of the responses were neutral; and 3.7 per cent of the responses went to the standard traditional program. In this connection, 61.0 per cent of the responses from the girls went to the modified activity program; 38.0 per cent saw no difference in the two; and 1.0 per cent went to the standard traditional program. In grouping the responses

from both the boys and girls of the tenth grade where they compared the two programs as to which was responsible for more learning, it was found that 65.2 per cent went to the modified activity program; 31.7 per cent saw no difference in the two; and 3.1 per cent went to the standard traditional program.

Development of wholesome citizenship.—In the tenth grade boys compared the two programs as to which helped them develop more wholesome citizenship, the following was found: 74.2 per cent of the responses went to the modified program; 22.3 per cent were neutral; and 3.5 per cent of the responses went to the standard traditional program. In this connection, 70.0 per cent of the responses from the girls went to the modified activity program, and 30.0 per cent saw no difference in the two. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 72.7 per cent of the responses went to the modified activity program; 23.6 per cent saw no difference in the two; and 3.7 per cent went to the standard traditional program.

Reaction⁸ from Grade Eleven

Table XIV shows the results of the tabulation of the reactions of grade eleven.

TABLE XIV—THE DISTRIBUTION OF THE REACTIONS OF THE SIX BOYS AND NINE GIRLS OF GRADE ELEVEN TO THE QUESTIONNAIRE TOGETHER WITH A TOTAL OF BOTH GROUPS

	BOYS			GIRLS			TOTAL		
	More	Same	Less	More	Same	Less	More	Same	Less
A COMPARISON OF NUMBER OF ACTIVITIES									
1. TRIPS OFF CAMPUS TO SEE THINGS	5	0	1	7	1	1	12	1	2
2. THINGS MADE AS PART OF WORK	2	3	1	7	2	0	9	5	1
3. ORAL REPORTS	1	3	2	1	4	4	2	7	6
4. WRITTEN REPORTS	2	2	2	2	2	5	4	4	7
5. TRIPS TO OTHER SCHOOLS	4	2	0	6	2	1	10	4	1
6. PLAYS AND MUSICAL PROGRAMS	4	1	1	9	0	0	13	1	1
7. CHANCES TO JOIN CLANS	4	0	2	4	1	0	12	1	2
8. CHANCES FOR GRADE TO ORGANIZE	3	0	1	6	3	0	11	3	1
9. PROVISION FOR LEISURE TIME	3	0	1	6	3	0	11	3	1
B OPPORTUNITY FOR SELF-EXPRESSION									
1. CHANCES FOR MAKING SUGGESTIONS	3	2	1	2	3	4	5	5	5
2. PROVISION FOR NORMS	4	1	1	6	2	1	10	3	2
3. PART IN PLANNING WORK	2	2	2	5	2	2	7	4	4
C OPPORTUNITY FOR KNOWING OTHERS									
1. ACQUAINTANCE WITH OTHER SCHOOLS	5	0	1	6	1	0	13	1	1
2. DIFFICULTY IN FORMING FRIENDSHIPS	0	4	2	4	3	2	8	7	4
3. ACQUAINTANCE FROM SOCIALS	1	3	2	3	3	1	6	6	3
4. AID IN SELECTING FRIENDS WISELY	1	4	1	6	3	0	7	7	1
D REGARD FOR PUPIL HAPPINESS									
1. TEACHER INTEREST IN PUPIL WISHES	4	1	1	4	4	1	8	5	2
2. RESPECT FOR PUPIL'S OPINION	4	1	1	6	4	0	10	5	1
3. TEACHER'S RESPECT FOR OPINIONS	1	5	0	4	4	1	5	9	1
4. PUPIL'S RESPECT FOR OPINIONS	1	5	0	3	5	1	6	10	1
E ATTENDANCE									
1. INTEREST IN REGULAR ATTENDANCE	4	2	0	6	1	0	12	3	0
2. TARDINESS AND PLAYING "HUSKY"	0	1	3	0	2	7	0	3	12
3. INTERFERENCE FROM OTHER INTERESTS	0	2	3	0	2	7	0	4	11
F CONDUCT									
1. AMOUNT OF VERBAL CORRECTION	2	4	0	5	3	1	7	7	1
2. AMOUNT OF PUNISHMENT	1	2	3	1	4	4	2	6	7
3. CONFLICTS WITH OTHER STUDENTS	1	2	3	0	2	7	1	4	10
4. TALKING IN SCHOOL	0	0	6	0	2	7	0	2	13
G RESPECT FOR SCHOOL PROPERTY									
1. WRITING ON WALLS	0	0	6	0	1	6	0	1	14
2. WRITING AND CARVING ON DESKS	0	0	6	0	0	9	0	0	15
3. RESPECT FOR BUILDING AND GROUNDS	0	0	0	7	1	1	13	4	1
4. GENERAL PRIDE IN SCHOOL	6	0	0	3	0	0	7	0	0
H ESTIMATE OF LEARNING ACQUIRED									
1. INTEREST IN HEALTH HABITS	5	1	0	9	0	0	14	4	0
2. STUDY HABITS	5	1	0	9	0	0	14	1	0
3. EFFECTIVE SELF-EXPRESSION	5	3	0	9	0	0	12	3	0
4. SCHOOL MANNERS	5	0	0	7	2	0	13	2	0
5. HOME MANNERS	5	2	0	6	3	0	10	5	0
6. ABILITY TO BE A GOOD HOST	4	1	1	6	1	0	12	2	1
7. ABILITY TO LISTEN WELL	5	1	0	9	0	0	14	1	0
8. AMOUNT OF VERBAL LEARNING	5	1	0	6	1	0	13	2	0
9. AMOUNT LEARNED FROM BOOKS	5	1	1	7	5	1	11	6	2
10. NUMBER OF BOOKS READ	5	1	0	7	5	0	12	6	0

TABLE XIV--CONTINUED

ITEM	BOYS			GIRLS			TOTAL		
	More	Same	Less	More	Same	Less	More	Same	Less
1. DEVELOPMENT OF UNSELFISH CITIZENSHIP									
1. CONSIDERATION FOR HOME FOLK	4	2	0	5	1	0	9	6	0
2. CONSIDERATION FOR CLASS MATES	4	2	0	6	3	0	10	5	0
3. DESIRE FOR FRIENDS	6	0	0	7	0	0	15	0	0
4. RESPECT FOR REGULATIONS	4	0	2	6	3	0	10	3	2
5. USE OF SPARE TIME	5	0	1	7	2	0	12	2	1
6. BEATLY DESIRE TO AID OTHERS	4	2	0	3	1	0	7	6	0
7. REFRAINING FROM ANNOYING OTHERS	6	0	0	6	3	0	12	3	0
8. SHARING RESPONSIBILITIES	4	2	0	6	3	0	10	5	0
9. INTEREST IN GOOD BOOKS	5	1	0	4	1	0	13	2	0
10. INTEREST IN ACTION PICTURES	5	1	0	7	2	0	12	3	0
11. COMMUNITY WELFARE	4	1	1	5	1	0	9	5	1

Table XV, which is listed below, is a summary expressed in per cents of the distribution of the reactions of the six boys and nine girls in grade eleven in comparing the modified activity program with the standard traditional program. A discussion of the table may seem somewhat technical. It is intended to be a statement of how the table should be read. It will be seen that Table XV is a summary of Table XIV, except that it is expressed in per cents, rather than in number of reactions.

