

SOME OBJECTIVES FOR THE TEACHING OF CIVICS AT OTTAWA HILLS HIGH SCHOOL

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SOME OBJECTIVES FOR THE TEACHING OF CIVICS

AT OTTAWA HILLS HIGH SCHOOL

BY

Henry Ludwick

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MASTER OF ARTS

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CHAPTER I

Introduction. The civics course, as taught in the Grand Rapids public schools, contains a number of units upon each of which a minimum number of teaching days are required. The total number of days specified, however, is less than the total number of days in a semester. This allows the individual teachers some free time for certain units which they believe should receive special emphasis.

There are no general course-objectives set up for the city system as a whole nor have there ever been established any special objectives for the civics course as taught at Ottawa Hills High School. Inasmuch as the time necessary for emphasis upon certain units is available, the situation invited the establishment of objectives specifically designed for the fulfillment of the civic needs of the pupils.

A study of textbooks in the field of civics revealed a large combined number of objectives advocated by the various authors many of which were applicable from a general standpoint. Specific objectives for the teaching of civics at Ottawa Hills High School, however, could only be established through the determination of the needs of the eighth grade pupils at that school. The discovery of these needs and the formulation of specific objectives based upon them furnished the origin of this problem.

Related Studies. An investigation was made of other studies in this field. There were found to be a few dealing with this particular branch of the social studies, but only two of them dealt with objectives or aims for civics in the junior high school.

One of these studies¹ was undertaken for the purpose of gathering together, describing, and analysing what had been done toward determining and using objectives in the field of civics. The work was divided into a study of the periods before and after the opening of the twentieth century. It concerned itself, largely, with a study of newspapers, magazines, textbooks, editorials, political platforms, etc., to determine the civic topics dealt with and the frequency thereof.

This study reports that up to the end of the nineteenth century the major emphasis was upon the content of civic courses. The twentieth century, it continues, places the emphasis upon the problem of finding specific goals or objectives which include interests, attitudes, appreciations, ideals, habits, and skills.

In the summary, Wilkinson holds that the way to ascertain the needs of society is to turn one's attention to that society. Scientific surveys, she continues, are among the methods of determining the needs of society.

A study by Small² was an experiment to determine the immediate results of the teaching of a civic trait. The trait used for the experiment was "thrift." Three groups of eighth grade pupils were used: (1) a control group to whom no teaching of the trait to be measured was given;

¹Helen Septa Samuel Wilkinson. <u>Objectives in Civic Education</u>. Unpublished Master's Thesis, Department of Education, Boston University, 1928. Pp. 89.

²Charles R. Small. <u>Aims and Method of Civic Education in the Com-</u> mon Schools. Unpublished Doctor's Thesis, Department of Education, Harvard University, 1925. Pp. 332.

(2) a group taught the trait by the "didactic" method; and (3) a group taught by the "project" method. The experimenter does not explain clearly the nature of these methods.³

All of the pupils were required to keep expense records for three weeks preceding the study, then to discontinue keeping them for three weeks while "thrift" was being taught, and to keep them again for three weeks immediately following the teaching period.

Small's conclusion was that it is probable, but by no means certain, that the pupils were somewhat benefited from the modern (1925) methods of teaching citizenship. The groups taught by the "didactic" and "project" methods showed improvement in the trait, but the group taught by the "project" method showed a more marked improvement. More improvement was shown in "savings" than in "wise spending."

Small also concludes that observation and experiment concerning "thrift" causes him to believe that a set of projects, if they are carefully worked out by co-operation between school and home, would achieve results of decided value. The basis for his conclusions was an analysis of the expense accounts kept by the pupils before, during, and after their study of the civic trait of "thrift."

Statement of the Problem. This study was undertaken in an attempt to discover the civic needs of the pupils at Ottawa Hills High School and to establish some specific objectives for the civics course based upon these needs.

