AN EVALUATION OF A COOPERATIVE
COMMUNITY SURVEY AS A TRAINING
IN SERVICE FOR TEACHERS

(2)

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AN EVALUATION OF A COOPERATIVE COMMUNITY SURVEY AS A TRAINING IN SERVICE FOR TEACHERS

THESIS

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By

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CHAPTER I

INTRODUCTION

In the Port Arthur Independent School District, Port Arthur, Jefferson County, Texas, there is a residential section called Port Acres, which is set aside, geographically and socially, from the major part of the district. It is about five miles from the business section of the city and is out of the city limits. The distinct division between Port Acres and the city of Port Arthur is two of the largest oil refineries in the world, The Texas Company and Gulf Oil Corporation.

The highway from the city to Port Acres separates the properties of the two refineries, Gulf on the left and Texas Company on the right, and proceeds slightly north of west to the extent of refinery property and beginning of the Port Acres Community. The road is hard surfaced through the approximate center of the community and passes the Stephen F. Austin School. In 1939-40 there were approximately 630 students enrolled in grades from kindergarten through the twelfth with twenty-two teachers and a principal. It is within this school that the problem for this thesis arises.

Since the community does not furnish adequate living quarters for teachers, seventeen of the twenty-three teachers live in the city and drive to and from their work each day.
For this reason and the fact that there is a large turnover in teacher personnel each school year, the teachers know very little about the community and the life of the population. Most educators agree that a prerequisite to good teaching is the knowledge of the home background and community life of the students whom they teach. Leonard Covello says

-----the community-minded school can, and must, find ways and means of meeting the existing situation. It cannot do this by remaining aloof from the community of which it is a part or by turning away from the people who would seek its guidance were the way made easier for them to do so.\(^1\)

It is the purpose of this thesis to evaluate a specific method of acquainting teachers with the community in which they teach. This method is a complete community survey made through the cooperation of the teachers, students of the school, and the parents. In making the survey it was hoped that the situation of the Port Acres Community and home conditions of students might be better understood by the teachers, and the results would produce better teaching, correlated with an adequate program for school activities.

Society should not drift aimlessly to and fro, backwards and forwards, without guidance. Rather, the group should carefully study its situations, comprehend the aims it desires to accomplish, study scientifically the best methods for attainment of these, and then concentrate social energy to the task set before it.\(^2\)

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CHAPTER II

PREPARATION

When a civil engineer plans the construction of a bridge, highway, or building, he inspects the probable sites with extreme exactness. Every modern piece of equipment and instrument is used to determine the most adequate situation. The history of the problem is turned inside out to solve it from all aspects and possible circumstances. When his work is finished, it is as perfect as twentieth century man can make it.

Likewise, the educational engineer, the school administrator, should work with similar precision. Before planning his curriculum he should emphasize the background of his school community and student body. He must be well acquainted with the social set-up—the types, nationalities, and temperaments of his people. He should know the economic status of the populace in order to build a program which will conform to the good traits and eliminate the faulty ones. It is also advantageous, and probably essential, that the entire teacher personnel share this knowledge with the administrator. This is substantiated in Youth Education Today, the Sixteenth Yearbook of the American Association of School Administrators, which says,
The education of teachers must enable them to look beyond the confines of narrowly institutional or professional concerns, and envision the community advancement that can come from a balancing and coordination of all salutary influences upon children and youth. A broadened perspective embracing the whole situation of each youth and of all youth is not too difficult a goal for members of our profession to set for themselves.  

As it is with nations at war, misunderstanding is at the root of conflicts between the people of a community and the teacher. The failure of the school administrator and his staff to understand and know the community, and vice versa, breeds much unnecessary trouble. The school program in general cannot fit the needs. The curriculum is inadequate. Teaching procedures are out of step. The general relation between the school and pupil is maladjusted.

With the foregoing generalizations agreed upon by the Stephen F. Austin faculty, a meeting was called by the principal to discuss the possibilities of getting better acquainted with the environment of the students. Seven of the teachers were new on the faculty and to the community. Others lived in the city and knew very little about the community.

The very first meeting was an enthusiastic one. Many problems of teachers were unloaded into the melting pot for discussion. Out of it all came a definite decision that the faculty should make a survey of the community.

In deciding to make the survey, the faculty's thoughts paralleled those of Caradog Jones who said, "The survey..."
claims to be scientific in the sense that observation and inference are made in an impartial spirit: The sole object is to arrive at and to present the true facts."4

A campaign to sell the survey idea to the community began through the cooperation of the editing staff of the school newspaper.