TABLE XV--A SUMMARY EXPRESSED IN PER CENTS OF THE DISTRIBUTION OF THE REACTIONS OF THE SIX BOYS AND NINE GIRLS IN GRADE ELEVEN IN COMPARING A MODIFIED ACTIVITY PROGRAM WITH A STANDARD TRADITIONAL PROGRAM

ITEM	REACTION OF BOYS			REACTION OF GIRLS			TOTAL REACTIONS		
	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent	More Per Cent	Same Per Cent	Less Per Cent
CONVERSION OF NUMBER OF ACTIVITIES	53.2	20.4	26.4	42.2	22.6	15.6	62.2	21.4	16.3
OPPORTUNITY FOR SELF-EXPRESSION	50.0	27.7	22.3	44.2	25.9	25.9	40.0	21.8	38.2
OPPORTUNITY FOR INNOVING OTHERS	57.5	15.8	16.7	54.4	27.7	13.9	50.0	35.0	15.0
DESIRE FOR PUPIL HAPPINESS	41.7	50.0	1.3	47.2	44.5	8.3	45.0	46.6	8.4
ATTENDANCE	72.2	27.8	0.0	61.5	18.5	0.0	77.7	22.3	0.0
COURTESY	50.0	33.3	16.7	52.8	30.5	16.7	54.3	25.0	16.1
RESPECT FOR SCHOOL PROPERTY	100.0	0.0	0.0	71.7	5.5	2.8	75.0	2.8	2.2
ESTIMATES OF LEARNING ACQUIRED	76.9	20.0	3.1	43.3	15.6	1.1	60.6	17.3	2.7
DEVELOPMENT OF UNSELFISH CITIZENSHIP	77.2	16.7	6.1	70.5	29.5	0.0	73.3	24.2	2.5

*IN SOME CASES REACTION SHOULD BE A MORE ACCURATE WORD THAN MORE ALSO, IN SOME CASES MORE SHOULD BE MORE ACCURATE THAN LESS.

Comparison of number of activities.---The reaction of the eleventh grade boys in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 59.2 per cent of the responses stated that the modified activity program provided more activities; 20.4 per cent saw no difference in the two; and 20.4 per cent said that the standard traditional program provided more activities. On the other hand, 64.2 per cent of the eleventh grade girls stated that the modified activity program provided more activities; 22.6 per cent saw no difference in the two; and 15.6 per cent said that the standard traditional program provided more activities.^{In} grouping the responses from both boys and girls, it was found that 62.2 per cent stated that the modified program provided more activities; 21.4 per cent saw no difference in the two; and 16.5 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.---The comparison of the two programs by the eleventh grade boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 50.0 per cent stated that the modified program provided more opportunities for self-expression; 27.7 per cent saw no difference in the two; and 22.3 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 48.2 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 22.6 per cent expressed no difference in the two; and 25.9 per cent of the responses indicated

that the standard traditional program gave more opportunities for self-expression.^{In} grouping the responses of both boys and girls of the eleventh grade in their comparison of the two programs concerning opportunity for self-expression, it was found that 40.0 per cent stated that the modified activity program provided more opportunities for self-expression; 21.8 per cent expressed no difference in the two; and 38.2 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.—When the eleventh grade boys compared the two programs regarding which provided the better opportunities for knowing others, 57.5 per cent of the responses said that the modified activity program gave more opportunities; 43.8 per cent expressed no difference in the two; and 16.7 per cent stated that the standard traditional program provided more opportunities for learning others. In this connection, 58.4 per cent of the girls stated that the modified activity program provided more chances for learning others; 27.7 per cent saw no difference in the two; and 15.9 per cent stated that the standard traditional program provided a greater number of opportunities for people to learn others.^{In} grouping the responses from both boys and girls of the eleventh grade in their comparison of the programs regarding this point, it was found that 50.0 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 35.0 per cent saw no difference in the two; and 15.0 per cent stated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.—In comparing the two programs concerning which had more regard for pupil happiness, the eleventh grade boys stated as follows: 41.7 per cent of the responses said that the modified program made more provision for pupil happiness; 50.0 per cent expressed no difference in the two; and 8.3 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the eleventh grade expressed themselves as follows: 47.2 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 44.5 per cent saw no difference in the two; and 8.3 per cent of the responses said that the standard traditional program provided more means for pupil happiness. In grouping the responses from the boys and girls in the eleventh grade in comparison of the programs regarding this point, it was found that 45.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 46.6 per cent expressed no difference in the two; and 8.4 per cent said that the standard traditional program provided more opportunities for pupil happiness.

Attendance.—The comparison of the two programs by the eleventh grade boys regarding which stimulated more regular attendance is as follows: 72.2 per cent stated that the modified activity program created more interest in regular school attendance, and 27.8 per cent saw no difference in the two. In this connection, the eleventh grade girls expressed themselves as follows: 81.5 per cent stated that the modified activity program provided more interest that would cause regular attendance, and 18.5 per cent saw no difference in the two;

In grouping the responses of both boys and girls in the eleventh grade boys and girls in the eleventh grade in comparison of the two programs relative to regular attendance, it was found that 77.7 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 22.3 per cent felt that there was no difference in the two.

Conduct.—When the eleventh grade boys compared the two programs as to which was responsible for better conduct, 50.0 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 33.3 per cent saw no difference in the two; and 16.7 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the eleventh grade girls expressed themselves as follows: 52.8 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 30.5 per cent expressed no difference in the two; and 16.7 per cent of the responses indicated that the standard traditional program provided more stimulation that might result in better conduct. In grouping the responses of both boys and girls of this grade in their comparison of the programs concerning conduct, it was found that 58.3 per cent of the responses stated that the modified activity program was a better basis than the standard traditional; 25.0 per cent of the responses were neutral; and 16.1 per cent indicated that the standard traditional program was a better basis.

Respect for school property.—In tabulating the responses of

the eleventh grade boys in their comparison of the two programs as to which stimulated more respect for property, 100 per cent of the responses went to the modified activity program. In this connection, 91.7 per cent of the responses of the girls went to the modified activity program; 5.5 per cent of the responses were neutral; and 2.8 per cent went to the standard traditional program. In grouping the responses from both boys and girls of the eleventh grade in their comparison of the two programs as to which created more respect for school property, it was found that 95.0 per cent of the responses went to the modified activity program; 2.8 per cent were neutral; and 2.2 per cent went to the standard traditional program.