⁹While no definitions for the terms were discovered, it is assumed that by "didactic" is meant the procedure of questions and answers, and explanation by the teacher, and by "project" is meant specific contributions by the pupils upon particular phases of the problem for which they have made special preparation.

<u>Scope of the Study</u>. The needs of the pupils were determined by means of a questionnaire based on the theory presented in <u>Middletown</u>⁴ that, "...all the things people do...may be viewed as falling under one or another of the following six main-trunk activities:

Getting a living. Making a home. Training the young. Using leisure in various forms of play, art, and so on. Engaging in religious practices. Engaging in community activities."

The questionnaire⁵ was constructed to furnish pertinent data regarding: (1) the age composition of the group studied; (2) the social and economic status of the families represented; (3) the educational status and interests of the pupils used for the study; (4) extracurricular and recreational activities and interests of the group; (5) reading interests; (6) religious adjustments; (7) social attitudes and beliefs; and (8) personal relationships within the home.

<u>Procedure</u>. The questionnaire was administered during the second semester of the school year 1939-40. One hundred eighty-six pupils were enrolled in the 8-2 grade in that semester and the questionnaire was administered to one hundred seventy-two. The remaining fourteen were absent from school for a period longer than one week at that particular time and were not included in the study.

All questionnaires were administered by the writer and carefully checked before being accepted from the pupils to assure that all items were understood and answered.

⁴ Robert S. Lynd and Helen Merrell Lynd, <u>Middletown</u>. New York: Harcourt, Brace and Company. 1932. Pp. 4.

⁵See Appendix.

The data obtained from the responses to the questionnaire are presented in Chapter II in tabular form. They are interpreted in terms of percentages of response obtained.

<u>Definition of Terms</u>. For purposes of this study the following terms shall mean:

Civic needs: the educational, occupational, recreational, religious, and reading activities of the pupils; and their attitudes and beliefs in home, school, and community affairs which are indicated by the questionnaire responses to require special emphasis.

Grade 8-2: the second of two semesters comprising the eighth grade.

Civics: a study of local, state, and national governments; home, community, and industrial safety; cultures, customs, and institutions of the groups comprising the citizenry; requirements, privileges, and duties of citizenship; the part played by the individual in home and community activities; and preparation for assuming one's place in an everchanging and complex society.

Ottawa Hills High School: the youngest of eight high schools in Grand Rapids, Michigan, situated near the outskirts of the city in an attractive residential district. During the second semester of the school year 1939-40 there were eight hundred twenty-one pupils enrolled in the seventh, eighth, and ninth grades and eight hundred forty-six enrolled in the tenth, eleventh, and twelfth grades.

CHAPTER TWO

THE CIVIC NEEDS OF THE EIGHTH GRADE PUPILS OF OTTAWA HILLS HIGH SCHOOL AS REVEALED BY THEIR RESPONSES TO THE QUESTIONNAIRE

In the tables that follow, the data collected by the use of the questionnaire are presented, and translated into percentages. In summarizing the data, an effort has been made to call attention to particular items which seem significant in the light of the purposes of this study.

TABLE I

NUMBER OF BOYS AND GIRLS MAKING UP THE GROUP STUDIED

Во	ys	Gi	rls	Total		
Number	Pct.	Number	Pct.	Number Pct.		
93	54.1	79	45•9	172	100.0	

TABLE II

AGE GROUPS OF PUPILS

	Boys		Gir	ls	Total		
Ages	Number	Pct.	Number	Pct.	Number	Pct.	
12-13 years 13-14 years 14-15 years 15-16 years 16-17 years	4 54 28 5 2	4.3 58.1 30.1 5.4 2.1	0 64 12 2 1	0.0 81.0 15.2 2.5 1.3	ц 118 40 7 3	2.3 68.6 23.3 4.1 1.7	
Totals	93	100.0	79	100.0	172	100.0	

Tables I and II afford a basis for determining the representation by sexes and the various age groups of the eighth grade pupils used for this study. While a few in the group vary from the average to some extent, the figures indicate a favorable degree of homogeneity.