Professional literature related to the problem was distributed to be read before the next meeting, which was to be a week thence. Several meetings were built around these professional readings, while a committee worked out possible means of making the survey.

---

CHAPTER III

PROCEDURE

Analysis of Attitudes of Teachers

In order to analyze the teachers' attitudes toward behavior problems, the writer used E. K. Wickman's measure, with which Mr. Wickman has successfully tested the attitudes of five hundred teachers composing the teaching staffs of thirteen public schools in New York, New Jersey, Ohio, and Minnesota. Proof of the validity of the test is found in Wickman's book, *Teachers and Behavior Problems*, in which he compares the attitudes of thirty psychiatrists, psychologists, and psychiatric social workers with those of teachers. Table 1 lists fifty behavior traits, ranking the seriousness of the trait according to the opinions of the Stephen F. Austin faculty. The list was given each member of the faculty with the traits listed in alphabetical order. This was done at the second professional meeting before the survey was made and before much study had been done. The faculty was instructed to rate the traits according to their own opinion and judgment. The table shows the tabulated result and compares the Stephen F. Austin faculty's attitude with that of five hundred other teachers and thirty psychiatrists and psychologists.

In the conclusions of this thesis the attitude of the faculty at the beginning of the school year will be compared
to the attitude of the faculty after the community survey was made and studied.

**TABLE I**  
RELATIVE SERIOUSNESS OF BEHAVIOR PROBLEMS

<table>
<thead>
<tr>
<th>Traits</th>
<th>30 Mental Hygienists</th>
<th>Austin Teachers</th>
<th>500 Other Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting attention</td>
<td>30</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>Carelessness</td>
<td>38</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Cheating</td>
<td>24</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Cruelty, bullying</td>
<td>6</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Destroying school property</td>
<td>45</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Disobedience</td>
<td>42</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Disorderliness in class</td>
<td>46</td>
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<tr>
<td>Domineering</td>
<td>11</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Dreaminess</td>
<td>18</td>
<td>36</td>
<td>41</td>
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<tr>
<td>Easily discouraged</td>
<td>7</td>
<td>23</td>
<td>23</td>
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<td>Enuresis</td>
<td>27</td>
<td>45</td>
<td>19</td>
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<tr>
<td>Fearfulness</td>
<td>5</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Heterosexual activity</td>
<td>25</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Imaginative lying</td>
<td>33</td>
<td>47</td>
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<td>Impertinence, defiance</td>
<td>37</td>
<td>2</td>
<td>7</td>
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<td>Impudence, rudeness</td>
<td>32</td>
<td>1</td>
<td>16</td>
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<td>34</td>
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<td>26</td>
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<td>Traits</td>
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<td>Austin Teachers</td>
<td>500 Other Teachers</td>
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<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Laziness</td>
<td>36</td>
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<td>25</td>
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<tr>
<td>Obscene notes, talk</td>
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<td>37</td>
<td>5</td>
</tr>
<tr>
<td>Overcritical of others</td>
<td>9</td>
<td>34</td>
<td>45</td>
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<td>Physical coward</td>
<td>15</td>
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<td>31</td>
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<td>Selfishness</td>
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<td>Sensitiveness</td>
<td>10</td>
<td>43</td>
<td>48</td>
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<tr>
<td>Shyness</td>
<td>14</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Slovenly in appearance</td>
<td>35</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Smoking</td>
<td>49</td>
<td>50</td>
<td>18</td>
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<td>Stealing</td>
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<td>2</td>
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<td>Stubbornness</td>
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<td>10</td>
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<td>Suggestible</td>
<td>8</td>
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<td>Sullenness</td>
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<td>Suspiciousness</td>
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<td>Tardiness</td>
<td>43</td>
<td>38</td>
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<td>Tattling</td>
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<td>26</td>
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<td>Temper tantrums</td>
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<td>24</td>
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<tr>
<td>Thoughtlessness</td>
<td>39</td>
<td>28</td>
<td>38</td>
</tr>
</tbody>
</table>
TABLE I--Continued

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>30 Mental Hygienists</th>
<th>Austin Teachers</th>
<th>500 Other Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>22</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Unhappy, depressed</td>
<td>3</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Unreliableness</td>
<td>21</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Unsocialness</td>
<td>1</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>Untruthfulness</td>
<td>23</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Whispering</td>
<td>50</td>
<td>42</td>
<td>47</td>
</tr>
</tbody>
</table>

1 = most serious 50 = least serious

It can be seen from a study of this table that the mental hygienists' attitude toward behavior traits differs greatly from the attitude of teachers. The diminishing of this difference will be discussed in the conclusions.