Estimate of learnings acquired.—After tabulating the responses of the eleventh grade boys in their comparison of the two programs as to which helped them learn more, the following was found: 76.9 per cent of the responses went to the modified activity program; 20.0 per cent of the responses were neutral; and 3.1 per cent of the responses went to the standard traditional program. In this connection, 83.3 per cent of the responses from the girls went to the modified activity program; 15.6 per cent saw no difference in the two; and 1.1 per cent went to the standard traditional program. In grouping the responses from both the boys and girls of the eleventh grade where they compared the two programs as to which was responsible for more learning, 80.6 per cent went to the modified activity program; 17.3 per cent saw no difference in the two; and 2.7 per cent went to the standard traditional program.

Development of wholesome citizenship.--When the eleventh grade boys compared the two programs as to which helped them develop more wholesome citizenship, they stated as follows: 77.2 per cent of the responses went to the modified program; 16.7 per cent were neutral; and 6.1 per cent of the responses went to the standard traditional program. In this connection, 70.5 per cent of the responses from the girls went to the modified activity program; 29.5 per cent saw no difference in the two. After grouping the responses from both boys and girls in their comparison of the two programs concerning which stimulated better citizenship, it was found that 73.8 per cent of the responses went to the modified activity program; 24.2 per cent saw no difference in the two; and 2.5 per cent went to the standard traditional program.

Summary of the Responses from All High School Students

After grouping the responses from the forty-two boys and forty-one girls from grades eight, nine, ten, and eleven of the high school, the following results were found.

TABLE XVI.—A SUMMARY EXPRESSED IN PER CENT OF THE DISTRIBUTION OF THE REACTIONS OF THE FORTY-TWO BOYS AND FORTY-ONE GIRLS FROM GRADES EIGHT, NINE, TEN, AND ELEVEN OF THE HIGH SCHOOL WHO ANSWERED THE QUESTIONNAIRE

ITEM	REACTION OF BOYS			REACTION OF GIRLS			TOTAL REACTIONS		
	WENT PER CENT	SAW PER CENT	DIFF. PER CENT	WENT PER CENT	SAW PER CENT	DIFF. PER CENT	WENT PER CENT	SAW PER CENT	DIFF. PER CENT
COMPARISON OF NUMBER OF ACTIVITIES	65.3	18.7	16.0	60.5	17.6	13.9	66.9	18.2	14.9
OPPORTUNITY FOR SELF-EXPRESSION	52.3	31.7	15.8	45.3	35.7	18.8	48.9	33.3	17.8
OPPORTUNITY FOR GROWING OTHERS	63.0	23.8	13.2	57.3	27.4	15.3	60.2	25.6	14.2
BOARD FOR PUPIL HAPPINESS	42.8	45.2	12.0	30.0	44.4	8.6	36.3	43.3	11.4
ATTENDANCE	63.8	26.4	4.1	74.7	21.3	3.4	72.2	24.0	3.4
COURTESY	47.6	29.2	23.2	30.1	26.8	23.1	39.0	28.0	13.0
RESPECT FOR SCHOOL PROPERTY	66.9	10.7	2.4	85.9	40.9	3.2	86.4	10.8	2.8
ESTIMATE OF LEARNING ACQUIRED	71.2	20.9	4.9	77.0	21.4	4.6	75.6	21.2	3.2
DEVELOPMENT OF WHOLESOME CITIZENSHIP	73.8	21.6	5.6	74.2	24.8	1.0	75.0	23.2	2.8

IN SOME CASES NEITHER WOULD BE A MORE ACCURATE MEASURE THAN NEITHER ALSO, IN SOME CASES NEITHER WOULD BE MORE ACCURATE THAN LEAST.

Comparison of number of activities.---The reaction of the high school boys in comparing the modified activity program with the standard traditional program as to which provided more activities is this: 65.3 per cent of the responses stated that the modified program provided more activities; 18.7 per cent saw no difference in the two; and 16.0 per cent said that the standard traditional program provided more activities. On the other hand, 68.5 per cent of the high school girls stated that the modified program provided more activities; 17.6 per cent saw no difference in the two; and 13.9 per cent said that the standard traditional program provided more activities. In grouping the responses from both boys and girls of the high school, it was found that 66.9 per cent stated that the modified program provided more activities; 18.2 per cent saw no difference in the two; and 14.9 per cent thought that the standard traditional program provided more activities.

Opportunity for self-expression.---The comparison of the two programs by the high school boys as to which program more adequately provided for opportunities for self-expression by pupils follows: 52.3 per cent stated that the modified program provided more opportunities for self-expression; 31.9 per cent saw no difference in the two; and 15.8 per cent stated that the standard traditional program provided more experiences for self-expression. On the other hand, 45.5 per cent of the girls stated that the modified activity program provided more activities than the standard traditional; 35.7 per cent expressed no difference in the two; and 18.8 per cent of the responses

indicated that the standard traditional program gave more opportunities for self-expression. In grouping the responses from both boys and girls of the high school in their comparison of the two programs concerning opportunity for self-expression, it was found that 48.9 per cent stated that the modified activity program provided more opportunities for self-expression; 33.3 per cent expressed no difference in the two; and 17.8 per cent said that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.---When the high school boys compared the two programs regarding which provided the better opportunity for knowing others, 63.0 per cent of the responses said that the modified activity program gave more opportunities; 23.8 per cent expressed no difference in the two; and 13.2 per cent stated that the standard traditional program provided more opportunity for learning others. In this connection, 57.3 per cent of the girls stated that the modified activity program provided more chances for learning others; 27.4 per cent saw no difference in the two; and 15.3 per cent stated that the standard traditional program provided a greater number of opportunities for people to learn others. In grouping the responses from both boys and girls of the high school in their comparison of the programs regarding this point, it was found that 60.2 per cent of the responses indicated that the modified activity program provided more opportunities for students to learn others; 25.6 per cent saw no difference in the two; and 14.2 per cent stated that the standard traditional program provided more means for the children to learn others.

Regard for pupil happiness.---In comparing the two programs concerning which had more regard for pupil happiness, the high school boys stated as follows: 42.8 per cent of the responses said that the modified program made more provision for pupil happiness; 45.2 per cent expressed no difference in the two; and 12.0 per cent stated that the standard traditional program provided more means for pupil happiness. In this connection, the girls of the high school expressed themselves as follows: 50.0 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 41.4 per cent saw no difference in the two; and 8.6 per cent of the responses said that the standard traditional program provided more means for pupil happiness. In grouping the responses from the boys and girls of the high school in comparison of the programs regarding this point, it was found that 46.3 per cent of the responses stated that the modified activity program provided more means for pupil happiness; 43.3 per cent expressed no difference in the two; and 11.4 per cent expressed themselves as favoring the standard traditional program.

