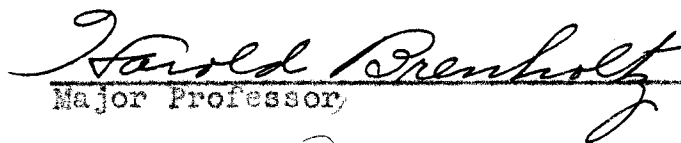




TO DEVELOP AND TO EVALUATE A FUNCTIONAL HOME
ROOM PROGRAM FOR CITIZENSHIP TRAINING

II

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TO DEVELOP AND TO EVALUATE A FUNCTIONAL HOME
ROOM PROGRAM FOR CITIZENSHIP TRAINING

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to develop and evaluate a functional home room citizenship program; to determine the changes to be made in one school year in the civic attitudes of a given group through an especially arranged curriculum. These findings are recorded in direct comparison to those obtained from a so-called traditional program of a comparable group.

Situation

The experiment was made in Wichita Falls, which has a scholastic population approaching the 10,000 mark. The immediate setting was provided by the Huey and Fannin schools, two of the thirteen grade schools of the city. The enrollment is comparable. The two schools are located in north Wichita Falls, in the manufacturing section. The educational status of the patrons ranges from those with high school training to others with very meager educational opportunities.

Two sections of the low fifth grade of thirty pupils each were used for the study. These children were varied in abilities and maturity as well as in experiences and

interests. The classroom situation may be considered normal. The two sections were typical of those trained by traditional methods in the preceding grade.

Nature of the Study

The exact nature of the study is experimental. The equivalent group method of experimentation was used. The experiment included the following steps: (1) selection of two equivalent groups, Practice and Control, (2) initial tests for both groups, (3) specific training devoted to the practice group for nine months while the controls received no training except that which was traditional and incidental, and (4) retests of both groups at the end of the training period.

The results of the experiment were recorded in the form of a direct comparison of the findings.

Delimitations

This study is limited to a comparison of growth in civic attitudes of two groups of fifth grade pupils in the public schools of Wichita Falls, as measured by personality, mental maturity, civic information, civic action, and civic attitudes tests.

Sources of Data

The major portion of the data for this study was gathered in the fifth grade room in which this study was made, beginning with the first day of school and continuing

until the last day. Opportunities were provided to try to bring about desirable changes in the group; therefore, it was necessary to keep records showing evidences of pupil growth. The types of records kept during the year were: (1) test records, (2) individual pupil records of habits and traits, and (3) case studies.

Visits were made in the home in order to get better acquainted with the children and their interests. Case study records were made of the children presenting some problems for the teacher.

Personality, mental maturity, civic information, civic action, and civic attitudes tests were used in arriving at conclusions regarding the problem. A functional program of home room activity for citizenship training was offered for thirty minutes each day. The programs were arranged on a plane with the pupil's age and contained material very close to his every-day life experiences. This material was based on core areas of learning and embodied the seven objectives of education.

Treatment of Data

Two sections of the fifth grade level of thirty each were used for this study. Pupils in the two sections were not homogeneously grouped. Some were superior in performance and work habits while others were inferior. The pupils represented an average in interests and abilities.

The classroom situation may be considered normal. The pupils were assigned to the grade in the usual manner. The classes were typical of those trained by traditional methods in the preceding grade.

Pupils of Group X (Huey School) were given the California Test of Personality, the California Short-Form Test of Mental Maturity, the Hill Test in Civic Information, the Hill-Wilson Test in Civic Action, and the Hill Test in Civic Attitudes, to determine the status of the individuals in the group before instruction was begun. Pupils of Group Y (Fannin School) were given the last three tests named.

A functional home room program for citizenship training was administered to Group X. Group Y was given the traditional type of instruction. At the end of the school year, all tests except the Mental Maturity were again administered to Group X. The earlier testing program for Group Y was repeated in that group. The purpose of the second testing in both sections was to measure the relative progress made in attitudes as a result of the respective functional and traditional methods of citizenship training. An analysis of the comparable value of the two methods of instruction resulted from this testing program.

Criteria for Evaluation

Standards set up by the respective national norms were accepted to measure civic information, civic action,

civic attitudes, personality adjustment, and mental maturity status of pupils in both September and May testings. By comparing scores made on the tests given in September, one can measure the progress made by the two groups as a result of the programs offered.

Definitions

Home room--a setting in which ideals, knowledges, and attitudes of wholesome all-round citizenship are established and made to function through actual practice in natural situations.¹

Functional program--one which places emphasis on being and doing rather than on drill and rules.²

Attitude--a state of mind, which conditions one's response to a particular situation.³

Activity--a school experience in which the pupil engages in order to attain a skill or knowledge or attitude.⁴

Evaluation--judging an object or procedure according to a set of values held by the person doing the evaluating.⁵

¹Harry C. McKown, Activities in the Elementary School, p. 49.

²Ibid., p. 6

³J. Mace Andress, "The Development of Wholesome Attitudes", Journal of National Education Association, p. 305.

⁴Henry Harap, The Technique of Curriculum Making, p. 151.

⁵J. R. McGaughey, An Evaluation of the Elementary School, p. 376.

Report of Related Studies

The field of related studies is wide and varied. For better consideration of the material available, we may examine it from the viewpoint of integrating pupil growth, which includes: (1) the home room setting, (2) the teacher, (3) the program, and (4) the evaluation of the program as shown by the testing program.

In integrating pupil growth, more emphasis should be placed on attitudes and less emphasis should be placed on skills and knowledges. The pupil should be taught to think for himself, meet new situations with confidence, and develop a sense of responsibility. This is possible through a program which is based on child needs and interests, and which stimulates through functional situations, encourages problem solving, provides opportunities for living democratically, and encourages co-operation.

Hopkins⁶ describes an integrating personality as one who makes wide contact with the environment; approaches the ensuing disturbances or problems with courage, hope and optimism; collects, selects, and organizes material for solution of these problems; draws revelent conclusions; puts into practice the conclusions in changed behavior; takes

⁶Thomas L. Hopkins, Integration, pp. 2-3.

responsibility for the consequences of behavior; uses feelings, either as instruments or ends as compatible with the preservation of wholeness; organizes pertinent aspects of successive experiences so that they are better available for use in subsequent experiences.

The home room idea, as a force for good, seems to meet the approval of many writers in this field. McKown⁷ states that the home room is not a preparation for life; it is life, real and vital, in which the members live naturally, and in a most natural setting.

The home room, because of its wide range of activities, offers an opportunity for accomplishing more in a greater number of the seven objectives of education than does any other single provision in the weekly schedule.

The home room is an attempt to give pupils an opportunity to be and to do; to think and to act; to see and to practice; to stimulate and to inspire one another to greater effort, and to the realization of higher ideals of life.....Democracy has been substituted for autocracy; pupil initiative is encouraged, thinking is fostered, and habits of good citizenship are formed.....Here a pupil learns to be a citizen by practicing good citizenship.⁸

The home room program is essentially one of activity. McGaughy gives his view by saying:

The activity program is not a method or a set of techniques or plans for arranging the contents of the curriculum. It is a plan of education in itself.

⁷Harry C. McKown, Home Room Guidance, p.21.

⁸Joseph Roemer, Basic Student Activities, pp. 37-40.

It is based on the fundamental concept that children learn to do by doing, that they must have purposes in their school activities which have real meaning and importance, that education is not mainly learning about things, but is concerned with the developing of their entire personalities.⁹

Although the home room setting and the program of activities are important, there is another vital factor to be considered, namely, the teacher. McKown¹⁰ says that in the home room the teacher wins the pupil's respect and confidence, learns to appreciate his strengths and weaknesses, his interests, abilities, and ambitions, his successes and failures, his joys and sorrows, and becomes his school parent, friend, confidant, helper, and inspirer.

Roemer¹¹ believes that the home room teacher has the greatest opportunity for establishing that close personal relationship, which leads to the sympathetic understanding so necessary for guidance purposes. He may become guide, philosopher and friend to the pupils in his group.

The fourth factor to be considered in viewing the literature in the field is that of evaluating such a program for citizenship training. Rath¹² and Bush¹³ both tell us to evaluate by observation. This brings in a consideration

⁹J. R. McGaughy, An Evaluation of the Elementary School, p. 187.

¹⁰Harry C. McKown, Activities in the Elementary School, p. 55.

¹¹Joseph Roemer, Basic Student Activities, p. 13.

¹²Louis Rath, Basis for Comprehensive Evaluation, pp. 223-224.

¹³A. S. Bush, Methods of Evaluating Newer School Practices by the Observation Method, pp. 388-389.

of behavior, the most significant aspects of which are: thinking; interests, aims and purposes; attitudes; study skills and work habits; social adjustment; creativeness; functional information, including vocabulary; and a functional social philosophy. The aim of the activity program is to provide for an all-round personality development.

Bush elaborates on this statement by discussing observational methods:

Observation by the careful, critical, informed thinker will reveal pupils' attitudes, whether courteous and co-operative, or boorish and selfish; their work habits, whether orderly or slovenly; their approaches to learning situations, whether direct and intelligent or indirect and bungling; their attitudes toward their work, whether alert or indifferent; and, in short, their changing adjustment to the entire school environment. Direct observation, which reveals all these things, seems indispensable to any valid scheme of evaluation.

We have considered the four factors involved in this problem: the home room setting, the functional program, the home room teacher, and some methods of evaluation. With these in mind, we shall look further for a solution to the problem.

CHAPTER II

THE APPROACH TO THE PROBLEM

The California Test of Personality

The first test administered to Section X was the California Test of Personality. A discussion by the authors concerning their test reveals that it is designed to identify and indicate the status of certain highly important factors in personality and social adjustment. It contains one hundred forty-four items and is divided into two sections. The purpose of Section I is to indicate how the pupil feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, and his feeling of belonging. In this section the pupil also reveals certain withdrawing and nervous tendencies which he may possess.

Section II consists of social adjustment components. Its purpose is to show how the pupil functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.

An evaluation of these components discloses whether or not the pupil's basic drives are being met in an atmosphere of security, and whether he is developing a balanced sense of self realization and social acceptance.

TABLE 1

THE SEPTEMBER SCORES MADE ON THE PERSONALITY TEST
BY 30 FIFTH GRADE BOYS AND GIRLS IN THE HUEY
SCHOOL, WICHITA FALLS

Pupil	Boys	Girls	Total
1		90	90
2		80	80
3		75	75
4		75	75
5	70		70
6	70		70
7		70	70
8		65	65
9	55		55
10		55	55
11	50		50
12	50		50
13	50		50
14		50	50
15		50	50
16		50	50
17	45		45
18	45		45
19	45		45
20		40	40
21	35		35
22	35		35
23	30		30
24	25		25
25	25		25
26		25	25
27	20		20
28	15		15
29		15	15
30	10		10
Median	45	55	50
Norm	50	50	50

In Table 1, the comparative scores and percentile rankings of thirteen girls and seventeen boys show a median of fifty-five percentile for the girls and forty-five percentile for the boys. Highest percentile for the girls

was ninety; the highest for the boys was seventy. Also, the lowest ranking percentile for the girls was higher than a corresponding one for the boys.