For a brief notation, however, let us examine the extreme differences. Mental hygienists rated un-socialness as most serious. Austin teachers rated it twenty-seventh. Austin teachers rated impudence most serious. Mental hygienists rated it thirty-second. This difference is thus explained by E. K. Wickmen:

---the problem child was identified by teachers as one who often is antagonistic to authority, does not conform to classroom order and routine, does not make expected application to prescribed school work, and violates standards of integrity. On the other hand, the purely personal problems of children which do not frustrate the
immediate purposes of teachers or their standards of
good conduct are not regarded by them as symptomatic
of significant maladjustment.\footnote{5}

Wickman implies that the maladjustment does not originate
in the child; rather it is a selfish attitude of the teacher
to make the individual conform to the group and thus more
easily meet the requirements and standards of his teaching
position.

In a lecture at a conference on Education and Mental
Health, D. B. Harmon emphasized the importance of knowing the
individual. He said,

There is too much talk without knowledge about individual
differences. A teacher who is content with a minimum
knowledge of the child is a detriment to education.----
Three out of twenty-two persons are socially inefficient
to the point of being institutionalized because of the
teachers' lack of knowledge of the child's life problems.\footnote{6}

With concepts paralleling those of Harmon, Wickman, and
other educators, the faculty was ready to organize for work.
The principal of the school designated one hour of school
time, 3:15 to 4:15 P. M. each Monday, as regular meeting time
to work on and study the survey as a group. At the second
meeting, teachers listed the children under their guidance
whom they considered problem children. These lists were filed
away by the writer for future use.

\textbf{Composition of Questionnaire}

In the discussion of how the survey would be conducted,
the head of the social studies department volunteered to interest

\footnote{5}{E. K. Wickman, \textit{Teachers and Behavior Problems}, Chapter VII, pp. 124-127.}
\footnote{6}{D. B. Harmon, \textit{Education and Mental Health}, Opening lecture at the Conference on Education and Mental Health, N.T.S.T.C., August 3, 1939.}
a class in the project. He did this and the class worked on it the entire nine months term.

It was decided by the faculty and the social studies class to use the questionnaire-interview method in obtaining the information. "The questionnaire is undoubtedly the most popular method of obtaining information when the territory involved is scattered, and it is used also in making social surveys of communities."\(^7\)

It was believed that questionnaires, especially long ones, would produce inaccuracies if simply handed out to be returned. Therefore, the group decided to use the questionnaire as a basis for the personal interview. In this way, any questions which were not clear to the interviewee could be explained by the interviewer.

The questionnaire was divided into six main heads—population, housing, wealth and industry, group relationship, education and religious activities. The questions relating to each division were carefully chosen and worded by the teachers and the social studies class. It was found that the students in this class could suggest many interesting items about the community of which the teachers were not aware.

Maps were drawn of the community, locating each residence. A legend with numbers told who lived in each house. A six page questionnaire, one hundred and fourteen questions, the product of much deliberation and study, was duplicated in

\(^7\)Leonard V. Koos, The Questionnaire in Education, Chapter III, p. 36.
sufficient number to cover the survey. The questionnaires were numbered according to the alphabetical order of names, numbers corresponding to the legend on the map. A copy of the questionnaire is found in the appendix of this thesis.

The Survey

Through the cooperation of the social studies class and the faculty, a representative of each family was contacted and in two hundred and forty-five out of two hundred and forty-eight cases the representatives responded favorably and the questionnaires were completed. This represents 99 per cent of the families who have junior and senior high school students and 65 per cent of all the families in the community. Families were chosen at random and the survey covered the entire geographic area without regard for class or economic status. According to Carl A. Jessen and H. Clifton Hutchins, "A 50 per cent sampling of youth in any rural or urban place up to about 100,000 population which would not involve an excessive number of cases would be simple to administer and could be defended statistically."

It was interesting to note the reasons given by representatives of the three homes refusing to cooperate in the survey. One man wrote a note to the school principal stating that the questions were too personal to ask a man who lived in a free country, and closed by saying, "My affairs is none of your damn business."