TABLE III

NUMBER OF PUPILS HAVING BROTHERS AND SISTERS

	Older Younger		ng er	Older		r Younger		All		
	brothers brothers		the rs	sisters		rs sisters		siblings		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
One	45	66 .2	51	80.95	37	60.6	49	74.25	182	70.5
Two	19	27.9	8	12.7	17	27.9	16	24.25	60	23.3
Three	4	5.9	4	6.35	5	8.2	1	1.5	14	5.4
More than three	0	0.0	0	0.0	2	3 .3	0	0.0	2	.8
Totals	68	100.0	63	100.0	61	100.0	66	100.0	258	100.0

Table III furnishes the information necessary to determine the average number of children per family in the group studied. The figures reveal an average of 3.06 children per family. This compares with 4.1 throughout the United States, according to the United States census of 1930, and 3.9 as estimated by the United States Labor Department in 1938. In view of the fact that the group used in this study is regarded as a rather privileged group, the figures presented do not appear to indicate anything alarmingly divergent.

Tables IV and V furnish an insight into the economic status of the pupils' families. It is seen that 45.8 percent of the pupils' families own, or are buying, their own homes and that 1.09 cars are owned per family. While there are 9.3 percent of the families who do not own a

TABLE IV

	Boys		Gł	lrls	Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Parents rent it Parents are buying it Parents own it Family is living with someone else Don't know	51 25 16 1 0	54.8 26.9 17.2 1.1 0.0	35 23 20 0 1	144.3 29.1 25.3 0.0 1.3	86 48 36 1 1	50.0 27.9 20.9 .6 .6
Totals	93	100.0	79	100.0	172	100.0

PUPILS' PARENTS WHO OWN OR RENT THE HOME IN WHICH THEY LIVE, AND THOSE LIVING WITH SOLEONE ELSE

TABLE V

NUMBER OF CARS OWNED BY THE PUPILS' FAMILIES

	Воув		Gi	.rls	Total	
	Number	Pct.	Number	Pct.	Number	Pct.
One Two None Three	70 15 6 2	75•3 16•1 6•5 2•1	55 14 10 0	69.6 17.7 12.7 0.0	125 29 16 2	72.7 16.8 9.3 1.2
Totals	93	100.0	79	100.0	172	100.0

car and .6 percent of the families living with someone else, the figures appear to indicate a better than average economic status existing in the families of the pupils used for this study.

Table VI furnishes a basis for determining the geographical background of the pupils. It will be seen that: (1) 15.1 percent of the pupils' fathers and 12.2 percent of the mothers were born in another

TABLE VI

PUPILS' PARENTS WHO WERE BORN IN A CITY, STATE, OR COUNTRY OTHER THAN THE ONE IN WHICH THEY NOW LIVE

Another City	Bo	ys	Gt	lrls	Тс	otal
FATHER	Number	Pct.	Number	Pct.	Number	Pct.
Yes No	60 33	64.5 35.5	46 33	58.2 41.8	106 66	61.6 38.4
Totals	93	100.0	79	100.0	172	100.0
MOTHER						
Yes No	51 42	54.8 45.2	48 31	60.7 39.3	99 73	57.6 42.4
Totals	93	100.0	79	100.0	172	100.C
Another State	ate Boys Girls		To	Total		

Another State	Во	ys	G	rls	Тс	tal
FATHER	Number	Pct.	Number	Pct.	Number	Pct.
Yes No	36 57	38.7 61.3	38 41	48 .1 51 . 9	74 98	43.C 57.0
Totals	93	100.0	79	100.0	172	100.0
MOTHER						
Yes No	28 65	30 .1 69 . 9	30 49	38.0 62.0	58 114	33•7 66•3
Totals	93	100.0	79	100.0	172	100.0

Another Country	Boys		Girls		Girls		Total	
FATHER	Number	Pct.	Number	Pct.	Number	Pct.		
Yes. No.	10 83	10.8 89.2	16 63	20 . 3 79 . 7	26 146	15 .1 84.9		
Totals	93	100.0	79	100.0	172	100 . C		
MOTHER								
Yes No	10 83	10.8 89.2	11 68	13.9 86.1	21 151	12.2 87.8		
Totals	93	100.0	79	100.0	172	100.0		

country; (2) 43 percent of the fathers and 33.7 percent of the mothers were born in another state; and (3) 61.6 percent of the fathers and 57.6 percent of the mothers were born in another city.