Attendance.---The comparison of the two programs by the high school boys regarding which stimulated more regular attendance is as follows: 69.8 per cent stated that the modified activity program created more interest in regular school attendance; 26.1 per cent saw no difference in the two; and 4.1 per cent stated that the standard traditional program stimulated more interest in regular school attendance. In this connection, the high school girls expressed themselves as follows: 74.7 per cent stated that the modified activity

program provided more interest that would cause regular attendance; 21.9 per cent saw no difference in the two; and 3.4 per cent stated that the standard traditional program created more interest that would result in regular attendance. In grouping the responses of both boys and girls in the high school in comparison of the two programs relative to regular attendance, it was found that 72.2 per cent felt that the modified activity program provided more interest that stimulated more regular attendance; 24.0 per cent saw no difference in the two; and 3.8 per cent stated that the standard traditional program created more reasons for regular school attendance.

Conduct.—When the high school boys compared the two programs as to which was responsible for better conduct, they expressed themselves as follows: 47.6 per cent of the responses stated that the modified activity program contained more provision for stimulation for good conduct; 29.2 per cent saw no difference in the two; and 23.2 per cent said that the standard traditional program was a better basis for good conduct. In this connection, the high school girls expressed themselves as follows: 50.1 per cent of the responses stated that the modified activity program was a better basis for good conduct than the standard traditional program; 26.8 per cent expressed no difference in the two; and 23.1 per cent of the responses indicated that the standard traditional program contained more stimulation that might result in better conduct. In grouping the responses of both boys and girls of these grades in their comparison of the programs concerning conduct, it was found that 59.0 per cent of the responses stated that

the modified activity program was a better basis than the standard traditional; 28.0 per cent of the responses were neutral; and 13.0 per cent indicated that the standard traditional program was a better basis.

Respect for school property.---In tabulating the responses of the high school boys in their comparison of the two programs as to which stimulated more respect for property, the following was found: 86.9 per cent of the responses went to the modified activity program; 10.7 per cent saw no difference in the two; and 2.4 per cent went to the standard traditional program. In this connection, 85.9 per cent of the responses of the girls went to the modified activity program; 10.9 per cent of the responses were neutral; and 3.2 per cent went to the standard traditional program. In grouping the responses from both boys and girls of the high school in their comparison of the two programs as to which created more respect for school property, it was found that 86.4 per cent of the responses went to the modified activity program; 10.8 per cent were neutral; and 2.8 per cent went to the standard traditional program.

Estimate of learnings acquired.---After tabulating the responses of the high school boys in their comparison of the two programs as to which helped them learn more, the following was found: 74.2 per cent of the responses went to the modified activity program; 20.9 per cent of the responses were neutral; and 4.9 per cent of the responses went to the standard traditional program. In this connection, 77.0 per cent of the responses from the girls went to the modified activity program; 21.4 per cent saw no difference in the two; and 1.6 per cent went to

the standard traditional program. In grouping the responses from both boys and girls of the high school where they compared the two programs as to which was responsible for more learning, it was found that 75.6 per cent went to the modified activity program; 21.2 per cent saw no difference in the two; and 3.2 per cent went to the standard traditional program.

Development of wholesome citizenship.—When the high school boys compared the two programs as to which helped them develop more wholesome citizenship, they expressed themselves as follows: 73.8 per cent of the responses went to the modified program; 21.6 per cent were neutral; and 5.6 per cent went to the standard traditional program. In this connection, 74.2 per cent of the responses from the girls went to the modified activity program; 24.8 per cent saw no difference in the two; and 2.8 per cent went to the standard traditional program.

Summary

A tabulation of the 4,316 responses received from all high school students who answered the questionnaire shows that 2,910, or 67.4 per cent, endorsed the modified activity program; 1,225, or 28.7 per cent, were neutral; and 381 responses, or 8.9 per cent, felt that the standard traditional program was still ^{the} better of the two.

Summary of the Responses from All Elementary and High School Students

The summary of the reaction of the elementary and high school students who responded to the questionnaire is given in the following

table and discussion.

TABLE XVII.—A SUMMARY OF THE REACTION OF GRADES FIVE THROUGH EIGHTH

TYPE	NUMBER OF RESPONSES				PER CENT		
	Modified Program	Standard Program	No Difference	Total	Modified Program	Standard Program	No Difference
COMPARISON OF NUMBER OF ACTIVITIES	848	348	271	1,467	57.7	23.7	18.6
OPPORTUNITY FOR SELF-EXPRESSION	200	182	107	489	40.8	37.2	22.0
OPPORTUNITY FOR KNOWING OTHERS	362	175	115	652	55.4	26.8	17.8
REGARD FOR PEOPLE'S HAPPINESS	308	243	87	638	48.3	38.1	13.6
ATTENDANCE	278	128	69	475	58.5	26.9	14.6
RESPECT	357	149	128	634	56.3	23.5	20.2
RESPECT FOR SCHOOL PROPERTY	312	114	54	480	65.0	23.7	11.3
SOVEREIGNTY OF LEARNERS' AGENTS	1,082	162	23	1,267	85.3	12.8	2.9
RESPONSIBILITY OF INDIVIDUAL CITIZENSHIP	1,467	126	22	1,615	90.9	7.8	1.3
GRAND TOTAL	5,064	2,342	1,044	8,450	59.9	27.7	12.4

Comparison of number of activities.—Of a total of 1,467 responses comparing the two programs as to which provided more activities, 848, or 57.7 per cent, stated that the modified program provided more activities; 348, or 23.7 per cent, saw no difference in the two; and 271 responses, or 18.6 per cent, stated that the standard traditional program provided more activities.

Opportunity for self-expression.—A total of 489 responses compared the two programs as to which provided more opportunities for self-expression. Of this number, 200 responses, or 40.8 per cent, indicated that the modified activity program provided more opportunities; 182 responses, or 37.2 per cent, were neutral in comparing the two from this angle; and 107 responses, or 22.0 per cent, stated that the standard traditional program provided more opportunities for self-expression.

Opportunity for knowing others.—A total of 652 responses compared the two programs as to which provided more opportunities for

knowing others; 364, or 55.8 per cent, stated that the modified activity program provided more activities; 176, or 26.8 per cent, saw no difference in the two; and 113 responses, or 17.4 per cent, said that the standard traditional program provided more opportunities for knowing others.

Regard for pupil happiness.—From a total of 652 responses tabulated in the comparison of the two programs as to which had more regard for pupil happiness, 302 responses, or 46.3 per cent, stated that the modified activity program did; 263 responses, or 40.3 per cent, saw no difference in the two; and 87 responses, or 13.4 per cent, indicated that the standard traditional program had more regard for pupil happiness.

Attendance.—A total of 459 responses were tabulated in the comparison of the two programs as to which had a greater number of reasons for more regular attendance. From this number, 292, or 59.7 per cent, stated that the modified activity program had more reasons for regular attendance; 128 responses, or 28.1 per cent, saw no difference in the two; and 69 responses, or 14.2 per cent, said that the standard traditional program contained more reasons for more regular school attendance.

Conduct.—653 responses were used in comparing the two programs as to which assisted pupils more in developing proper conduct. From this amount, 329 responses, or 50.6 per cent, stated that the modified activity program did; 164 responses, or 25.1 per cent, saw no difference in the two; and 159 responses, or 24.3 per cent, stated that the

standard traditional program had more provision for stimulation of good conduct.