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Another told the interviewer, "This ain't gonna do nobody no good."

The third objector said, "No, they might raise my taxes."
It is also interesting to note that two of these families have problem children.

Generally, however, the people cooperated wholeheartedly.

General Study

As the survey progressed, the faculty met each Monday and discussed the developments. Professional reading was encouraged, especially on matters pertaining to conduct and reactions of children in school. Literature was made available through the school's professional library for teachers.

As the questionnaires came in and were tabulated, the faculty set up a method of study. Each teacher chose a questionnaire which was unusual in some feature. The identity of the home represented by the questionnaire was withheld. The teacher then reported to the group, showing possible maladjustments of a child from the home represented by the questionnaire. The reason for withholding the identity of the home was suggested by the principal. If the teacher did not know the source of information, his report would be free from any prejudice toward individuals in the home. After the report was made, the chairman identified the home from the legend on the map, and a round table discussion of the child and his home conditions followed. Sometimes, to motivate the meeting, the chairman would allow the
teachers to guess the identity of the home represented by the questionnaire.

After bringing out all the facts known to the faculty in addition to those in the questionnaire, the relation of these facts to the child, was discussed and remedies were suggested to better the conditions.

In one case in which the family income was ample, but no systematic saving was practiced, the bookkeeping teacher volunteered to help a high school member of the family to set up a system of records and budget. A later report on this revealed the job successfully done with much appreciation from the family.

In many other cases, discussion by the faculty revealed a need for visitation in the home, the purpose of which was to promote harmony and better understanding between the teacher, child, and parents.

As a result of the study, many teachers have had personal conferences with students to further investigate conditions revealed by the survey. It was found in one case of this kind that a boy, junior in high school, was coming to school very untidy because his mother was not in good health and he was having to do the laundry for the family of four.

Individual Home Study

After four weeks of study of "unidentified questionnaires", another study approach was instigated. The list of problem children previously obtained from the teachers was
produced, and each teacher chose one problem child on his list. The questionnaire on the home of that child was given to the teacher for study. At the next regular meeting the teachers reported their findings of all implications and relations between the home and the child, and the child's actions and reactions in the school.
CHAPTER IV

RESULTS AND EVALUATION

Teacher Attitude Improvement

At the end of the nine months' work and study of the survey, it was found that the attitude of the faculty toward the problems of the students had improved twenty per cent. Wickman's test of attitudes was repeated at the close of the study and results were as shown in the following table. This list of behavior traits was not available to the teachers during the study, neither was it directly referred to at any time nor the purpose of the tests revealed.

TABLE II

COMPARATIVE IMPROVEMENT OF ATTITUDES OF STEPHEN F. AUSTIN TEACHERS TOWARD PUPIL BEHAVIOR

<table>
<thead>
<tr>
<th>Traits</th>
<th>Austin Teachers' First Ranking</th>
<th>Mental Hygienists' Ranking</th>
<th>Austin Teachers' Final Ranking</th>
<th>± equals Improvement</th>
<th>± equals Recession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting attention</td>
<td>21</td>
<td>30</td>
<td>43</td>
<td>+21</td>
<td>-4</td>
</tr>
<tr>
<td>Carelessness</td>
<td>15</td>
<td>38</td>
<td>36</td>
<td>+8</td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td>5</td>
<td>24</td>
<td>13</td>
<td>+7</td>
<td></td>
</tr>
<tr>
<td>Cruelty, bullying</td>
<td>16</td>
<td>5</td>
<td>23</td>
<td>-7</td>
<td></td>
</tr>
<tr>
<td>Destroying school material</td>
<td>19</td>
<td>45</td>
<td>34</td>
<td>+16</td>
<td></td>
</tr>
<tr>
<td>Disobedience</td>
<td>3</td>
<td>42</td>
<td>34</td>
<td>+16</td>
<td></td>
</tr>
<tr>
<td>Disorderliness in class</td>
<td>8</td>
<td>46</td>
<td>46</td>
<td>+38</td>
<td></td>
</tr>
</tbody>
</table>