This could be interpreted to indicate that the personality adjustment of the girls in the group is greater than that of the boys. The authors suggest that such differences may be accounted for by the fact that the school environment and other factors have combined to provide conditions which lead to better adjustment patterns in certain areas in the case of girls.

The group median of fifty made on this particular test corresponds with the norm. This result may be interpreted as meaning that the group tested is an average one.

California Test of Mental Maturity

This test is designed to secure as valid a measure of mental maturity as may be secured in one period by use of group tests. It will provide as reliable measurement and more diagnostic information than most group intelligence tests in current use.

In general, the six sections of the mental maturity test proper sample maturity of apperceptive processes, spacial relationships, and logical and mathematical aspects of reasoning. Some of the tests are presented in verbal form and others in non-language form, in order to obtain a separate evaluation of mental processes, with and without the use of language symbols.

TABLE 2

THE CHRONOLOGICAL AGES, MENTAL AGES, AND GRADE
PLACEMENT OF 30 FIFTH GRADE BOYS AND GIRLS
IN HUEY SCHOOL, WICHITA FALLS

Pupil	Chron. Age		Mental Age		Grade Placement	
	Boys	Girls	Boys	Girls	Boys	Girls
1	10.0		14.2		8.8	
2	10.8		14.1		8.7	
3	11.10		13.4		7.8	
4		11.8		13.4		7.8
5		10.10		13.3		7.7
6	10.4		13.0		7.4	
7	14.6		13.0		7.4	
8		9.8		13.0		7.4
9		10.2		12.9		7.1
10	10.5		12.6		6.9	
11	10.6		12.5		6.8	
12	10.10		12.3		6.6	
13		10.9		12.1		6.5
14		10.9		11.11		6.3
15	11.1		11.10		6.2	
16		12.5		11.10		6.2
17	10.9		11.0		5.5	
18	11.11		10.11		5.4	
19		11.5		10.11		5.4
20		10.6		10.11		5.4
21		10.10		10.10		5.3
22	11.5		10.8		5.2	
23	10.5		10.8		5.2	
24		10.7		10.8		5.1
25	9.10		10.7		5.1	
26	10.11		10.6		5.0	
27		10.1		10.6		5.0
28	11.1		10.5		4.9	
29		10.3		9.8		4.2
30	10.9		9.2		3.8	
Median	10.9	10.9	11.10	11.10	6.2	6.2

*Table 2 is arranged in decending order of mental age and grade placement.

Table 2 reveals that the median mental age for the group is 11.10 years as compared with the median chronological

age of 10.9 years. This shows that the median mental age of the group exceeds the median chronological age by 1.1 years. The actual grade placement of the pupils at the time the test was given was 5.1. The median grade placement indicated by the median mental age was 6.2., again showing a difference of 1.1 years. Mental ages indicated by the test ranged from 14.2 with a grade placement of 8.8 to 9.2 with a grade placement of 3.8.

The norm for grade placement of 5.1 is a mental age of 10.7. A total of twenty-four pupils exceeded this norm, with five falling below it.

Five pupils, or sixteen two-fifths percent, showed a grade placement below their actual status; fifteen, or fifty percent, showed a grade placement of from 1.1 to 3.7 above their actual status. Nine pupils, or thirty percent, had a mental age below the chronological age; twenty-one, or seventy percent, had a mental age above the chronological age.

Chronological ages of seventeen boys ranging from 14.6 to 9.10 years, with a median of 10.9, showed a corresponding mental age of 14.2 to 9.2, with a median of 11.10 years. Grade placements, as indicated by the test, ranged from 8.8 to 3.8 as compared with the actual placement of 5.1. The median chronological age of 10.9, the median mental age of 11.10, and the median grade placement of 6.2 for the boys

was the same as that of the entire group. Only three boys showed a mental age and grade placement below the norm. One equalled the norm and twelve exceeded the norm. The boys upheld the superior rating noted in the group. Only two girls showed a mental age and grade placement below the norm, while eleven exceeded the norm in grade placement and mental age.

Chronological ages of thirteen girls ranging from 12.5 to 9.8 years, with a median of 10.9, showed a corresponding mental age of 13.4 to 9.8, with a median of 11.10 years. Grade placements as indicated by the test ranged from 7.8 to 4.2 as compared with the actual placement of 5.1. The girls upheld the superior rating noted in the entire group.

This analysis shows that the class is definitely superior with regards to mental maturity.

Civic Tests

The Hill-Wilson Civic Information Test, the Hill-Wilson Civic Action Test, and the Hill Civic Attitudes Test were used for diagnostic and achievement purposes in the Huey and Fannin schools.

The items for the tests have been selected from, (1) a study of the literature in the field of social science, (2) an examination of courses of study, (3) judgment of leaders in the field of research, (4) judgment of over two-hundred teachers, and (5) extensive trial. The items which survived this elimination are valuable, and represent essentials in good citizenship.

TABLE 3

THE SEPTEMBER SCORES MADE ON CIVIC INFORMATION, CIVIC ACTION, AND CIVIC ATTITUDES TESTS BY 30 FIFTH GRADE BOYS AND GIRLS IN HUEY SCHOOL, WICHITA FALLS

Pupil	Civic Information			Pupil	Civic Action			Pupil	Civic Attitudes		
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
1	10		10	1		12	12	1	13		13
2		12	12	2		11	11	2	13		13
3	10		10	3	10		10	3	13		13
4		9	9	4	10		10	4	12		12
5		8	8	5	9		9	5		12	12
6	8		8	6	9		9	6		12	12
7	8		8	7		9	9	7	11		11
8	8		8	8	9		9	8	11		11
9	9		9	9	8		8	9	11		11
10	7		7	10	8		8	10		11	11
11	6		6	11		8	8	11		11	11
12	6		6	12		8	8	12		11	11
13	6		6	13	7		7	13		11	11
14	6		6	14	7		7	14	10		10
15		6	6	15	7		7	15	10		10
16		6	6	16	7		7	16	10		10
17		6	6	17	7		7	17	10		10
18		6	6	18		7	7	18	10		10
19	5		5	19		7	7	19		10	10
20	5		5	20	6		6	20		10	10
21		5	5	21	6		6	21	9		9
22		5	5	22	6		6	22	9		9
23		5	5	23		6	6	23	9		9
24	4		4	24		6	6	24	9		9
25	4		4	25		6	6	25		9	9
26	4		4	26		6	6	26		9	9
27		4	4	27	5		5	27		9	9
28		4	4	28	5		5	28	7		7
29		3	3	29		3	3	29		7	7
30	1		1	30		3	3	30		7	7
Median	6.0	6.0	6.0		7.0	7.0	7.0		10.0	10.0	10.0
Norm	5.5	5.3	5.4		7.0	6.5	6.7		10.4	10.7	10.5

The thirty children taking the Hill Civic Information

Test made a grade range from a high score of 12.0 to a low score

of 1.0. The median shown was 6.0, which is .6 above the 5.4 norm. A total of eighteen pupils, or sixty percent of the group tested, ranked above the norm, while twelve, or forty percent, scored below the norm.

The seventeen boys taking the test made from a high score of ten to a low score of 1.0. The median shown was 6.0, which is .5 above the 5.5 norm for boys. A total of eleven boys ranked above the norm, while six scored below the norm.

Civic information scores of thirteen girls ranged from a high score of 12.0 to a low score of 3.0. The median was 6.0 as compared with the norm, which was 5.3. A total of six girls were better than the norm.

The Civic Action scores of thirty children ranged from 12.0 to 3.0. The median was 7.0 as compared with a 6.7 norm. Below median scores were made by eleven children; above median scores were made by nineteen children.

The seventeen boys made a median score of 7.0, which is equal to the norm of 7.0. The grade range was from a high score of 10.0 to a low score of 5.0.

Five boys fell below the norm of 7.0; five equalled the norm; and seven ranked above the norm. The results revealed a normal median for the group.

The thirteen girls made Civic Action scores ranging from a high score of 12.0 to a low score of 3.0. These

highly differing scores compared with a median of 7.0 and a norm of 6.5. Of the pupils tested, seven ranked above the norm and six ranked below the norm. The girls made the greatest grade range, scoring both the highest and the lowest marks.

A median of 10.0 as compared with a norm of 10.5 made by the group on the Hill Civic Attitudes Test showed them as being, collectively, slightly below average. Individually, the scores ranged from a high of 13.0 to a low of 7.0.

The three testings reveal that the group scored higher on Civic Information and Civic Action tests than on Civic Attitudes tests.

The three highest scores on the Hill Civic Attitudes Test were made by boys. The same grade range of 13.0 to 7.0 was found in both the entire group and the boys' group. A median of 10.0 was recorded in comparison with the 10.4 norm.

The poorest showing on any division of the three civic tests was recorded by the group of thirteen girls taking the Hill Civic Attitudes Test. Scores ranged from 12.0 to 7.0, with a median of 10.0 compared with a 10.7 norm. Six pupils made scores above the norm, while below the norm scores were recorded by seven.

The following table gives a similar analysis of civic tests given in Fannin School.

TABLE 4

THE SEPTEMBER SCORES MADE ON CIVIC INFORMATION, ACTION,
AND ATTITUDES TESTS BY 30 FIFTH GRADE BOYS AND GIRLS
IN FANNIN SCHOOL, WICHITA FALLS

Pupil	Civic Information			Pupil	Civic Action			Pupil	Civic Attitudes		
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
1		9	9	1		10	10	1		14	14
2	8		8	2	9		9	2		13	13
3		8	8	3		9	9	3		13	13
4		8	8	4		9	9	4	12		12
5	7		7	5		9	9	5	12		12
6	7		7	6	8		8	6	11		11
7		7	7	7	8		8	7	11		11
8		7	7	8	8		8	8		11	11
9		7	7	9		8	8	9	10		10
10	6		6	10	7		7	10		10	10
11	6		6	11	7		7	11		10	10
12	6		6	12	7		7	12		10	10
13	6		6	13	7		7	13		10	10
14		6	6	14	7		7	14	9		9
15		6	6	15		7	7	15	9		9
16	5		5	16		7	7	16	9		9
17	5		5	17		7	7	17	9		9
18		5	5	18		7	7	18	9		9
19	4		4	19	6		6	19		9	9
20		4	4	20		6	6	20		9	9
21		4	4	21	5		5	21		9	9
22	3		3	22		5	5	22		9	9
23		3	3	23		5	5	23		9	9
24		3	3	24		4	4	24		9	9
25		3	3	25		4	4	25		9	9
26	2		2	26		4	4	26	8		8
27		2	2	27	3		3	27	8		8
28	1		1	28	3		3	28		8	8
29		1	1	29		3	3	29	7		7
30		1	1	30		1	1	30		7	7
Median	6.0	5.0	5.5		7.0	7.0	7.0		9.0	9.0	9.0
Norm	5.5	5.3	5.4		7.7	6.5	6.7		10.4	10.7	10.5

The thirty children taking the Hill Civic Information Test in Fannin School made a grade range from a high score of 9.0 to a low score of 1.0. The median was 5.5, which is .1 above the 5.4 norm. A total of fifteen pupils, or fifty percent, ranked above the norm; fifteen, or fifty percent, ranked below the norm.