Respect for school property.—652 responses compared the two programs as to which helped the students create more respect for school property; 482 responses, or 74.9 per cent, indicated that the modified activity program did; 114 responses, or 17.4 per cent, saw no difference in the two; and 56 responses, or 7.7 per cent, said that the standard traditional program helped the students have more respect for school property.

Estimate of learnings acquired.—Of the 1,630 responses tabulated in the comparison of the two programs as to which was responsible for more learnings acquired, 1,082, or 66.3 per cent, stated that the modified activity program did; 462, or 28.3 per cent, saw no difference in the two programs; and 86 responses, or 5.4 per cent, said that the standard traditional program was responsible for the acquiring of more learnings.

Development of wholesome citizenship.—Of a total of 1,793 responses tabulated in comparing the two programs as to which contained more assistance in the development of wholesome citizenship, 1,167 responses, or 65.0 per cent, stated that the modified activity program contained more stimulations for the development of wholesome citizenship; 526 responses, or 29.3 per cent, indicated no difference in the two; and 100 responses, or 5.7 per cent, stated that the standard traditional program had more stimulation for the development of wholesome citizenship than the modified program.

A grand total of 8,476 responses were tabulated for both the elementary and high school students in the comparison of the two programs. From this amount, 5,066 responses, or 59.6 per cent, stated that the modified activity program was of more assistance to the pupils than the standard traditional program was; 2,362, or 27.9 per cent of the responses, indicated that the pupils saw no difference in the two; and 1,048, or 12.5 per cent, stated that the standard traditional program made more provision for helping the students than the modified activity program.

CHAPTER IV
STATUS OF GRADES FIVE AND SIX AS REVEALED BY TESTS

Introduction

The data obtained from the use of The New Stanford Achievement Test on May 18, 1936 were available for grades five and six only. Since these grades were probably a fair sampling of the school as a whole, it was thought advisable to include the data in this study. The information obtained concerning each of the grades will be presented by converting the scores into grade equivalents, subject ages, subject quotients, and subject ratios and formulated into tables. The grade equivalent tables show the grade equivalents for each child for each of the eight tests and for the test as a whole. The subject age tables were formulated to show the subject age of each pupil for each of the eight tests and the educational age for the test as a whole. These subject age tables were made to serve as a basis for calculating the subject quotient tables and will not be discussed. The subject quotient tables reveal how the chronological age of the pupils compare with their subject and educational ages. Finally, the subject ratio tables were formulated to ascertain how the achievement of the pupils compared with their capacity to learn as indicated by their intelligence quotients secured by the use of the National Intelligence Test. The intelligence quotients for grades five and six will be found in the Appendix. The data concerning each grade will be discussed following

the tables. The letter preceding the numerals in each of the tables represent a pupil. The same letter represents the same pupil in each grade in each of the tests of the tables regardless of the order of appearance in the columns.

Test 1 was a reading test; Test 2, spelling; Test 3, language usage; Test 4, literature; Test 5, history and civics; Test 6, geography; Test 7, physiology and hygiene; Test 8, arithmetic; and the total column represents a total or average for the eight tests.

Fifth Grade

TABLE XVII—GRADE EQUIVALENTS FOR GRADE FIVE BASED UPON
THE NEW STANFORD ACHIEVEMENT TEST

Score 1	Score 2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Total
A 9.3	C 6.3	A 6.5	A 6.0	B 7.6	B 7.0	A 8.7	B 8.7	A 7.9
B 8.9	C 6.1	B 6.3	A 5.9	A 7.4	A 6.9	B 8.5	B 8.5	A 7.6
J 6.7	C 5.9	E 7.1	B 7.4	B 6.8	N 6.0	N 7.1	N 7.5	C 5.8
D 6.0	A 5.7	E 7.0	F 7.1	B 6.4	C 5.4	C 6.7	C 7.5	B 5.7
I 5.9	A 5.4	K 6.8	F 6.6	B 6.4	C 5.4	D 6.1	C 7.2	B 5.7
F 5.9	P 5.3	D 6.2	I 5.7	N 5.7	R 6.7	D 5.6	L 7.0	F 5.7
E 5.8	J 5.3	F 6.1	V 5.2	P 5.3	K 6.6	N 5.6	V 6.4	B 5.6
C 5.7	P 5.2	N 5.9	K 5.2	F 5.3	D 6.4	P 5.2	I 6.4	N 5.5
N 5.6	D 5.2	C 5.9	Q 5.0	I 5.3	R 6.4	W 5.0	J 6.4	N 5.4
T 5.5	N 5.0	N 5.7	N 4.7	C 5.3	L 6.5	Q 5.0	Q 6.3	J 5.4
T 5.3	I 4.9	I 5.6	N 4.7	C 5.3	Q 6.4	Q 5.0	Q 6.0	K 5.0
Q 5.3	E 4.9	B 5.3	B 4.7	H 4.9	T 6.4	R 6.4	E 5.9	L 4.9
R 5.0	E 4.8	R 5.0	T 4.5	X 4.9	W 6.3	J 4.6	B 5.9	N 4.8
N 4.9	N 4.8	L 4.7	L 4.5	L 4.7	F 6.3	X 4.5	R 5.8	N 4.8
L 4.9	H 4.7	A 4.4	N 4.5	T 4.4	Z 6.2	P 4.5	R 5.7	O 4.6
V 4.7	L 4.6	J 4.4	N 4.3	O 4.0	N 6.2	N 4.4	N 5.7	P 4.6
V 4.7	L 4.5	V 4.3	J 4.1	E 4.0	O 6.2	N 4.3	N 5.7	Q 4.6
B 4.6	O 4.5	K 4.3	O 4.0	V 3.9	I 6.2	O 4.3	P 5.6	R 4.4
P 4.6	N 4.4	E 4.2	C 3.8	N 3.6	J 6.0	N 4.3	N 5.5	S 4.4
N 4.4	Q 4.3	U 3.7	W 3.1	N 3.6	V 6.0	T 4.0	T 5.2	T 4.4
N 4.4	R 4.3	U 3.4	W 3.1	S 2.6	N 5.6	V 3.9	V 4.6	U 4.3
N 4.4	R 3.9	N 3.4	P 2.6	Q 2.6	P 5.5	L 3.7	E 4.2	V 4.3
N 4.4	T 3.3	N 3.2	N 2.6	U 2.6	N 2.7	I 3.6	B 4.1	W 4.3
N 4.4	T 3.2	T 2.6	T 2.6	T 2.6	T 2.3	T 3.7	T 3.4	T 4.2