16
<table>
<thead>
<tr>
<th>Traits</th>
<th>Austin Teachers' First Ranking</th>
<th>Mental Hygienists' Ranking</th>
<th>Austin Teachers' Final Ranking</th>
<th>+ equals Improvement + equals Recession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domineering</td>
<td>31</td>
<td>11</td>
<td>12</td>
<td>+19</td>
</tr>
<tr>
<td>Dreaminess</td>
<td>36</td>
<td>18</td>
<td>22</td>
<td>+14</td>
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<tr>
<td>Easily Discouraged</td>
<td>23</td>
<td>7</td>
<td>4</td>
<td>+13</td>
</tr>
<tr>
<td>Enuresis</td>
<td>45</td>
<td>27</td>
<td>24</td>
<td>+15</td>
</tr>
<tr>
<td>Fearfulness</td>
<td>44</td>
<td>5</td>
<td>10</td>
<td>+34</td>
</tr>
<tr>
<td>Heterosexual activity</td>
<td>40</td>
<td>25</td>
<td>37</td>
<td>+3</td>
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<td>Imaginative lying</td>
<td>47</td>
<td>33</td>
<td>39</td>
<td>+8</td>
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<tr>
<td>Impertinence, defiance</td>
<td>2</td>
<td>37</td>
<td>21</td>
<td>+19</td>
</tr>
<tr>
<td>Impudence, rudeness</td>
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<td>Inattention</td>
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<td>Inquisitiveness</td>
<td>48</td>
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<td>Interrupting</td>
<td>22</td>
<td>48</td>
<td>32</td>
<td>+10</td>
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<tr>
<td>Lack of interest in work</td>
<td>17</td>
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<td>Laziness</td>
<td>6</td>
<td>36</td>
<td>31</td>
<td>+25</td>
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<td>Masturbation</td>
<td>35</td>
<td>41</td>
<td>30</td>
<td>-5</td>
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<td>Nervousness</td>
<td>25</td>
<td>19</td>
<td>38</td>
<td>-8</td>
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<td>Obscene notes, talk</td>
<td>37</td>
<td>28</td>
<td>39</td>
<td>+8</td>
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<tr>
<td>Overcritical of others</td>
<td>34</td>
<td>9</td>
<td>26</td>
<td>+8</td>
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<tr>
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<td>49</td>
<td>15</td>
<td>40</td>
<td>+9</td>
</tr>
<tr>
<td>Profanity</td>
<td>30</td>
<td>47</td>
<td>41</td>
<td>+11</td>
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<tr>
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<td>7</td>
<td>31</td>
<td>20</td>
<td>+13</td>
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<td>4</td>
<td>5</td>
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<td>Traits</td>
<td>Austin Teachers' First Ranking</td>
<td>Austin Teachers' Final Ranking</td>
<td>Mental Hygienists' Ranking</td>
<td>$+$ equals Improvement</td>
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<td>42</td>
<td>40</td>
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<td>18</td>
<td>19</td>
<td>16</td>
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<td>10</td>
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<td>Shyness</td>
<td>46</td>
<td>6</td>
<td>14</td>
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<td>Slovenly in appearance</td>
<td>32</td>
<td>27</td>
<td>35</td>
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<td>Smoking</td>
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<td>Stubbornness</td>
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<td>Suggestible</td>
<td>41</td>
<td>33</td>
<td>8</td>
<td></td>
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<tr>
<td>Sulleness</td>
<td>4</td>
<td>2</td>
<td>12</td>
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<td>39</td>
<td>7</td>
<td>2</td>
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<td>Tardiness</td>
<td>38</td>
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<td>26</td>
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<td>24</td>
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<td>Thoughtlessness</td>
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<td>Truancy</td>
<td>33</td>
<td>16</td>
<td>22</td>
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<td>Unhappy, depressed</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td></td>
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<tr>
<td>Unreliableness</td>
<td>12</td>
<td>18</td>
<td>21</td>
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<td>Unsocialness</td>
<td>27</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Untruthfulness</td>
<td>13</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
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<td>Whispering</td>
<td>42</td>
<td>48</td>
<td>50</td>
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The first column of figures shows the Austin faculty's ranking of the behavior traits at the beginning of the school year. The second column shows the ranking by thirty mental hygienists. The third column shows the ranking by the Austin teachers at the end of the school year and after the cooperative survey had been made and studied in professional meetings. The last column shows the improvement in attitude toward each trait. Possible improvement is forty-nine points.

Corps of Student Guides Organized

Originating in the group discussion was a plan to organize a corps of dependable students to help guide and lead problem children to their best advantage. The group thought that, in many cases, the conference method of reaching and helping problem children was no longer effective. It was suggested, since in most cases the problem child was socially maladjusted, that another student might help more than a teacher.