The thirteen boys made a 6.0 median as compared with a 5.5 norm. Seven boys scored above the norm; six fell below the norm. The boys made a much better record than the girls in regard to the relative comparisons of medians and norms.

The seventeen girls made scores ranging from a high score of 9.0 to a low score of 1.0. The median was 5.0 as compared with the norm of 5.3. A total of eight girls showed scores above the norm, while nine girls scored below the norm.

The Civic Action scores of the entire group ranged from 10.0 to 1.0. The median was 7.0 as compared with a 6.7 norm. Below median scores were made by twelve pupils; above median scores were recorded by eighteen pupils.

The boys made a median score of 7.0, which is equal to the norm of 7.0. The grade range was from 9.0 to 3.0. Four pupils fell below the norm; five equalled it; and four scored above it.

Scores for the girls ranged from 10.0 to 1.0. These highly differing scores were compared with a median of 7.0 and a norm of 6.5. Nine ranked above the norm; eight fell below the norm.

A median of 9.0 as compared with a norm of 10.5 made by thirty children in Fannin School on the Hill Civic Attitudes Test showed them to be, collectively, decidedly below average. Individually, the scores ranged from a high of 14.0 to a low of 7.0.

The poorest showing of any group division on the three civic tests administered in the Fannin School was recorded by the thirteen boys in that school. Scores ranged from 12.0 to 7.0 with a median of 9.0 compared with a 10.4 norm. Above the norm scores were made by four pupils; below the norm scores were recorded by nine pupils.

The three highest scores of the Fannin group on the Hill Civic Attitudes tests were made by girls. The same grade range of 14.0 to 7.0 was found in both the entire group and the girls. A group median of 9.0 was recorded in comparison with the 10.7 norm.

The following table shows a comparison of the September scores made on the Civic Information tests by thirty boys and girls in the Huey School and thirty boys and girls in the Fannin School.

In order to determine the relative status of Civic Information, Civic Action, and Civic Attitudes achievement in the two schools, comparative analyses were made of the test groups before the program for citizenship training was begun.

TABLE 5

A COMPARISON OF THE SEPTEMBER SCORES MADE ON THE CIVIC INFORMATION TESTS BY 30 BOYS AND GIRLS IN THE HUEY SCHOOL AND 30 BOYS AND GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (September) Civic Information			Pupil	Fannin (September) Civic Information		
	Boys	Girls	Total		Boys	Girls	Total
1		12	12	1		9	9
2	10		10	2	8		8
3	10		10	3		8	8
4		9	9	4		8	8
5		8	8	5	7		7
6	8		8	6	7		7
7	8		8	7		7	7
8	8		8	8		7	7
9	8		8	9		7	7
10	7		7	10	6		6
11	6		6	11	6		6
12	6		6	12	6		6
13	6		6	13	6		6
14	6		6	14		6	6
15		6	6	15		6	6
16		6	6	16	5		5
17		6	6	17	5		5
18		6	6	18		5	5
19		5	5	19	4		4
20		5	5	20		4	4
21		5	5	21		4	4
22	5		5	22	3		3
23	5		5	23		3	3
24	4		4	24		3	3
25	4		4	25		3	3
26	4		4	26	2		2
27		4	4	27		2	2
28		4	4	28	1		1
29		3	3	29		1	1
30	1		1	30		1	1
Median	6.0	6.0	6.0		6.0	5.0	5.5
Norm	5.5	5.3	5.4		5.5	5.3	5.4

Table 5 shows that the Civic Information Test scores of thirty children of Huey School ranged from 12.0 to 1.0. Fannin scores for an equal number ranged from 9.0 to 1.0.

The median for Huey School was 6.0, which is .6 above the 5.4 norm. The Fannin School median was 5.5, or .1 above the norm.

Superior scores were recorded by eighteen Huey School pupils and by fifteen Fannin School pupils.

Huey School boys taking the test made from 10.0 to 1.0. Fannin School boys scored from 8.0 to 1.0. The median for both groups was 6.0, which is .5 above the 5.5 norm for boys.

Civic Information scores of Huey School girls ranged from 12.0 to 3.0. Fannin School scores ranged from 9.0 to 1.0. The median for Huey School was 6.0; the median for Fannin School was 5.0. The norm for both schools was 5.3. The Huey School median was .7 above the norm, and the Fannin School median was .3 below the norm.

The three groups in both schools scored medians above the norms, with the exception of the Fannin School girls. This analysis shows the pupils in the two schools relatively well matched in civic information.

The following table shows a comparison of the September scores made on the Civic Action tests by thirty boys and girls in the Huey School and thirty boys and girls in the Fannin School.

TABLE 6

A COMPARISON OF THE SEPTEMBER SCORES MADE ON THE CIVIC ACTION TESTS BY 30 BOYS AND GIRLS IN THE HUEY SCHOOL AND 30 BOYS AND GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (September) Civic Action			Pupil	Fannin (September) Civic Action		
	Boys	Girls	Total		Boys	Girls	Total
1		12	12	1		10	10
2		11	11	2	9		9
3	10		10	3		9	9
4	10		10	4		9	9
5	9		9	5		9	9
6	9		9	6	8		8
7		9	9	7	8		8
8	8		8	8	8		8
9	8		8	9		8	8
10	8		8	10	7		7
11		8	8	11	7		7
12		8	8	12	7		7
13	7		7	13	7		7
14	7		7	14	7		7
15	7		7	15		7	7
16	7		7	16		7	7
17	7		7	17		7	7
18		7	7	18		7	7
19		7	7	19	6		6
20	6		6	20		6	6
21	6		6	21	5		5
22	6		6	22	6		6
23		6	6	23		5	5
24		6	6	24		4	4
25		6	6	25		4	4
26		6	6	26		4	4
27	5		5	27	3		3
28	5		5	28	3		3
29		3	3	29		3	3
30		3	3	30		1	1
Median	7.0	7.0	7.0		7.0	7.0	7.0
Norm	7.0	6.5	6.7		7.0	6.5	6.7

As shown in Table 6, September scores for Huey School on the Civic Action Test ranged from 12.0 to 3.0. Scores for Fannin School ranged from 10.0 to 1.0.

A median of 7.0 for both groups compared favorably with a 6.7 norm.

Superior scores were recorded by nineteen children in the Huey School group, and by eighteen children in the Fannin School group.

The number falling below the norm was a set-back, however. Eleven Huey School pupils and twelve Fannin School pupils failed to reach the norm.

The boys of both schools made a median score of 7.0, which is equal to the norm of 7.0 for this division. The grade range for Huey School was 10.0 to 5.0; for Fannin School, it ranged from 9.0 to 3.0. Five Huey School boys fell below the norm; four Fannin School boys fell below the norm.

The girls in each group made a median of 7.0 as compared with a 6.5 norm.

Six girls from Huey School failed to reach the norm. The high scores for their group was 12.0; the low score was 3.0; the median was 7.0; and the norm was 6.5.

Eight Fannin School girls fell below the required 7.0 norm. Scores ranged from 10.0 to 1.0.

This analysis shows that the pupils in the two schools would react similarly with regards to civic action.

TABLE 7

A COMPARISON OF THE SEPTEMBER SCORES MADE ON THE CIVIC ATTITUDES TESTS BY 30 BOYS AND GIRLS IN THE HUEY SCHOOL AND 30 BOYS AND GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (September) Civic Attitudes			Pupil	Fannin (September) Civic Attitudes		
	Boys	Girls	Total		Boys	Girls	Total
1	13		13	1		14	14
2	13		13	2		13	13
3	13		13	3		13	13
4	12		12	4	12		12
5		12	12	5	12		12
6		12	12	6		11	11
7	11		11	7	11		11
8	11		11	8		11	11
9	11		11	9	10		10
10		11	11	10		10	10
11		11	11	11		10	10
12		11	11	12		10	10
13		11	11	13		10	10
14	10		10	14	9		9
15	10		10	15	9		9
16	10		10	16	9		9
17	10		10	17	9		9
18	10		10	18	9		9
19		10	10	19		9	9
20		10	10	20		9	9
21	9		9	21		9	9
22	9		9	22		9	9
23	9		9	23		9	9
24	9		9	24		9	9
25		9	9	25		9	9
26		9	9	26		8	8
27		9	9	27	8		8
28	7		7	28		8	8
29		7	7	29	7		7
30		7	7	30		7	7
Median	10.0	10.0	10.0		9.0	9.0	9.0
Norm	10.4	10.7	10.5		10.4	10.7	10.5

Table 7 reveals that no one group from either school reached the norm for civic attitudes. Huey scored a median of 10.0 and Fannin scored a median of 9.0. The norm was 10.5.

Fannin School boys made a group median of 9.0 as compared with a 10.4 norm. Huey School boys scored .4 below the norm.

The girls in both schools made the poorest showing of any group division on the three tests given. Fannin School girls made a group median of 9.0 as compared with a 10.7 norm. Huey School girls scored a median of 10.0, which is .7 below the norm. The girls not only fell below the average of the boys, but they increased still further the deficiency of both school groups.

Again the situation in the two school groups presented similarities which invited analyses of conditions.

Case Studies

Pupil 1
Chronological age, 10.9
Mental age, 12.1

Pupil 1 changed almost overnight from a modest, retiring little girl to a little savage. In her new role, she imitates the toughest boys in school. When playing baseball, she spends most of her time on the ground with her feet in the air, in an effort to attract attention. She delights in hitting the boys and pushing them about in pretended anger. She glares ominously at any teacher or classmate who dares criticize her. The ability

of Pupil 1 makes class routine easy for her, but she delights in cheating just to "put something over on the teacher". Three older brothers who "pick on her" may partially explain her antagonistic attitude.

Pupil 2
 Chronological age, 10.11
 Mental age, 10.6

Pupil 2 is an only child. His father and mother married later in life than the average couple. The father makes a good salary; he has had some college training. The mother is thin, frail, and smokes one cigarette after another. Pupil 2 has never received any form of physical punishment. His slightest wish is carried out; he likes to shower gifts upon his teachers and classmates, and is allowed to do so, even to the financial embarrassment of his parents. Pupil 2 is unpopular on the playground because he flies into a tantrum if he is not given his own way. In the classroom he cries long and audibly if corrected, even on minor points.

Pupil 3
 Chronological age, 12.5
 Mental age, 11.9

Pupil 3 is one of seven children. Her father is a former deputy sheriff who narrowly escaped going to the penitentiary for cattle theft during his term of office. He has made a living by working at odd jobs since that time. None of the seven children is very bright. All are retarded in their school work. Pupil 3 reads and spells with second grade ability.

and arithmetic is unintelligible to her. Her school attendance is irregular. She pretends illness to evade going to school. She seems to have no desire to take part in the activities on the playground, but has her mother write notes to the teacher to allow her to remain in the room during play periods.