9

Median

9

TABLE XVIII—SUBJECT AREAS FOR GRADE FIVE BASED UPON
THE NEW STANFORD ACHIEVEMENT TEST

Score 1	Score 2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Total
A 11.5	C 11.5	A 11.6	A 11.5	B 11.5	B 11.4	A 11.6	B 11.6	A 11.5
B 11.4	C 11.4	B 11.5	A 11.4	B 11.4	A 11.4	B 11.5	B 11.5	C 11.4
D 11.3	A 11.3	B 11.4	B 11.3	B 11.3	C 11.3	C 11.4	C 11.4	D 11.3
E 11.2	A 11.2	B 11.3	B 11.2	B 11.2	C 11.2	C 11.3	C 11.3	E 11.2
F 11.1	A 11.1	B 11.2	B 11.1	B 11.1	C 11.1	C 11.2	C 11.2	F 11.1
G 11.0	A 11.0	B 11.1	B 11.0	B 11.0	C 11.0	C 11.1	C 11.1	G 11.0
H 10.9	A 10.9	B 11.0	B 10.9	B 10.9	C 10.9	C 11.0	C 11.0	H 10.9
I 10.8	A 10.8	B 10.9	B 10.8	B 10.8	C 10.8	C 10.9	C 10.9	I 10.8
J 10.7	A 10.7	B 10.8	B 10.7	B 10.7	C 10.7	C 10.8	C 10.8	J 10.7
K 10.6	A 10.6	B 10.7	B 10.6	B 10.6	C 10.6	C 10.7	C 10.7	K 10.6
L 10.5	A 10.5	B 10.6	B 10.5	B 10.5	C 10.5	C 10.6	C 10.6	L 10.5
M 10.4	A 10.4	B 10.5	B 10.4	B 10.4	C 10.4	C 10.5	C 10.5	M 10.4
N 10.3	A 10.3	B 10.4	B 10.3	B 10.3	C 10.3	C 10.4	C 10.4	N 10.3
O 10.2	A 10.2	B 10.3	B 10.2	B 10.2	C 10.2	C 10.3	C 10.3	O 10.2
P 10.1	A 10.1	B 10.2	B 10.1	B 10.1	C 10.1	C 10.2	C 10.2	P 10.1
Q 10.0	A 10.0	B 10.1	B 10.0	B 10.0	C 10.0	C 10.1	C 10.1	Q 10.0
R 9.9	A 9.9	B 10.0	B 9.9	B 9.9	C 9.9	C 10.0	C 10.0	R 9.9
S 9.8	A 9.8	B 9.9	B 9.8	B 9.8	C 9.8	C 9.9	C 9.9	S 9.8
T 9.7	A 9.7	B 9.8	B 9.7	B 9.7	C 9.7	C 9.8	C 9.8	T 9.7
U 9.6	A 9.6	B 9.7	B 9.6	B 9.6	C 9.6	C 9.7	C 9.7	U 9.6
V 9.5	A 9.5	B 9.6	B 9.5	B 9.5	C 9.5	C 9.6	C 9.6	V 9.5
W 9.4	A 9.4	B 9.5	B 9.4	B 9.4	C 9.4	C 9.5	C 9.5	W 9.4
X 9.3	A 9.3	B 9.4	B 9.3	B 9.3	C 9.3	C 9.4	C 9.4	X 9.3
Y 9.2	A 9.2	B 9.3	B 9.2	B 9.2	C 9.2	C 9.3	C 9.3	Y 9.2
Z 9.1	A 9.1	B 9.2	B 9.1	B 9.1	C 9.1	C 9.2	C 9.2	Z 9.1

Grade equivalents.—The grade equivalents of grade five in reading ranged from a low of 3.8 to a high of 9.3; Q_1 was 4.6; the median, 5.3; and Q_3 was 5.9. It will be noted that the norm for the grade is 5.9, and only six of the twenty-four pupils reached or exceeded the norm. The range for the grade in spelling was from a low of 3.4 to a high of 6.4, with a median of 4.9. Only two of the twenty-four pupils reached or exceeded the norm. The range of the grade in language usage was from a low of 2.6 to a high of 8.5 with a median of 5.3. It will be noted that nine of the twenty-four students reached or exceeded the norm for the grade in this test. The range of the grade in literature was from a low of 2.6 to a high of 10 plus, with a median of 4.7. Only five of the twenty-four students reached or exceeded the norm in this test. The grade equivalent of the grade in history and civics ranged from a low of 2.6 to a high of 7.6, with a median of 4.9. Only four of the students reached or exceeded the norm. The grade equivalent of the group in geography ranged from a low of 2.7 to a high of 7.9, with a median of 4.4. Only three of the students reached or exceeded the norm for the grade. The group ranged from a low of 2.7 to a high of 6.7 in physiology and hygiene. The median in this test was 4.8, and only five of the students reached or exceeded the norm. The grade equivalent in arithmetic ranged from a low of 3.3 to a high of 8.7, with a median of 5.9. Thirteen of the twenty-four students reached or exceeded the norm in arithmetic. The average grade equiva-

1. This is the norm for each test.

lent for the group ranged from a low of 3.6 to a high of 7.9, with a median of 4.9, which is a full grade below the norm. Only three of the students reached or exceeded the norm for the grade.

Subject quotients.--The reading quotients of grade five ranged from a low of 66 to a high of 138, with a median of 92. Only nine of the students reached or exceeded a reading quotient of 100. The spelling quotient of the group ranged from a low of 67 to a high of 113, with a median of 91. Only five of the students reached or exceeded a spelling quotient of 100. The language usage quotient of the group ranged from a low of 67 to a high of 134, with a median of 90. Only seven of the group reached or exceeded a language usage quotient of 100. The literature quotient of grade five ranged from a low of 52 to a high of 145, with a median of 91. Only seven of the group reached or exceeded a literature quotient of 100. The history and civics quotient of the group ranged from a low of 59 to a high of 131, with a median of 90. Only four of the students reached or exceeded a history and civics quotient of 100. The geography quotient of grade five ranged from a low of 55 to a high of 117, with a median of 86. Only three of the students reached or exceeded a geography quotient of 100. The physiology and hygiene quotient of grade five ranged from a low of 67 to a high of 132, with a median of 92. Only six of the group reached or exceeded a quotient of 100. The arithmetic quotient of grade five ranged from a low of 64 to a high of 137, with a median of 102. Thirteen of the twenty-four students reached or exceeded an arithmetic quotient of 100. It will be noted that the

educational quotient of grade five ranged from a low of 85 to a high of 125, with a median of 92. Only four of the students had an educational quotient of 100 or above.