It will also be seen that: (1) 54.9 percent of the pupils' fathers and 57.5 percent of the mothers were born in the United States; (2) 57 percent of the fathers and 66.3 percent of the mothers were born in the state in which they now live; and (3) 35.4 percent of the fathers and 42.4 percent of the mothers were born in the city in which they now live. This indicates a fairly high degree of stability of residence.

TABLE VII

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	Boys		Gt	rls	То	tal
	Number	Pct.	Number	Pct.	Number	Pct.
Holland. English. German. Irish. Scotch. French. Swedish. Norwegian. Syrian. Polish. Russian. Canadian. Danish. Jewish. Spanish. Swiss.	36 34 324 21 9211210000	21.8 20.6 20.0 14.6 12.7 5.5 1.2 .6 .6 1.2 .6 0.0 0.0 0.0 0.0	35 29 13 19 7 11 2 2 0 0 0 1 1 1 1	27.13 22.5 10.1 14.72 5.42 8.53 1.54 1.54 1.54 1.54 0.0 0.0 0.0 0.0 .77 .77 .77	71 63 46 43 28 20 4 3 3 2 1 1 1 1 1 1	24.15 21.43 15.65 14.63 9.52 6.80 1.36 1.02 1.02 .68 .34 .34 .34 .34 .34
Uncertain	0	0.0	5	3.9	5	1.70
Totals [*]	165	100.0	129	100.00	294	100,00

NATIONALITIES REPRESENTED BY THE PUPILS

*Note: The numbers shown in this table do not coincide with the number of pupils making up the study due to the fact that more than one nationality was represented in a number of pupils. According to figures of the United States census for 1930, of those in Grand Rapids born of foreign parentage, the leading nationalities represented in round numbers are: Holland 21,000, Polish 9,000, German 7.500, British Isles 5,500, Scandinavian 3,000, Lithuanian 1,500, and Italian 1,000.

The absence of any considerable number of Poles, Italians, and Lithuanians among Ottawa Hills High School pupils may be explained by the fact that these nationalities are concentrated in sections of the city which are outside the Ottawa Hills School district. The absence of these nationalities from the group studied indicates the probability that some nationalities would be missing from most any other group used for a study. Inasmuch as all of the nationalities listed in the table, and some others, make up the citizenry of the United States, it is important in the study of civics to develop an attitude of sympathy and respect toward all of them.

TABLE VIII

PUPILS BORN IN THE CITY IN WHICH THEY NOW LIVE

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Yes No Uncertain	62 27 4	66•7 29•0 4•3	51 27 1	64.5 34.2 1.3	11 3 54 5	65 •7 31•4 2•9
Totals	93	100.0	79	100.0	172	100.0

Tables VIII to X serve to determine a part of the pupils' geographical background. They show that: (1) 31.4 percent of the pupils were born in a city other than the one wherein they now live; (2) 40.7 percent

TABLE IX

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
None. One. Two. Three. Four. Five. More than five.	57 25 4 2 3 1 1	61.3 26.9 4.3 2.1 3.2 1.1 1.1	45 15 7 2 5 2 3	57.0 19.0 8.9 2.5 6.3 2.5 3.8	102 40 11 2 8 3 4	59•3 23•3 6•4 2•3 4•6 1•7 2•4
Totals	93	100.0	79	100.0	172	100.0

THE NUMBER OF CITIES AND TOWNS IN WHICH THE PUPILS HAVE LIVED BESIDES THE PRESENT ONE

TABLE X

PUPILS WHO HAVE LIVED ON A FARM

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Yes No Uncertain	9 82 2	9.7 88.2 2.1	3 74 2	3.8 93.7 2.5	12 156 4	7.0 90.7 2.3
Totals	93	100.0	7 9	100.0	172	100.0

of them have lived in at least one other city or town; and (3) 7 percent have lived on a farm.