Pupil 4
Chronological age, 10.5
Mental age, 12.6

Pupil 5
Chronological age, 10.5
Mental age, 10.8

Pupils 4 and 5 are twin brothers. They live with their mother, step-father, and five brothers and sisters. The step-father is a hunchback, and attempts to support his family on his weekly salary of three dollars, which he earns as janitor of a small neighborhood church. Both boys hate their step-father, who, from all accounts, is unkind to them. The mother is a bitter woman with a grudge against society in general. The boys earn their spending money and a large portion of their living expenses. They do without lunch during the entire school year. In the winter their clothing is often insufficient to keep them warm. Their school attendance is most irregular, as it is entirely dependent upon their own desires in the matter. Pupil 4 has a happy-go-lucky nature and likes to play practical jokes on his classmates. Pupil 5 is glum, morose, and seems to have the cares of the world upon his ten-year-old shoulders.

Both boys think it is perfectly proper to keep or sell things they find, or to get what they need by any means, as long as they are not caught doing it.

Pupil 6
Chronological age, 10.10
Mental age, 12.3

Pupil 6 is an only child and the product of a broken home. His parents were divorced three years ago. The father has remarried and lives in a nearby town. The boy makes his home with his mother, who has a well-paid position with a local mercantile company. He is given plenty of spending money and has the privilege of visiting his father when he wishes. Pupil 6 is a well-read child and is too worldly-wise for his own good. He retains the leadership of his class without exerting himself to do so, and assumes a bored attitude while waiting for the rest of the group to finish their work. He gives trouble at school because of his desire to talk almost incessantly, either aloud or in a low tone to his immediate neighbors. When rebuked for this, he tries to justify his actions by accusing someone else of the same misdemeanor.

Pupil 7
Chronological age, 11.10
Mental age, 13.4

Pupil 7 is a minister's daughter, and is quiet, self-contained, and self-sufficient. She seldom recites unless called upon, but speaks with authority when questioned. The other children respect her opinions, and consult her when a decision is needed. She has been taught prompt obedience to

authority, and seems well adjusted to her home, her school, and her community environments.

Pupil 8
 Chronological age, 10.9
 Mental age, 9.2

Pupil 8 is an only child. His father has a good position; the family enjoys more than the average number of luxuries. The boy has been a trial to every teacher he has had in his progress through the grades. He never completes more than one-fourth of the work done by the rest of the class in a given period of time. He is not able to retain the most simple combination in arithmetic, or but few facts in any given subject. He is such a "sissy" the boys will not allow him to join their games on the playground; the girls play with him as a matter of course. He has a love for gossip, which is most unusual in a child.

Pupil 9
 Chronological age, 10.7
 Mental age, 10.8

Pupil 9 does not find it easy to recite in class, and she gets very upset when there is any discord or unusual disturbance in the room. She bites her finger-nails, is often tired in the forenoon, and finds it difficult to eat at meal time. She thinks that her classmates and friends know more than she does and that everybody dislikes her.

Pupil 10
 Chronological age, 10.10
 Mental age, 14.2

Pupil 10 is a thin, wiry, nervous child. His father and mother have been divorced three years. The father's whereabouts is unknown. The mother remarried, and has since been deserted by her second husband. Pupil 10 is an only child. His mother works for a small wage to support herself and her son. The child, who is 10.10 years of age, has a mental age of 14.2. The trouble which he has experienced in his family life has undoubtedly aged him mentally. He does his work rapidly and accurately, finishes before the others, and grabs his library book. He is well mannered and gives little trouble in school, but takes a delight in playing pranks on his classmates during recess periods.

Pupil 11
 Chronological age, 10.8
 Mental age, 14.1

Pupil 11 is the only child of a widow, who supports the two of them by working in the P. W. A. sewing room. The father is dead. He reads several library books each week. He rarely ever volunteers to recite in class, but is always able and willing to answer the questions asked him. He is very conscientious about doing his best on all written assignments. Pupil 11 is a "boys' boy", capable of holding his own in any game on the playground. He is a handsome child, as well as quiet and well-mannered.

Pupil 12
 Chronological age, 10.3
 Mental age, 9.8

Pupil 12 is the victim of many nervous symptoms, and

withdraws from every possible contact at school. She escapes reality by day-dreaming. It is a distinct task to keep her mind on what the class is doing. She does not show any real interest in reading library books; she prefers to sit and gaze out of the window or stare into space.

Pupil 13
Chronological age, 10.10
Mental age, 10.10

Pupil 13 is a good pupil; she does her work promptly and well. She radiates pep and energy. Her natural ability to lead others has created the problem of jealous rivalry among the group. Others who resent her popularity try to create a feeling against her. This causes a sense of strife, and splits the group into factions.

Pupil 14
Chronological age, 14.6
Mental age, 13.0

Pupil 14 is a tall, overgrown boy with an unattractive personality. He seems to rub people the wrong way. He has been retarded several times because of irregular attendance. When put up half a grade, he seemed to take new interest in his class work, but only momentarily. On the playground, the smaller boys complained that he "ran over them", so he was told to play with the larger boys in the higher grades. His poverty-stricken home life, devoid of newspapers, magazines, or books, has not encouraged his love for reading. Pupil 14 has formed a habit of doing little, underhanded things

to tease the other pupils and annoy the teacher. Being four years retarded has proved most unfortunate for Pupil 14.

Pupil 15
 Chronological age, 11.5
 Mental age, 10.8

Pupil 15 lives with his mother and eight brothers and sisters. His father is dead; his mother works in an effort to support the family. Pupil 15 is very large for his age. He is a very poor speller and reader, but works hard in an effort to do better. He has an impediment in his speech, which gives him some concern.

Pupil 16
 Chronological age, 11.10
 Mental age, 13.4

Pupil 16 is one of the younger of three sets of children; by former marriages, the father and mother each had children. There are fourteen children in all. Pupil 16 is a tall, handsome boy with black hair and flashing dark eyes. He is talented musically, and plays the violin in the family orchestra, of which his father is the leader. Scholastically, he borders on the brilliant side, his frequent absences never seeming to make any difference in his class performance. He is highly regarded by the boys and girls of the entire school.

Pupil 17
 Chronological age, 10.9
 Mental age, 11.0

Pupil 17 can neither read nor spell satisfactorily. He never recites in class unless called upon directly. He misbehaves in a sly manner, never openly, but when accused of a misdemeanor he readily admits his guilt. He is an attractive boy and is fairly popular with his classmates.

Pupil 18
 Chronological age, 10.9
 Mental age, 11.11

Pupil 18 has had the fact of her almost painful plainness so impressed upon her, that it has affected her entire outlook on life. She has been told that "children should be seen and not heard", and that "beauty is as beauty does", until she has crawled into a shell, and no amount of coaxing can draw her out. She is very conscientious and has a high sense of honor.

Pupil 19
 Chronological age, 11.11
 Mental age, 10.11

Pupil 19 is seemingly maladjusted to all his life activities. His eyesight is poor, he suffers from chronic headaches, dizzy spells, takes cold easily, and has bad dreams at night. He is so far behind in his work that he is discouraged about trying to catch up. According to his own admissions, he is not allowed to do most of the things he wants to do, he is punished for lots of little things at home, his friends have better times at home than he does, his parents often stop him from going around with his friends, and sometimes, he is even forbidden to take short walks. Pupil 19

says that he is sorry he lives in the place he does, that the folks at home treat him mean, that nobody loves him, that he sometimes feels like running away from home, and that he often wishes he had some other parents.

Pupil 20
 Chronological age, 11.1
 Mental age, 11.10

Pupil 20 is an only child, with an over-anxious mother. She worries incessantly about his health. She tells him he is delicate. The boy is not allowed to run on the playground for fear of getting too hot, or to play out in the winter for fear of getting a cold. She keeps him at home when it rains for fear he will get his feet wet. She even goes so far as to allow him to eat just certain things. Pupil 20 is well-mannered, thoughtful of others, and has a very high sense of honor. He is eager to do his school work well and to please his teachers. He could develop into a leader if he were not so hampered by his mother's restrictions.

Pupil 21
 Chronological age, 10.1
 Mental age, 10.6

Pupil 21 is one of the sweet type of children who always work very hard, but who always fall short of the required mark. She is not exactly dull, but she is very inefficient in her school work. She has a pleasing personality and an intense desire to please everybody. She takes dancing and voice, and is very successful in those activities. She

recognizes her scholastic shortcomings and is rarely surprised at a grade failure. Two older sisters are also problem children.

Pupil 22
Chronological age, 9.10
Mental age, 10.7

Pupil 22 is the youngest boy in the room. He is quiet; in fact, he impresses one as being almost mouselike. His mother is very old-fashioned in speech, dress, and ideas. After talking with her, one can see that she believes in the saying, "children should be seen and not heard". He worries a great deal for fear he will fail, and because his classmates do not like him as well as they should, Pupil 22 has developed a minor complex.

Pupil 23
Chronological age, 11.5
Mental age, 10.11

Pupil 23 is a social success. She is a star in her dancing class, she sings well, and she is accepted on the playground by both the boys and the girls. On the other hand, she is very poor in her school work. Her reading and spelling performances are inadequate, and her other class activities are almost as unsatisfactory. She goes to summer school each summer in an effort to keep up with her class. Her worst social fault is a tendency to tattle to the teacher.

Pupil 24
Chronological age, 11.1
Mental age, 10.5

Pupil 24 is the fortunate possessor of a naturally sunny disposition. Nothing ever ruffles his good nature or his smile. He likes everybody and everybody likes him. He enjoys reading library books so much that he will slight his class work for them, but, when reminded of school requirements, he will put his book away and do his work cheerfully. He is the favorite of his teachers and classmates, and has many friends.

Pupil 25
 Chronological age, 9.8
 Mental age, 13.0

Pupil 25 has an excellent mind and performs her work very well. She is quiet and retiring, and responds modestly when her opinion is asked. Her greatest handicap is that her health is poor. Her mother has taught her that she was a delicate infant and cannot be expected to be as strong and robust as other children. Her frequent absences are a serious handicap to her in her class leadership. She is an only child, but she does not show it in her actions or attitudes.

Pupil 26
 Chronological age, 10.6
 Mental age, 12.5

Pupil 26 is a quiet, pleasant, unassuming boy. He is very large for his age. He is talented in art and frequently wins contest awards in inter-school competition. His over-sensitiveness causes him to cry frequently, much to his embarrassment. His teachers are faced with the problem

of trying to help him overcome this weakness, which is obviously a nervous disorder.

Pupil 27
Chronological age, 10.4
Mental age, 13.0

Pupil 27 is a boy with an over-solicitous mother. She has heard about the many pitfalls that beset youth, and she is determined that her son shall not be trapped by one of them. His boyish exuberance and great store of energy are the saving forces against her exaggerated concern. Pupil 27 reads a great deal, likes music, and is fond of sports of all kinds.

Pupil 28
Chronological age, 10.10
Mental age, 13.3

Pupil 28 is the type of pupil that makes bright the life of any teacher. She is a class leader with a mental maturity unusual in one so young. Her disposition is sunny. Tests show that she is well adjusted to her home, school, and community environments.