Subject ratio.-- The reading ratio of grade five ranged from a low of 86 to a high of 165, with a median of 119. Twenty-one of the twenty-four students had a reading ratio of 100 or above, which shows that they worked at full capacity in reading. The spelling ratio of the grade ranged from a low of 81 to a high of 158, with a median of 111. Fifteen of the twenty-four pupils had a spelling ratio of 100 or above, which showed that they had been working at full capacity in spelling. The language usage ratio of grade five ranged from a low of 82 to a high of 186, with a median of 112. Eighteen of the twenty-four students had a language usage ratio of 100 or above, thus showing that they had been working at full capacity in language usage. The literature ratio of the grade ranged from a low of 71 to a high of 182, with a median of 107. Fourteen of the twenty-four pupils apparently had been working at full capacity in literature for they had a literature ratio of 100 or above. The history and civics ratio of grade five ranged from a low of 65 to a high of 149, with a median of 105. Seventeen of the twenty-four students had a history and civics ratio of 100 or above, which showed indications of having worked at full capacity in history and civics. The geography ratio of grade five ranged from a low of 60 to a high of 154, with a median of 108. Apparently, fourteen of the group worked at full capacity in geography, for that number had a geography ratio of 100 or above. The physiology and hygiene ratio of grade five ranged from a low of 70 to a high of 162, with a

median of 112. Sixteen of the twenty-four pupils apparently worked at full capacity in physiology and hygiene, for that number had a physiology and hygiene ratio of 100 or above. The arithmetic ratio of grade five ranged from a low of 89 to a high of 117, with a median of 123. Twenty-one of the twenty-four students apparently worked at full capacity in arithmetic, for that number had an arithmetic ratio of 100 or above. The educational ratio of grade five ranges from a low of 84 to a high of 154, with a median of 116. It will be noted that as a whole, the entire grade worked at approximately full capacity.

The grade equivalents and subject quotients of grade five were so far below the norm that it appeared that the modified activity program had failed to produce satisfactory results. However, after ascertaining the subject ratios, which revealed that the majority of the group had worked at or above full capacity, it is evident that grade five did as well under the modified activity program as could be expected of any group regardless of their mental capacity or type of program under which they worked.

Grade Six

TABLE XXII—GRADE EQUIVALENTS FOR GRADE SIX BASED UPON
THE NEW STANFORD ACHIEVEMENT TEST

TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6	TEST 7	TEST 8	TOTAL
A 10.0	B 7.6	C 9.5	C 9.3	A 8.4	A 10.0	A 10.0	B 10.0	A 9.3
B 10.0	B 7.5	A 8.9	A 9.2	B 7.9	B 8.2	B 8.1	B 10.0	B 7.6
B 8.9	B 7.4	B 8.2	B 8.5	B 7.1	B 7.6	B 8.1	B 8.9	C 7.6
B 8.5	B 7.3	B 7.1	B 7.1	B 6.6	B 7.6	B 7.9	B 8.9	D 7.4
B 7.9	B 7.2	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	E 7.2
B 7.6	B 7.1	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	F 7.0
B 7.2	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	G 6.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	H 6.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	I 6.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	J 6.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	K 6.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	L 5.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	M 5.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	N 5.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	O 5.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	P 5.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Q 4.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	R 4.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	S 4.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	T 4.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	U 4.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	V 3.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	W 3.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	X 3.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Y 3.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Z 3.0

TABLE XXIII—SUBJECT AGES FOR GRADE SIX BASED UPON
THE NEW STANFORD ACHIEVEMENT TEST

TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6	TEST 7	TEST 8	TOTAL
A 10.0	B 7.6	C 9.5	C 9.3	A 8.4	A 10.0	A 10.0	B 10.0	A 9.3
B 10.0	B 7.5	A 8.9	A 9.2	B 7.9	B 8.2	B 8.1	B 10.0	B 7.6
B 8.9	B 7.4	B 8.2	B 8.5	B 7.1	B 7.6	B 8.1	B 8.9	C 7.6
B 8.5	B 7.3	B 7.1	B 7.1	B 6.6	B 7.6	B 7.9	B 8.9	D 7.4
B 7.9	B 7.2	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	E 7.2
B 7.6	B 7.1	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	F 7.0
B 7.2	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	G 6.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	H 6.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	I 6.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	J 6.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	K 6.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	L 5.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	M 5.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	N 5.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	O 5.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	P 5.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Q 4.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	R 4.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	S 4.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	T 4.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	U 4.0
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	V 3.8
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	W 3.6
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	X 3.4
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Y 3.2
B 6.6	B 6.6	B 6.6	B 6.6	B 6.6	B 7.6	B 7.6	B 8.9	Z 3.0

Grade equivalents.—The grade equivalents of grade six in reading ranged from a low of 4.3 to a high of 10 plus; Q_1 was 5.2; the median, 5.7; and Q_3 was 6.2. It will be noted that the norm for the grade is 6.9,¹ and only five of the twenty-six pupils reached or exceeded the norm. The range for the grade in spelling was from a low of 4.7 to a high of 7.8, with a median of 6.0. Only five of the twenty-six pupils reached or exceeded the norm. The range of the grade in language usage was from a low of 2.6 to a high of 9.5, with a median of 6.3. It will be noted that eight of the twenty-six students reached or exceeded the norm for the grade in this test. The range of the grade in literature was from a low of 2.6 to a high of 9.3, with a median of 4.7. Only four of the twenty-six students reached or exceeded the norm in this test. The grade equivalent of the grade in history and civics ranged from a low of 2.6 to a high of 8.4, with a median of 4.9. Only three of the students reached or exceeded the norm. The grade equivalent of the group in geography ranged from a low of 2.7 to a high of 10 plus, with a median of 5.1. Only three of the students reached or exceeded the norm for the grade. The group ranged from a low of 4.3 to a high of 10 plus in physiology and hygiene. The median in this test was 6.1, and only eight of the students reached or exceeded the norm. The grade equivalent in arithmetic ranged from a low of 5.0 to a high of 10 plus, with a median of 6.8. Twelve of the twenty-six students reached or exceeded the norm in arithmetic. The average grade equivalent for the group ranged from a low of 4.3 to a high of 8.3, with a median of 5.6

¹. This is the norm for all tests.

which is a full grade below the norm. Only ^{five} of the students reached or exceeded the norm for the grade.

Subject quotients.—The reading quotients of grade six ranged from a low of 72 to a high of 142, with a median of 92. Only six of the students reached or exceeded a reading quotient of 100. The spelling quotient of the group ranged from a low of 80 to a high of 128, with a median of 92. Only seven of the students reached or exceeded a spelling quotient of 100. The language usage quotient of the group ranged from a low of 89 to a high of 119, with a median of 97. Only nine of the group reached or exceeded a language usage quotient of 100. The literature quotient of grade six ranged from a low of 57 to a high of 118, with a median of 88. Only eight of the group reached or exceeded a literature quotient of 100. The history and civics quotient of the group ranged from a low of 58 to a high of 106, with a median of 86. Only four of the students reached or exceeded a history and civics quotient of 100. The geography quotient of grade six ranged from a low of 65 to a high of 113, with a median of 90. Only six of the students reached or exceeded a geography quotient of 100. The physiology and hygiene quotient of grade six ranged from a low of 73 to a high of 136, with a median of 97. Only eight of the group reached or exceeded 100. The arithmetic quotient of grade six ranged from a low of 72 to a high of 157, with a median of 98. Twelve of the twenty-six students reached or exceeded an arithmetic quotient of 100. It will be noted that the educational quotient of grade six ranged from a low of 72 to a high of 125, with a median of 91. Only six of the students had an educational quotient of 100 or above.