Great care was taken in selecting the student guides. Students were chosen who were well accepted by the student body and who excelled in the qualities of leadership, punctuality, and scholarship. The prospective guides were called into the principal's office for a conference. The purpose was not immediately revealed; rather, in the course of the conversation about the needs and conditions of some of the more unfortunate students, the purpose and organization of
the corps developed. In many cases the student volunteered, then chose an individual whom he thought he could help. There are twelve student guides at present who have chosen a maladjusted fellow student and, although the experiment is still in its infancy, there is tangible evidence of improvement in student problems. These guides plan to follow their tasks until they graduate. The whole plan is strictly confidential—the guide simply watches his chances to befriend, talk with, and help his chosen fellow student.

Guidance Department Established

The study also revealed the extreme need of a guidance department in the school. It was found that the guidance method in use, that of homerooms and clubs, did not satisfy all phases and did not give guidance to those students who needed it most.

A temporary department was organized for the remainder of the 1939-40 session with a promise from the principal that the program would be started on a permanent basis the following school year. Fifty dollars worth of materials was obtained, and a director for the boys and a director for the girls were appointed. The director for girls was allowed three periods per day for her work. At these periods, available girls (those who were not in other classes) studied personal problems. The periods proved to be so popular that some of the girls asked to take more than one period of the study. In these classes the teacher detected individual needs
and invited the girl to visit her during her conference period. Before the conference, the teacher studied the questionnaire from the girl's home and any other available materials, so that she would have a background for the discussion.

A boys' club, which was made up of about twenty-five of the rougher type of boys, devoted full time, ninety minutes per week, studying young men's problems and possible solutions. This club carried a weekly column in the school paper in which advice and guidance for young men was the theme.

Home Visitation

There is a school tradition called "Senior Control Day" when the seniors take the places of the teachers, teaching classes, sponsoring homerooms and clubs, acting as principal, and performing other professional duties. As a result of the need for more knowledge of students' home conditions, the teachers used "Senior Control Day" for home visitation. The homes visited were those chosen in the study for the survey. The next professional meeting was an enthusiastic one. Each teacher told of his experiences, thus sharing information for the benefit of all. The principal added this home visitation to the purposes of the traditional day. He also indicated that the 1940-41 schedule will provide for time each week for teachers to visit a home of a student, thus following up the survey and adding to each questionnaire information as it is obtained.
All questionnaires have become a permanent part of the files of the school and are available for use by all teachers. It is hoped that new teachers will find them especially helpful.

Individual Teacher Methods

Teachers have worked out individual methods of getting better acquainted with their pupils. One example is a personality analysis sheet which was prepared by one of the teachers.

Proposed Continuity of Study

The school year ended with a pledge by the faculty to continue the study next fall. Plans have been made to build the professional meetings around the survey with this purpose—to improve the teaching efficiency of the teachers of Stephen F. Austin School, so that definite results can be measured in the boys and girls of the Port Acres Community.
APPENDIX

COMMUNITY SURVEY

Port Acres, Jefferson County, Texas

Information revealed by this questionnaire will be used strictly in group form and personal names or other identifying details will be confidential. Please answer questions frankly and as accurately as possible.

I. Population

1. How many people live in the same house with you?
2. How many in your immediate family?
3. Ages of parents:
   Ages of children:
4. Who supports the family?
5. What is the source of income? (Employer)
6. What is the family nationality?
7. How long have you lived in this community?
8. Where did you live last?
9. How many male members of family?
   How many female members?
10. Were any members of the family born in foreign countries?
    What country?
11. If so, have they been naturalized?
12. How many school children work at night?
13. Does your home offer any method of cultural improvement and enjoyment?
14. Is the mother living?
15. Is the father living?
16. How many births in the family in the last five years?
17. How many deaths in the family in the last five years?
II. HOUSING

18. Is there a first aid kit in the house?
19. Is there a bathroom in the house?
20. How many rooms in the house?
21. Are the screens in good condition?
22. Does the roof leak?
23. Is the paint on the house in good condition?
24. Is the house properly ventilated?