Pupil 29
Chronological age, 10.2
Mental age, 12.9

Pupil 29 is a well-behaved, bright, little girl. She is well-dressed, has her own spending money, writes a beautiful hand, does her school work well, and was neither absent nor tardy the entire year. She enjoys a fair measure of popularity among her classmates. Her gravest fault is her tendency

to tattle. She tells all the real and imagined wrongs she sees committed during the day. She seems to feel that this is her duty. The teachers have discouraged this habit, but have met with little success.

CHAPTER III

THE DEVELOPMENT AND USE OF THE PROGRAM

Home Room Organization

Planning a program which was to employ the attention of thirty fifth grade children for thirty minutes each day for nine school months proved to be no small task. Care had to be taken to see that it was arranged on a plane with the pupil's age and that it contained material very close to his life.

The program planned was essentially one of activity, constructed around the meaningful phases of individual and group life. It was organized around properly selected problems, projects, and experiences of the learner. It was based upon the three general aims of education; namely, knowledge, habits, and attitudes, with attitudes as the principal aim.

The home room was the setting for all activity; a setting, it is hoped, in which ideals, knowledges, and attitudes of wholesome, all-round citizenship are established and made to function through actual practice in natural situations.

The program planned was one which placed emphasis upon citizenship training as a means of increasing the civic information of pupils, in order to develop better civic action and create desirable civic attitudes.

Children learn to be good citizens by living the lives of good citizens in their schools and homes. They must learn to live together in a helpful way if they are to be democratic citizens of tomorrow. To know what the characteristics of a good citizen are, and to realize the importance of being a good citizen, does not make one a good citizen. Ideas about fair play, honesty, courtesy, and co-operation do not insure right conduct. It is only when these characteristics control one's behavior that he has actually learned what constitutes good citizenship.

An integrated personality for each child was the goal held in mind in planning the program. In integrating pupil growth, more emphasis was placed on attitudes and less emphasis was given skills and knowledges. The pupil was taught to think for himself, meet new situations with confidence, and develop a sense of responsibility.

After questioning the children, it was found that they had not had any experience in such matters as selecting officers, organizing the home room, or carrying on the work of an organization of any kind. After considerable discussion by the class, and many suggestions from the teacher, it was decided what number and what kind of officers were needed, the duties of each, and the order of business to be followed.

The officers finally decided upon were: president, vice-president, secretary, host and hostess. Before the election

of officers was held, the duties of the various officers were studied in detail. This was done in order to insure a wise selection when voting day arrived. Each child became vitally interested in casting his vote for the good of the group. It had been agreed that friendship was not to be the deciding factor, but that all candidates were to be judged solely on their merits.

The work of the standing committees deserves a place in the discussion. There were three of them, with three members each. A committeeman served six weeks and then surrendered his place to a successor. Serving on committees proved to be one of the more popular duties of the organization, according to the members.

The committee on safety reported to the group any disregard of safety they noted in the building, on the school grounds, and on the streets to and from school.

The thrift committee had as its duty the reporting of any act of vandalism on the part of any school member. Marking on desks, walls, or in books, cutting on desks, undue waste of book covers, careless handling of text-books and library books, or misuse of any other school property came under their jurisdiction.

The committee on citizenship reported on evidences of dishonesty, lack of courtesy, or lack of co-operation among its members.

The ballot was a secret one, such as adults have. Excitement ran high as the votes were counted. The officers elected were installed with ceremony, and all duly impressed by their obligations. Their subsequent performance was watched by critical eyes, inspiring them to do their best. The year's program in citizenship training was conducted under the leadership of six groups of officers, all selected by the group itself.

A new group of officers was chosen each six weeks, thus giving each of the thirty pupils in the room an opportunity to serve the group in some capacity during the year. Although no person could be elected to an office more than once, ex-officers could serve on committees. This arrangement allowed each child to gain experience in both fields. Three standing committees selected each time were: program, safety, and citizenship. Duties of the home room officers and the order of business were outlined.

Duties of the home room president decided upon were: (1) to call the meeting to order, (2) to announce business according to order, (3) to state and put questions, (4) to decide questions of order, (5) to recognize a member by addressing him correctly, (6) to decide who is entitled to the floor when several address the chair at once, and (7) to call for corrections and approve the minutes.

The duties of the vice-president were: (1) to take the

chair in the absence of the president, (2) to take the chair when requested to do so by the president when he delivers an address or takes a part in the discussion of a motion, (3) to act as chairman of the program committee, and (4) to perform all other such duties as the president or executive committee may assign him.

Secretarial duties were found to include the following: (1) to keep the minutes of all meetings of the organization and the executive committee, (2) to keep a record of all motions, and (3) to call the meeting to order in the absence of the president and the vice-president.

It was decided that the host and hostess were to perform the following duties: (1) receive visitors at the door, seat them, and take their names, (2) provide the visitors with text-books and show them what the class is doing, and (3) to introduce the visitors to the class and to the teacher.

Health

In considering the subject of health, the co-operation of the regular health teacher added to the value received from this study. While the group was working on the health unit in the home room, she placed special emphasis on that project in her particular class.

The city health nurse, who spent one half-day twice each month at the school, gave each child in the room a

detailed physical examination. Notes were sent to each mother in advance of her child's examination, inviting her to be present and assist in the examination. She was then given a copy of the reported findings. Remedial work was suggested to her by the nurse. Follow-up work and a final check-up on remedial work was made later by the school nurse.

In the spring of 1939, the Board of Education of Wichita Falls passed a rule requiring smallpox vaccination for every pupil in the city schools, the ruling to become effective in September, 1939. When the final check of the school enrollment was made, not one of those failing to comply with the requirements was found in Group X, where the many aspects of the project had been studied. One boy, whose father refused him permission to be vaccinated, was vaccinated without parental consent. However, more difficulty was experienced in getting one hundred percent vaccination in Group Y, where no propaganda for the measure was carried on.

In the fall of 1939, a movement was begun toward the eradication of tuberculosis. Funds were obtained through the sale of Christmas seals and bangle pins. The co-operation of the schools was asked for in this movement. The response was generous. One of the aims of Group X was to establish themselves as leaders of the school in this and similar projects.

A study of such factors as proper heating, lighting,

and ventilation of the schoolroom was made. Monitors, in groups of three, working two weeks each, looked after such items as adjustment of the shades, ventilation, room temperature, as well as the erasing of blackboards, caring for and distributing wraps, keeping the bookcase neat, and watering the pot plants in the room. Each pupil was held responsible for keeping his own desk neat, his books well covered, and the floor free of paper about his desk.

A timely dental puppet show on the care and preservation of the teeth and gums aroused interest in that phase of health. Those individuals whose physical examination had revealed tooth cavities or other oral ills became conscious of their need for remedial work.

Study revealed that the diet plays an important part in the development of the teeth. General food which contains iron and calcium or lime is most important. Decay does not readily take place upon the cutting edges or polished surfaces of teeth; therefore, the regular cleaning by a competent dentist is very necessary. Teeth need exercise; one should chew hard foods, but keep in mind that teeth are not strong enough to crack nuts or break ice without injuring the enamel. Thorough brushing of the teeth and gums twice daily will remove particles of food and destroy any germs living in these particles.

An example of a particular interest manifested by the

group was shown by a study of the common cold. One pupil brought to school a pamphlet entitled, "Just a Cold?", which was distributed by the Metropolitan Life Insurance Company. The class studied it eagerly in order to find out how to treat a cold and how to avoid having colds. Further information was gathered on how colds are contracted and what diseases may result from common colds.

A class survey was made to determine how many pupils in the room had colds. Each pupil with a cold was asked to tell how he got it. Possible cures were discussed, as well as ways of preventing colds.

Efforts were made to find out how many pupils brought a clean handkerchief to school each day. Reports were given on the number of persons who sneezed without making an effort to protect the sneeze.

The subject of colds, their prevention and cure, became a source of recurring interest with each new illness along that line. About ninety percent of the class members tried to put into practice what they learned in this phase of health study.

Included in the study of cleanliness was a consideration of the value of regular habits of bathing, which makes children feel better, makes them look better, and helps to keep the skin healthy and the pores open. Bathing also aids the body in resisting disease germs, and adds to the personality of the child.

Discussion on rest and sleep included correct sleeping habits and the amounts necessary at various ages.

Much interest was manifested by the pupils on the subjects of communicable diseases, vaccination and immunization, and quarantine.

The class concluded their health study by drawing up "Rules for Health Practice in Home and School".

Safety

The consideration of the principles of safety evoked more interest than was expected from this study.

Many of the pupils had bicycles which they rode to school. If an individual allowed another to ride with him on his machine, he was not permitted to be a first class member of the Safety Club. The dangers of "riding double" were studied. These evidences were later brought home to the boys and girls in a tragic manner by the death of one of the pupils of the school.

A girl in the sixth grade had been given a new bicycle as a birthday gift. Three days after receiving the bicycle, while "pumping" her small sister to school, she lost control of the machine, was thrown beneath the wheels of a heavily loaded trailer, and killed instantly. The small sister rolled clear of danger.

This tragedy was closely followed by two others. A junior high school boy was killed when an automobile struck his motor scooter, and a short time, a fourth grade boy was struck by a swing, narrowly escaping a skull fracture. These cases were studied by the entire group, and an effort was made to fix the

blame in each case, and to determine the precautions necessary to prevent a possible repetition of that particular accident.

Members of both boys' and girls' softball teams made a rule that the batter guilty of slinging his bat was not only out, but also was not permitted to play for the remainder of that period.

A safety committee was selected to examine traffic on the stairs. Members who were found guilty of skipping steps on the way up or down the stairs were dealt with by the group.

The Bicycle Club adopted these rules suggested by the local safety organization: keep to the right on streets and highways, keep bell in working order, carry a light for riding after dark, give proper arm signals, obey directions of traffic officers, and refrain from carrying another person.

Studies were made of the proper treatment for burns, sprains, cuts, broken limbs, poisoning, and choking.

Playing in the streets, swinging on to vehicles, crossing streets without looking both ways or observing crossings, tripping other children, touching falling cables, or flying kites near wires were condemned as dangerous practices.

Care in using playground equipment and safety in playing games were stressed.

Much interest was shown in the study of safety about the home. Falls and falling objects, injury from the use of machines, and dangers of the medicine closet were included in

the subjects given foremost consideration. This study attracted both pupils and parents.

A survey of the principles of fire prevention completed the safety unit. As a final project, the pupils drew up a list of twenty problems in fire prevention study.

In the spring, an announcement was made that the American Red Cross would provide free instruction for those who wished to learn to swim, and also to those who wished to learn the best methods for administering first aid. Three swimming pools were to be made available for this work.

Thrift

The actual saving of money was only one of many ways found for exercising thrift. The subject of allowances for children proved to be a popular subject. Eleven of the thirty pupils already had weekly allowances, and five more were able to persuade their parents to adopt such a plan. Discussions were held on how to spend wisely and save judiciously. A plan of keeping a record of expenditures and the value of the habit of keeping a record of receipts and payments were considered.

It was decided that the conservation of health, energy, and time was as necessary as the saving of money and materials. Time budgets, which included a study schedule, were drawn up and sincere efforts were made to follow them. A consciousness

of the value of time was awakened in some who formerly were time-wasters.