Subject Ratio.—The reading ratio of grade six ranged from a low of 87 to a high of 134, with a median of 99. Twelve of the twenty-six students had a reading quotient of 100 or above, which shows that they worked at full capacity in reading. The spelling ratio of the grade ranged from a low of 82 to a high of 127, with a median of 101. Fourteen of the twenty-six pupils had a spelling quotient of 100 or ~~above~~ and had been working at full capacity in spelling. The language usage ratio of grade six ranged from a low of 86 to a high of 141, with a median of 102. Sixteen of the twenty-six students had a language usage quotient of 100 or above and had worked at full capacity in language usage. The literature ratio of the grade ranged from a low of 61 to a high of 131, with a median of 95. Eight of the twenty-six pupils apparently had been working at full capacity in literature, for they had a literature ratio of 100 or above. The history and civics ratio of grade six ranged from a low of 88 to a high of 133, with a median of 90. Six of the twenty-six students had a history and civics ratio of 100 or above and had shown indications of having worked at full capacity in history and civics. The geography ratio of grade six ranged from a low of 68 to a high of 122, with a median of 96. Apparently, eleven of the twenty-six students worked at full capacity in geography, for that number had a geography ratio of 100 or above. The physiology and hygiene ratio of grade six ranged from a low of 82 to a high of 137, with a median of 101. Sixteen of the twenty-six pupils apparently worked ~~at full capacity~~ in physiology and hygiene, for that number had a physiology and hygiene ratio of 100 or above. The arithmetic ratio of grade six ranged from a low of

86 to a high of 148, with a median of 110. Twenty of the twenty-six students apparently worked at full capacity in arithmetic, for that number had an arithmetic ratio of 100 or above. The educational ratio for grade six ranged from a low of 86 to a high of 121, with a median of 99.

The grade equivalents and subject quotients of grade six were so far below the norm that it appeared that the modified activity program had failed to get satisfactory results. However, after ascertaining the subject ratios, which revealed that the group as a whole had worked at approximately full capacity, it is evident that grade six did as well under the modified activity program as could be expected of any group, regardless of their intelligence quotients or type of program.

CHAPTER V

CONCLUSIONS

1. If children learn to do by doing and directed activities are more valuable than acquiring formal learning in the traditional manner, then the modified activity program apparently was better than the standard traditional, for 57.7 per cent of the students said it provided more activities, and only 18.6 per cent said it provided fewer, while 23.7 per cent were neutral.

2. If opportunities for self-expression of students are better than passive listening, then the modified activity program appeared better than the standard traditional, for 40.8 per cent of the students said it had more opportunities for self-expression, and only 22.0 per cent said it had fewer opportunities, while 37.2 per cent were neutral.

3. If getting acquainted with other people is valuable, then the modified activity program tended to appear better than the standard traditional program, for 55.8 per cent of the student responses said it made more provision for knowing others, 26.8 per cent were neutral, and 17.4 per cent of the responses said it provided fewer opportunities in this connection.

4. If regard for pupil happiness in the school program is worthwhile, then the modified activity program was perhaps better than the standard traditional program, for 46.3 per cent of the pupil

responses said it had more provision for pupil happiness, 40.3 per cent of the responses were neutral, and 13.4 per cent said it had less regard for pupil happiness.

5. If regular school attendance is desirable, then the modified activity program probably was more acceptable than the standard traditional program, for 59.7 per cent of the students said it provided more stimulations for regular school attendance, and only 14.2 per cent said it provided less, while 26.1 per cent were neutral.

6. If the ability of the students to get along with their group is a desirable goal, then the modified activity program was better than the standard traditional program, for 50.6 per cent of the responses said that it had more stimulations for good conduct than the standard traditional, 25.1 per cent of the responses were neutral, and 24.3 per cent said it had fewer stimulations than the standard traditional program.

7. If the creation of respect for school property is a worthwhile goal, then the modified activity program appeared more desirable than the standard traditional program, for 74.9 per cent of the responses said that it contained more stimulations for respect for school property, 17.4 per cent of the responses were neutral, and 7.7 per cent said that it contained fewer stimulations than the standard traditional.

8. If a great^{er} variety of learnings acquired is more desirable than merely formal traditional, academic learnings, then the modified activity program best suited the needs of the students, for 66.3 per

cent said that the modified activity program resulted in more learnings, 28.3 per cent of the responses were neutral, and 5.4 per cent said that the modified activity program resulted in fewer learnings.

9. If the development of wholesome citizenship is a desirable goal, then the modified activity program was apparently better than the standard traditional program, for 65.0 per cent of the responses said it was more responsible for the development of good citizenship than the standard traditional program, 29.3 per cent were neutral, and 5.7 per cent said it was less responsible for good citizenship.

10. Data found in chapter IV reveal that the mean educational ratio for grade five was 114, and for grade six 101. Since the students in those grades preferred the modified activity program, worked at approximately full capacity under it, and felt that it had been of more assistance to them than the standard traditional program, it appears that one would be safe in concluding that the modified activity program has demonstrated its value as an educational procedure for those grades in the Detroit Public School, or similar schools.

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APPENDIX

TABLE XXVI- Chronological Ages, Mental Ages, and Intelligence Quotients for Pupils of Grades Five and Six

Grade Five				Grade Six			
Pupil	C.A.	M.A.	I.Q.	Pupil	C.A.	M.A.	I.Q.
A	11-2	11-3	116	A	14-1	11-10	89
B	10-10	11-2	91	B	14-4	11-2	86
C	11-6	10-3	96	C	13-0	11-2	106
D	13-9	10-2	87	D	10-5	11-0	106
E	11-4	10-1	86	E	12-11	11-0	106
F	12-9	10-1	93	F	12-6	10-10	99
G	12-1	10-1	82	F	12-11	10-9	97
H	12-6	9-11	105	H	11-2	10-8	90
I	11-8	9-11	114	I	13-3	10-6	83
J	11-5	9-11	105	J	12-0	10-3	99
K	11-9	9-6	95	K	10-8	10-2	111
L	12-5	9-7	70	L	12-8	10-1	100
M	10-6	9-6	77	M	12-3	10-1	100
N	11-8	9-5	89	N	13-0	10-0	83
O	11-1	9-4	67	O	12-6	10-0	77
P	12-5	9-4	85	P	11-11	9-11	107
Q	11-10	9-4	57	Q	12-7	9-10	89
R	12-7	9-2	61	R	12-1	9-10	105
S	11-8	9-1	58	S	13-11	9-9	81
T	11-1	9-1	79	T	13-1	9-9	89
U	11-10	9-0	95	U	12-2	9-9	77
V	13-7	9-0	60	V	13-8	9-9	82
W	12-9	8-11	59	W	12-11	9-5	93
X	14-2	8-2	51	X	14-7	9-5	72
				Y	11-8	9-5	96
				Z	12-9	9-1	75