25. Check one of the following:
(a) I am renting a house.
(b) I am buying a house.
(c) I own a house.

26. Do you keep roomers or boarders?

27. Is there grassy marsh near the house?

28. What is the estimated value of the house and lot?

29. Has your house caught on fire in the last five years?

30. Is the house insured?

31. Does the house contain plumbing works?

32. Is there running water in the house?

33. Is there a hot water heater in the house?

34. Does the house contain electricity?

35. Check the method of heating used in winter:
(a) Fire place
(b) Stove
(c) Gas heater
(d) Kerosene heater

36. Check the kind of stove used in the kitchen:
(a) Wood
(b) Kerosene
(c) Gas
(d) Electric

37. Do you own an electric water pump?
38. Is there a kitchen sink in the house?
39. Do you have a cow for milk supply?
40. Has the cow been tested this year for Tuberculosis?
41. Is the milk place floored?
42. Is the inside of your house papered?
43. Do you have an outside toilet?
44. Does the water drain well from the yard?
45. Check the source of drinking water:
   (a) Well
   (b) Cistern
   (c) Carry water from town
46. Do you cultivate flowers?
47. Do you have shrubs or trees?
48. What is the number of animals kept on premises?
49. Is there a Bible in the house?
50. Is there a dictionary in the house?

III. WEALTH AND INDUSTRY

51. What is the total amount of life insurance carried by the family?
52. How much insurance of the house and household furnishings?
53. How many in the family make a part of the living?
54. Does the head of the family work for wages?
55. How many in the family use tobacco?
56. How many times a week do you have meat?
57. How many work on Sunday?
58. Are you buying anything on the installment plan?
59. Does your family keep a set of records?
60. Are important papers systematically filed?
61. Does the head of the family have a checking account?

62. Does the head of the family save systematically?

63. The annual income of the family is:
   (a) less than $500.00
   (b) $500.00 to $1500.00
   (c) $1500.00 to $3000
   (d) $3000 to $3500
   (e) $3500 to $5000
   (f) $5000 to $8000
   (g) $8000 or over

64. Is the home free from mortgage?

65. How many cars do you own?
   Model?
   Kind?

66. How many trucks do you own?
   Model?
   Kind?

67. How many in the family belong to a labor union?

IV. GROUP RELATIONSHIP

68. How many in the family vote?

69. What political party does each adult member in the family favor?

70. Is the family against the sale of liquor or beer in the community?

71. Is corporal punishment used to control the children in your home?
   Frequently______ Average______ Seldom______ Never______

72. Does the family engage in games at home?

73. Does the family receive visitors often? (Once a week)

74. Did your family contribute to a charitable organization last year?

75. How many of your family attend an adult school?

76. How many adult dependents over twenty-one are in your family?
77. How many fraternities and organizations do the members of your family represent?
78. How many of your family attend games of football?  
   Basketball?  
   Baseball?  
   Others?
79. Are both parents living at home?  
   Only father  
   Only mother  
   Neither  
   Divorced
80. How many in your family use alcohol  
   Occasionally?  
   Habitually?
81. What is the principal food of the family?
82. How many times in the week do you have rice?
83. How many in the family play pool?  
   Dance  
   Skate  
   Play bridge  
   Play dominoes  
   Others
84. Does the head of the family object to dancing?  
   Bridge?
85. How many in the family attend picture shows regularly?
86. What theatre does the family attend most?
87. Is there a radio in the home?
88. How many hours of the day is the radio used?
89. How many in your family play musical instruments?
90. How many in your family are talented in singing?
91. Does the family ever have a sing-song?
92. Have any members of the family a hobby?  
   What is it?
V. EDUCATION

93. How many attend public school?
94. What grades are they in?
95. How many attend private schools?
96. How many of school age and who have not finished high school, do not attend school?
97. Languages spoken in the home

98. Extent of education of those over 21 years of age

Elementary High School College

99. How many in the family cannot speak English fluently?
100. How many who have not finished High School and of school age are not going to school and are working?
101. How many in the family cannot read and write English?
102. How many have been sent home for mis-conduct?
103. How many graduates from the local high school have been employed by local industries?
104. How many employed in other concerns?
105. How many in the family attend private lessons of any kind?
106. What are they?
107. Does anyone in the home read a foreign newspaper?
108. If so, what kind?
109. How many from your home are attending college?
110. What degree are they working for?

VI. RELIGIOUS ACTIVITIES

111. Do you belong to any church?
112. If so, what denomination?
113. You attend church about:
 Twice a week  Once a week
 Twice a month  Once a month
 Twice a year  Once a year
 Not at all

114. The number of members of the family that belong to:

Baptist
Catholic
Church of Christ
Others
Methodist
Lutheran
Apostolic
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