It was decided that the pupil who made the best use of the principles of thrift was the one who used leisure time to good advantage, was careful in the expenditure of money, employed efficient methods of work, saved time by planning for the day's schedule, and did not waste paper, pencils, or other materials.

Loyalty

Loyalty to one's family, loyalty to one's friends, and loyalty to the home room were introductory subjects to this part of the program. A study of loyalty to the school and to the community was discussed. A consideration of patriotism, or loyalty to one's country, preceded that of a world concept of loyalty.

The history of the flag and the meaning of its stars, stripes, and colors were studied. Flag etiquette in its various phases was considered. Each pupil learned the pledge to the flag and its accompanying salute contained in the following paragraphs.

The flag of the United States of America should be saluted by all present when it is being hoisted or lowered. It should be saluted when it is passing by in a parade or a review. If walking or working, STOP; if sitting, RISE, stand at attention with heels together, left arm hanging at the side,

and right hand at salute. Men and boys in civilian clothes should remove hat or cap with the right hand and hold it at the left shoulder. Women and girls should also stand at attention; they should salute by placing the right hand over the heart. The salute to the flag in the moving column should be rendered at the moment the flag passes.

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands; one nation, indivisible, with liberty and justice for all."

The pledge is repeated facing the flag with the right hand over the heart. At the words, "to the flag", the right hand is extended, palm upward, toward the flag. This position is held until the last word is spoken. Persons in uniform should render the military salute.

After studying the subject of loyalty, the class formulated the following statement about it.

We are loyal to ourselves when we do what we know is right.

We are loyal to our friends when we help them when they are in trouble.

We are loyal to our home when we obey our parents, treat our brothers and sisters courteously, and do our share of the work.

We are loyal to our school when we are proud of it, when we act in such a manner as to honor it, when we respect its

rules, and when we respect the teachers and the other authorities.

We are loyal to our community when we give to the church, to the Community Chest, pay our taxes, and keep up our property.

Patriotism is the name we have for loyalty to our nation. We show it by obeying its laws, respecting its flag, voting, and being good citizens.

Honesty

The study of honesty took the form of questions and answers. Each pupil was allowed to present a specific question, which was discussed by the group in an effort to obtain a satisfactory answer to it. The following questions were examples of those asked.

If you found a dime in the room, what would you do with it?

Does a truly honest person help another to cheat?

Should one tell a "white lie" if it will save another individual's feelings?

Is the person who accepts overcharge dishonest?

How can one lie without saying a word?

Is signing your own report card dishonest?

What do you think of this saying, "Losers weepers, finders keepers"?

How may gossip be dishonest?

How is poor sportsmanship a type of dishonesty?

After studying the various phases of honesty, a code was drawn up, which declared that an honest person is one who does not copy another's work, does homework by himself, does not take the property of others without their consent, tries to restore lost property to its owner, is quiet and orderly when the teacher is not in the room, does his work thoroughly, keeps appointments, and does not promise more than he can fulfill.

Good Manners

The subject of "Good Manners" was found to be so broad that it was deemed necessary to make two divisions of it. Committees were formed to state the questions and lead the discussions for each division. After each discussion, certain statements were drawn up as self-evident.

The committees in charge of the subject of "Good Manners in the Classroom" found that:

It is not a mark of good breeding to interrupt while another is speaking.

It does not improve the recitation or grade to pop one's fingers.

When an individual disturbs the room for one minute, that means a loss of forty minutes for a group of forty pupils.

The same laws of politeness should be observed at home and in the classroom.

A self-centered person cannot have really good manners. The "Good Manners in Assembly" committee found that: We owe all speakers and performers respectful attention. When someone is speaking, the courteous thing to do is to listen.

Gum chewing has no place in the school assembly.

If one has an attack of coughing which he cannot control, the proper thing to do is to rise quietly and tip-toe out of the room.

It is discourteous to continue to applaud when it is evident that the performer does not wish to give an encore.

It is not polite for the student body to rise to leave before the meeting is over.

It is impolite to turn one's head to gaze at people in the back of the room.

Sportsmanship

Interscholar competition provided some excellent situations for teaching sportsmanship. Efforts were made to bring the group to the realization that it was as necessary to be a good loser as it was to be a good winner.

Individuals who insisted on playing for personal glory, at the expense of the team, were deprived of the privilege of representing the school.

A poor citizenship record likewise automatically deprived a member of his place on the team. He was required to

make a come-back satisfactory to the group before being restored the privilege of membership. A second penalty was seldom necessary.

The essentials of good citizenship which have been named and discussed in this chapter are abbreviated sampling taken from the program actually used for the purpose of training the pupils to become good citizens.

Citizenship in its broadest terms includes a wide range of qualifications and characteristics, among which are leadership, health, safety, loyalty, thrift, honesty, good manners, and sportsmanship. The term could be broadened still further, but it is thought, however, that the list named is sufficient to serve the purpose.

An effort has been made to keep in mind that the chief objective in citizenship activities is to develop a pupil's sensitiveness to and realization of his duties and obligations as a citizen.

CHAPTER IV

At the conclusion of the school year, all tests given in September, with the exception of the Mental Maturity tests, were again administered to Group X. The earlier testing program for Group Y was repeated in that group.

The purpose of the second testing in both sections was to measure the relative progress made in attitudes as a result of the respective functional and traditional methods of citizenship training. An analysis of the comparable value of the two methods of instruction resulted from this testing program.

Standards set up by the respective national norms were accepted to measure civic information, civic action, civic attitudes, personality adjustment, and mental maturity pupils. By comparing scores made in the tests given in May with those given in September, one can measure the progress made by the two groups as a result of the program offered.

Tables 8, 9, 10, and 11 show the gain of May scores over September scores for the Huey School group on personality, civic information, action, and attitudes.

Tables 12, 13, and 14 show gains and losses made by the Fannin School group from September to May.

Tables 15, 16, and 17 give a comparison of the gains and losses of the two groups.

TABLE 8

THE SEPTEMBER AND MAY SCORES MADE ON THE PERSONALITY
TESTS BY 30 FIFTH GRADE BOYS AND GIRLS IN HUEY
SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		90	90	1		90	90
2		80	80	2	85		85
3		75	75	3		85	85
4		75	75	4	80		80
5	70		70	5	70		70
6	70		70	6	70		70
7		70	70	7	70		70
8		65	65	8	70		70
9	55		55	9	65		65
10		55	55	10	65		65
11	50		50	11	65		65
12	50		50	12		65	65
13	50		50	13		65	65
14		50	50	14		65	65
15		50	50	15		65	65
16		50	50	16	60		60
17	45		45	17	60		60
18	45		45	18		60	60
19	45		45	19		60	60
20		40	40	20	55		55
21	35		35	21	50		50
22	35		35	22	50		50
23	30		30	23	50		50
24	25		25	24		50	50
25	25		25	25		45	45
26		25	25	26		25	25
27	20		20	27	20		20
28	15		15	28		20	20
29		15	15	29	15		15
30	10		10	30	15		15
Median	45	55	50		60	65	62.5
Norm	50	50	50		50	50	50

A median of 62.5 percentile was made by the thirty pupils of Huey School in the May test on the California Test of Personality. This compares favorably with the norm of 50 percentile, and also with the group median of 50 percentile made

in September. A casual glance reveals a 12.5 percentile increase in the class median during the year.

In September, fourteen members dropped below the norm; in May, only six members scored below the norm.

The seventeen boys secured a May median of 60 percentile as compared with a norm of 50 percentile. This is a gain of 15.0 percentile over the median score for September. At that time, only six boys equalled or exceeded the norm; eleven fell below it. In May testings, fourteen equalled or exceeded it, and three fell below it. This comparison shows a remarkable individual gain. The boys made a much more impressive gain than did the girls.

In May, testings revealed that three members again fell below the norm of 50, as they did in September. A 10 percentile increase in the median was noted in the later testing, however.

The girls did not show the progress during the year which might have been expected of them. Their record was somewhat disappointing as compared with the boys' performance, in spite of the fact that their average was higher than that of the boys.

From a standpoint of determining the gain for the year, it must be acknowledged that the boys exceeded the girls in this respect.

TABLE 9

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC
INFORMATION TESTS BY 30 BOYS AND GIRLS IN
HUEY SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		12	12	1	18		18
2	10		10	2	17		17
3	10		10	3	16		16
4		9	9	4	16		16
5		8	8	5	16		16
6	8		8	6	15		15
7	8		8	7		15	15
8	8		8	8		15	15
9	8		8	9	14		14
10	7		7	10	14		14
11	6		6	11	14		14
12	6		6	12	14		14
13	6		6	13	14		14
14	6		6	14		14	14
15		6	6	15		13	13
16		6	6	16		13	13
17		6	6	17	12		12
18		6	6	18		12	12
19		5	5	19		12	12
20		5	5	20		12	12
21		5	5	21	11		11
22	5		5	22	11		11
23	5		5	23	11		11
24	4		4	24	11		11
25	4		4	25		11	11
26	4		4	26		10	10
27		4	4	27		8	8
28		4	4	28	8		8
29		3	3	29		8	8
30	1		1	30		8	8
Median	6.0	6.0	6.0		14.0	12.0	13.0
Norm	5.5	5.3	5.4		6.0	6.4	6.2

The thirty children of Huey School taking the Hill Civic Information Test in May made a grade range of from 18.0 high to 8.0 low. The median was 13.0 as compared with a 6.2 norm. Every child made a score well above the norm. The May scores over September showed a gain of 6.0 in high score, 7.0 rise in low score, and a 7.0 gain in median. This analysis revealed very gratifying results.

In September, the same group scored from 12.0 high to 1.0 low, made a median of 6.0 compared with a 5.4 norm, with twelve members falling below the norm.

There was a gain of 6.0 in the high score, 7.0 rise in the low score, and a 7.0 gain in the median. This analysis reveals very gratifying results.

In the May test, the seventeen boys made scores ranging from a high score of 18.0 to a low score of 8.0. The median was 14.0 as compared with a 6.0 norm. Each boy scored well above the norm. The high score in September was 10.0, the low score was 1.0, the median was 6.0, and the norm was 5.5, with six members falling below it. This is a gain of 8.0 in high score, 7.0 rise in low score, 8.0 gain in the median grade, with no members falling below the norm.

The May scores for the girls were: 15.0 high, 8.0 low, 12.0 median, and a 6.4 norm. Each member scored above the norm. On the September testing, the group scored 12.0 high, 3.0 low, 6.0 median, and 5.3 norm, with six girls falling below the norm.

TABLE 10

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC ACTION
TESTS BY 30 BOYS AND GIRLS IN THE HUBY SCHOOL,
WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		12	12	1	16		16
2		11	11	2	16		16
3	10		10	3	15		15
4	10		10	4	15		15
5	9		9	5	15		15
6	9		9	6		15	15
7		9	9	7		15	15
8	8		8	8		15	15
9	8		8	9	14		14
10	8		8	10	13		13
11		8	8	11	12		12
12		8	8	12	12		12
13	7		7	13		12	12
14	7		7	14		12	12
15	7		7	15		12	12
16	7		7	16		12	12
17	7		7	17	11		11
18		7	7	18	11		11
19		7	7	19	10		10
20	6		6	20	10		10
21	6		6	21		10	10
22	6		6	22		10	10
23		6	6	23		10	10
24		6	6	24		10	10
25		6	6	25	9		9
26		6	6	26	8		8
27	5		5	27	7		7
28	5		5	28	7		7
29		3	3	29		7	7
30		3	3	30		6	6
Median	7.0	7.0	7.0		12.0	12.0	12.0
Norm	7.0	6.5	6.7		7.5	7.3	7.4

A median of 12.0 was made in the May test by the thirty pupils in the Huey School group on the Hill-Wilson Civic Action Test. The norm for the group was 7.4. Scores ranged from a high of 16.0 to a low of 6.0. Four pupils fell below the norm.

September testings revealed a 7.0 median, 6.7 norm, high score of 12.0, low score of 3.0, and eleven members falling below the norm.

Scores for the boys on the May test ranged from a high score of 16.0 to a low score of 7.0. The median was 12.0 as compared with the 7.5 norm. Only two members fell below the norm.

September results gave a high score of 10.0, a low score of 5.0, a median of 7.0, and a norm of 7.0. Five members failed to reach the norm.

This is a gain of 6.0 on high score, 2.0 on low score, and 5.0 on the median.

Only two girls fell below the norm on the May test. High score was 15.0, low score was 6.0, the median was 12.0, and the norm was 7.3.

In September, six girls failed to reach the norm. The high score was 12.0, the low score was 3.0, the median was 7.0, and the norm was 6.5.

The girls have been somewhat outdistanced by the boys in total elements of progress made during the year, as far as civic action is concerned.

TABLE 11

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC
ATTITUDES TESTS BY 30 BOYS AND GIRLS IN THE
HUEY SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1	13		13	1	18		18
2	13		13	2	18		18
3	13		13	3	18		18
4	12		12	4		18	18
5		12	12	5	17		17
6		12	12	6		17	17
7	11		11	7	16		16
8	11		11	8	16		16
9	11		11	9		16	16
10		11	11	10	15		15
11		11	11	11	15		15
12		11	11	12	15		15
13		11	11	13	15		15
14	10		10	14		15	15
15	10		10	15		15	15
16	10		10	16		15	15
17	10		10	17		15	15
18	10		10	18		15	15
19		10	10	19	14		14
20		10	10	20	14		14
21	9		9	21		14	14
22	9		9	22		14	14
23	9		9	23		14	14
24	9		9	24		14	14
25		9	9	25	13		13
26		9	9	26	13		13
27		9	9	27		13	13
28	7		7	28	12		12
29		7	7	29	10		10
30		7	7	30	9		9
Median	10.0	10.0	10.0		15.0	15.0	15.0
Norm	10.4	10.7	10.5		10.9	11.6	11.2

On the May test, only two members of the group of thirty failed to reach the norm on the Hill Civic Attitudes Test. This is a most gratifying result as compared with the seventeen who failed to do so in September. Gains made during the year on the various items are as follows: high score of 5.0, low score of 2.0, median of 5.0, and a gain of fifteen members who crossed the norm line.

May testing for the boys gave the following results: high score of 18.0, low score of 9.0, median of 15.0, norm of 10.9, and two members failing to reach the norm.

In September, ten boys failed to reach the norm, and scores registered were: high score of 13.0, low score of 7.0, median of 10.0, and norm of 10.4.

In September, the poorest showing on any division of the three civic tests administered in Huey School was recorded by the thirteen girls taking the Hill Civic Attitudes Test. Seven of the thirteen failed to reach the norm.

In the May testing, the lowest score was well above the norm. In fact, the low score for May was 1.0 higher than the high score for September.

This record is the most striking encountered thus far.

The splendid increase in median gains on the civic information and civic action scores from September to May indicates very satisfactory progress. This is especially true of the boys' record on civic information for May.

TABLE 12

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC
INFORMATION TESTS BY 30 FIFTH GRADE BOYS AND
GIRLS IN FANNIN SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		9	9	1	10		10
2	8		8	2	8		8
3		8	8	3		8	8
4		8	8	4		8	8
5	7		7	5	7		7
6	7		7	6		7	7
7		7	7	7		7	7
8		7	7	8	6		6
9		7	7	9	6		6
10	6		6	10	6		6
11	6		6	11		6	6
12	6		6	12		6	6
13	6		6	13		6	6
14		6	6	14	5		5
15		6	6	15	5		5
16	5		5	16	5		5
17	5		5	17	5		5
18		5	5	18		5	5
19	4		4	19		5	5
20		4	4	20		5	5
21		4	4	21		5	5
22	3		3	22		5	5
23		3	3	23		5	5
24		3	3	24	4		4
25		3	3	25		3	3
26	2		2	26		3	3
27		2	2	27		3	3
28	1		1	28		3	3
29		1	1	29	1		1
30		1	1	30	1		1
Median	6.0	5.0	5.5		5.0	5.0	5.0
Norm	5.5	5.3	5.4		6.0	6.4	6.2

Only seven pupils out of thirty equalled the norm on the Hill Civic Information Test for May. This compared unfavorably with the fifty percent who reached the norm in September.

The results were dismaying. The pupils not only did not hold their own, but even lost ground during the school year.

The only gain noted for the boys on this particular test was a 2.0 gain on high score from September to May.

The September median of 6.0 exceeded the norm by .5; the May median of 5.0 fell 1.0 below the 6.0 norm for that period. A total of seven members scored below the norm for May as compared with six members for September.

The results for the boys is less discouraging than those for the entire group, thus indicating that still greater disappointment is to be found in the girls' report.

A total of thirteen Fannin School girls scored below the norm in May. This is an increase of four over the September figure. The same median of 5.0 was noted for both dates, thus making the May figure look still worse by virtue of an increased norm, with no corresponding increase in performance.

The results on this test for May showed a decided loss over September scores. Far too many pupils failed to reach the norm. Eight who succeeded in doing so in September failed to repeat their performance in May.

TABLE 13

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC ACTION
TESTS BY 30 FIFTH GRADE BOYS AND GIRLS IN
FANNIN SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		10	10	1	11		11
2	9		9	2		11	11
3		9	9	3	10		10
4		9	9	4	9		9
5		9	9	5		9	9
6	8		8	6		9	9
7	8		8	7		9	9
8	8		8	8		9	9
9		8	8	9	8		8
10	7		7	10	8		8
11	7		7	11	8		8
12	7		7	12	8		8
13	7		7	13	8		8
14	7		7	14		8	8
15		7	7	15		8	8
16		7	7	16	7		7
17		7	7	17	7		7
18		7	7	18	7		7
19	6		6	19		7	7
20		6	6	20		7	7
21	5		5	21		7	7
22		5	5	22		7	7
23		5	5	23		6	6
24		4	4	24		6	6
25		4	4	25		6	6
26		4	4	26	5		5
27	3		3	27		5	5
28	3		3	28		5	5
29		3	3	29		5	5
30		1	1	30	3		3
Median	7.0	7.0	7.0		8.0	7.0	7.5
Norm	7.0	6.5	6.7		7.5	7.3	7.4

The general scores on the Civic Action tests for Fannin School were more encouraging than those on the Civic Information tests.

A September median of 7.0 compared favorably with a norm of 6.7; likewise, a May median of 8.0 exceeded the 7.4 norm. The number falling below the norm was a set-back, however.

The results on the action test for the Fannin School boys revealed a normal median for the group in September. This result was further confirmed and even slightly improved upon according to May test scores. There was an increase of the median over the norm.

Gains were noted in some departments of the action tests for Fannin School girls, while losses were seen in others. The high score increased 1.0, and the low score gained 4.0. On the other hand, the 7.0 median for September, as compared with a 6.5 norm, was better than the May 7.0 median, as compared with a 7.3 norm. Also, three more members fell below the norm in May than in September.

Any advantage gained in the increase of high and low scores for May over those for September was offset by the increase in the number failing to reach the norm. Fifteen pupils fell below the norm in May, as compared with twelve who failed to reach it in September.

TABLE 14

THE SEPTEMBER AND MAY SCORES MADE ON THE CIVIC ATTITUDES TESTS BY 30 FIFTH GRADE BOYS AND GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	September			Pupil	May		
	Boys	Girls	Total		Boys	Girls	Total
1		14	14	1		17	17
2		13	13	2	16		16
3		13	13	3		15	15
4	12		12	4	13		13
5	12		12	5	13		13
6	11		11	6	13		13
7	11		11	7		13	13
8		11	11	8	12		12
9	10		10	9	12		12
10		10	10	10		12	12
11		10	10	11		12	12
12		10	10	12		12	12
13		10	10	13	11		11
14	9		9	14	11		11
15	9		9	15	11		11
16	9		9	16	11		11
17	9		9	17		11	11
18	9		9	18		11	11
19		9	9	19		11	11
20		9	9	20		11	11
21		9	9	21		11	11
22		9	9	22	10		10
23		9	9	23		10	10
24		9	9	24		10	10
25		9	9	25		10	10
26	8		8	26	9		9
27	8		8	27		9	9
28		8	8	28		9	9
29	7		7	29	8		8
30		7	7	30		6	6
Median	9.0	9.0	9.0		11.0	11.0	11.0
Norm	10.4	10.7	10.5		10.9	11.6	11.2

Fannin scores for May, in comparison with those of September, showed some small gain in high score, median, and the number falling below the norm. Low score was 1.0 below that for September. The slight gain found in this comparison shows results which are still far from satisfactory, especially in regard to the number ranking below the norm.

The boys took doubtful honors from the girls on this test in the matter of progress. Some gain was registered in all items. The most outstanding improvement occurred in the matter of the individual performances in comparison with the norm. Only three boys fell below the norm on the May test, as compared with nine on the September test.

A 3.0 rise in high score was the most promising item on the May test in civic attitudes for Fannin School girls. Other results were less encouraging. Far too many pupils failed to reach the norm.

The test results on attitudes reveal scores more satisfactory than might be expected when the very poor showing on civic information was taken into consideration.

A total of eleven boys and seven girls fell below the norm in May, as compared with thirteen boys and nine girls who failed to reach it in September. Only five pupils made good their deficiencies in this respect.

TABLE 15

THE MAY SCORES MADE ON THE CIVIC INFORMATION TESTS BY 30
BOYS AND GIRLS IN HUEY SCHOOL AND 30 BOYS AND GIRLS
IN FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (May) Civic Information			Pupil	Fannin (May) Civic Information		
	Boys	Girls	Total		Boys	Girls	Total
1	18		18	1	10		10
2	17		17	2	8		8
3	16		16	3		8	8
4	16		16	4		8	8
5	16		16	5	7		7
6	15		15	6		7	7
7		15	15	7		7	7
8		15	15	8	6		6
9	14		14	9	6		6
10	14		14	10	6		6
11	14		14	11		6	6
12	14		14	12		6	6
13	14		14	13		6	6
14		14	14	14	5		5
15		13	13	15	5		5
16		13	13	16	5		5
17	12		12	17	5		5
18		12	12	18		5	5
19		12	12	19		5	5
20		12	12	20		5	5
21	11		11	21		5	5
22	11		11	22		5	5
23	11		11	23		5	5
24	11		11	24	4		4
25		11	11	25		3	3
26		10	10	26		3	3
27	8		8	27		3	3
28		8	8	28		3	3
29		8	8	29	1		1
30		8	8	30	1		1
Median	14.0	12.0	13.0		5.0	5.0	5.0
Norm	6.0	6.3	6.2		6.0	6.4	6.2

The May median of 13.0 in civic information for the Huey School group contrasts sharply with the 5.0 median made by Fannin School. Huey School more than doubled the 6.2 norm; Fannin School fell 1.2 below the norm.

Huey School boys scored an 18.0 high, an 8.0 low, a 4.0 median, and a 6.0 norm.

Fannin School boys made a median of 5.0, which was 1.0 below the 6.0 norm.

Huey School girls made scores ranging from a high 15.0 to a low 8.0. Their median was 12.0, as compared with a 6.3 norm.

Fannin School girls scored a high 8.0, a low 3.0, a 5.0 median, and a 6.4 norm.

The low scores for Huey School girls was the same as high score for Fannin girls.

Every Huey School pupil ranked well above the norm; only seven Fannin School pupils reached the norm for May, as compared with the twenty-three pupils who fell below it.

Results for Fannin School were discouraging. The members not only did not hold their own, but they even lost ground during the year.

Slightly superior scores were recorded by the Huey School boys, as compared with the girls. This observation was also true of Fannin boys and girls.

TABLE 16

THE MAY SCORES MADE ON THE CIVIC ACTION TESTS BY 30
BOYS AND GIRLS IN THE HUEY SCHOOL AND 30 BOYS AND
GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (May) Civic Action			Pupil	Fannin (May) Civic Action		
	Boys	Girls	Total		Boys	Girls	Total
1	16		16	1	11		11
2	16		16	2		11	11
3	15		15	3	10		10
4	15		15	4	9		9
5	15		15	5		9	9
6		15	15	6		9	9
7		15	15	7		9	9
8		15	15	8		9	9
9	14		14	9	8		8
10	13		13	10	8		8
11	12		12	11	8		8
12	12		12	12	8		8
13		12	12	13	8		8
14		12	12	14		8	8
15		12	12	15		8	8
16		12	12	16	7		7
17	11		11	17	7		7
18	11		11	18	7		7
19	10		10	19		7	7
20	10		10	20		7	7
21		10	10	21		7	7
22		10	10	22		7	7
23		10	10	23		6	6
24		10	10	24		6	6
25	9		9	25		6	6
26	8		8	26	5		5
27	7		7	27		5	5
28	7		7	28		5	5
29		7	7	29		5	5
30		6	6	30	3		3
Median	12.0	12.0	12.0		8.0	7.0	7.5
Norm	7.5	7.4	7.4		7.5	7.3	7.4

A median of 12.0 was made in the May test by the thirty pupils of the fifth grade, Huey School, on the Hill-Wilson Civic Action Test. The norm was 7.4. Four pupils fell below the norm.

The Fannin School pupils made a 7.5 median, as compared with a 7.4 norm. This was a slight drop from the September record. The discouraging note in the report was the fifteen members, or fifty percent of the group, falling below the norm.

Only two members fell below the norm on the May test for Huey School boys. The median was 12.0, as compared with the 7.5 norm.

Fannin boys scored an 8.0 median, which was an improvement over September scores. Five members failed to reach the norm.

A 12.0 median compared favorably with a 7.3 norm for the May test by Huey School girls. Two members failed to reach the norm.

A total of ten Fannin School girls fell below the norm on this test. The 7.0 median for September, as compared with a 6.5 norm, was better than the May 7.0 median, as compared with a 7.3 norm. The group lost status during the year. However, as shown in the following table, the best scores made by the Fannin School group were made on civic attitudes.

TABLE 17

THE MAY SCORES MADE ON THE CIVIC ATTITUDES TESTS BY
30 BOYS AND GIRLS IN THE HUEY SCHOOL AND 30 BOYS
AND GIRLS IN THE FANNIN SCHOOL, WICHITA FALLS

Pupil	Huey (May) Civic Attitudes			Pupil	Fannin (May) Civic Attitudes		
	Boys	Girls	Total		Boys	Girls	Total
1	18		18	1		17	17
2	18		18	2	16		16
3	18		18	3		15	15
4		18	18	4	13		13
5	17		17	5	13		13
6		17	17	6	13		13
7	16		16	7		13	13
8	16		16	8	12		12
9		16	16	9	12		12
10	15		15	10		12	12
11	15		15	11		12	12
12	15		15	12		12	12
13	15		15	13	11		11
14		15	15	14	11		11
15		15	15	15	11		11
16		15	15	16	11		11
17		15	15	17		11	11
18		15	15	18		11	11
19	14		14	19		11	11
20	14		14	20		11	11
21		14	14	21		11	11
22		14	14	22	10		10
23		14	14	23		10	10
24		14	14	24		10	10
25	13		13	25		10	10
26	13		13	26	9		9
27		13	13	27		9	9
28	12		12	28		9	9
29	10		10	29	8		8
30	9		9	30		6	6
Median	15.0	15.0	15.0		11.0	11.0	11.0
Norm	10.9	11.6	11.2		10.9	11.6	11.2

On the May test only two members of the group of thirty failed to reach the norm on the Hill Civic Attitudes test for Huey School. This is a most encouraging result, as compared with the seventeen who failed to do so in September.

A total of eighteen members of the Fannin School group fell below the norm for May. The results shown were distinctly unsatisfactory.

May testings for Huey School boys on Civic Attitudes tests gave the following results: high, 18.0; low, 9.0; median, 15.0; norm, 10.9; and two pupils failing to reach the norm.

Fannin School boys took doubtful honors from the girls on this test in the matter of progress. Only three boys fell below the norm on the May test as compared with nine for September.

In the May testing for Civic Attitudes of Huey School girls, the lowest score was well above the norm. In fact, the low score for May was 1.0 higher than the high score for September. This record is the most striking encountered thus far.

Far too many girls in Fannin School failed to reach the norm. A total of eleven failed to score the required 11.6.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

Mental maturity.---Chronological ages of seventeen boys, ranging from 14.6 to 9.10 years, with a median of 10.9, showed a mental age of 14.2 to 9.2, with a median of 11.10.

Chronological ages of thirteen girls ranging from 12.5 to 9.8 years, with a median of 10.9, showed a mental age of 13.4 to 9.8, with a median of 11.10 years.

Only three boys and two girls showed a mental age below the norm.

The girls were excelled by the boys by a relatively small margin. They upheld the superior rating noted in the entire group, however.

Personality.---In the Huey School, an increase of 15 percentile points was made by the group for the year.

In September, fourteen members dropped below the norm; in May, only six scored below it.

The boys made a median gain of 15 percentile points; the girls made a median gain of 10.0 percentile points.

The boys made a much more impressive gain than the girls.

Civic information.--In the Huey School, in September, twelve pupils fell below the norm on this test; in May, every pupil ranked well above the norm.

The median on the May test was more than twice the norm.

The boys made a higher percentage of improvement from September to May than the girls.

The results made on this test were excellent for May. The gain made by the group was very impressive.

In the Fannin School, only seven pupils out of thirty equalled the norm for May, as compared with fourteen who reached it in September.

The results were discouraging; the members not only did not hold their own, but they even lost ground during the year.

The boys' division recorded a median on both tests, equal to the norm.

An increase in May norms for the girls was not met by increased performance, thus making the figures look still worse.

Civic action.--In the Huey School, eleven members failed to reach the norm during September; in May, all but four members succeeded.

The high score of 16.0 for May more than doubled the 7.4 norm.

The boys made slightly more progress than the girls

during the year. The high score for both the boys and the girls was more than double that of the respective norms.

A September median of 7.0 for Fannin compared favorably with a norm of 6.7; likewise a May median of 8.0 bettered the 7.4 norm.

Indications are that the Fannin group acts rather efficiently, even without being given the information they should have had. Independence of judgment may be said to have developed out of proportion to instruction.

A further increase of the median over the norm was noted for the boys in the May test.

The relation of the median to the norm in the girls' tests were poorer than those of the boys.

It would seem that the boys are slightly superior to the girls in civic action.

Civic attitudes.--In September, seventeen Huey School pupils failed to reach the norm; in May, only two fell below it.

The low score for May for the girls was 1.0 higher than the high score for September. Not a single girl failed to reach the norm.

The record made by the girls on civic attitudes is the most striking encountered thus far.

May scores for Fannin School, in comparison with those of September, showed results which were far from satisfactory.

The boys took doubtful honors from the girls on this test, since, in the matter of progress, they registered some slight gain on all items. Far too many girls failed to reach the norm.

The test results on attitudes reveal scores more satisfactory than might be expected from the poor showing made on civic information.

Progress

Civic information.--The Huey School median score more than doubled the norm for May, with all members scoring well above the norm, while results for the Fannin group were dismaying, with twenty-three members failing to reach the norm. The pupils not only did not hold their September record, but they even lost ground during the year.

Slightly superior scores were recorded by Huey School boys, as compared with the girls. This observation was also true of Fannin School boys and girls.

Both Huey and Fannin girls were excelled in performance by the boys of their respective groups.

Civic action.--Four Huey School members fell below the May norm, as compared with fifteen of the Fannin School.

Slight differences were noted in May scores for Huey boys and girls. Fannin School boys made a slight improvement over September scores.

Huey School girls made excellent progress, equalling that of the boys. Fannin School girls lost status during the year.

Civic attitudes.--Only two Huey School members, both boys, failed to reach the norm in May, in comparison with seventeen in September. Eighteen Fannin School members, most of them girls, fell below the norm.

Only two Huey School boys failed to reach the norm in May. Fannin School boys took doubtful honors from the girls in the matter of progress, by registering some slight gain on all items.

The low score for Huey School girls for May was 1.0 higher than the high score for Huey School girls for September. This record is the most striking encountered thus far. Far too many Fannin School girls failed to reach the norm in May.

Conclusions

From the foregoing discussion, the following conclusions are presented:

A functional program for citizenship training is needed in the grades as an aid in preparing boys and girls for citizenship in a democracy.

The school can be instrumental in the formation of civic attitudes.

Functional citizenship training is effective in producing

gains not found in groups trained by traditional or customary methods.

Cumulative records of test results, plus teacher observations, are useful instruments, if kept in the form of case studies.

Recommendations

Critical analysis of the data presented warrants the following recommendations:

That a functional home room program for citizenship training be made a part of the work of each fifth grade teacher in Huey School.

That such a program be carried out in the other grade schools of Wichita Falls, unless a more effective program can be devised.

That case studies based upon test results and teacher observation be prepared and preserved in the form of cumulative records to be used by each teacher who feels the need of further information about a particular child, or who wishes to add to the record already prepared.

That materials necessary for the successful administration of such a program be purchased as a part of the school equipment and be preserved as such.

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