They also show that: (1) 65.7 percent of the pupils were born in the city wherein they now live; (2) 59.3 percent of them have never lived in another city or town; and (3) 90.7 percent have never lived on a farm. These figures place additional emphasis upon the indications of a high degree of stability of residence. There are, however, not to be neglected groups whose geographical background differs from that of

TABLE XI

PUPILS WHO PLAN TO FINISH HIGH SCHOOL, AND THOSE WHO PLAN TO GO TO COLLEGE

	Boys		Girls		Total	L
Finish High School	Number	Pct.	Number	Pct.	Number	Pct.
Yes No Uncertain	86 1 6	92.5 1.1 6.4	73 1 5	92.4 1.3 6.3	159 2 11	92.4 1.2 6.4
Totals	93	100.0	79	100.0	172	100.0
Go to College						
Yes No Uncertain	42 12 39	45.2 12.9 41.9	34 10 35	43.0 12.7 44.3	76 22 74	44.2 12.8 43.0
Totals	93	100.0	79	100.0	172	100.0

TABLE XII

FREQUENCY WITH WHICH SUBJECTS TAKEN UP TO THE PRESENT ARE RANKED FIRST BY PUPILS ACCORDING TO THEIR ENJOYMENT OF THEM

	Воув		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Industrial Arts English. History Arithmetic. Music. Fine Arts. Science	45 4 13 12 10 6 3	48.4 4.3 14.0 12.9 10.75 6.45 3.2	5 27 12 11 10 11 3	6.3 34.2 15.2 13.9 12.7 13.9 3.8	50 31 25 23 20 17 6	29.1 18.0 14.5 13.4 11.6 9.9 3.5
Totals	93	100.0	79	100.0	172	100.0

By the boys, industrial arts, music, and fine arts were ranked first, fourth, and fifth respectively among the subjects which they had enjoyed the most to date and third, ninth, and sixth among those which they plan to take as much of as they possibly can in high school. English, history, arithmetic, and science which are high school graduation and college entrance requirements were ranked sixth, second, third, and seventh in enjoyment to date and first, fourth, second, and sixth in their high school plans.

By the girls, industrial arts, music, and fine arts were ranked sixth, fifth, and third respectively in enjoyment to date and fifth, ninth, and sixth respectively in their plans for high school. English, history, arithmetic, and science were ranked first, second, third, and seventh in enjoyment to date and first, fourth, third, and sixth respectively in their high school plans.

These figures indicate that music and fine arts rated lower with both groups in their high school plans than they were rated as to enjoyment to date and industrial arts were rated lower by the boys and higher

TABLE XIII

FREQUENCY WITH WHICH HIGH SCHOOL SUBJECTS ARE RANKED FIRST BY PUPILS ACCORDING TO THEIR PLANS TO TAKE AS MUCH OF AS IS POSSIBLE

	Bqys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
English. Mathematics. Industrial Arts. Commercial Work. History. Science. Fine Arts. Foreign Language. Music.	31 20 16 5 4 4 3 2	33.3 21.5 17.2 5.4 8.6 4.3 4.3 3.2 2.2	38 10 4 11 5 3 3 2	48.1 12.7 5.1 13.9 6.3 3.8 3.8 3.8 2.5	69 30 20 16 13 7 7 6 4	40.1 17.4 11.6 9.3 7.6 4.1 4.1 3.5 2.3
Totals	93	100.0	79	100.0	172	100.0

by the girls in their high school plans than they were rated as to enjoyment to date.

The figures also indicate that English was ranked higher with the boys and received the same ranking by the girls in their high school plans as compared with its ranking as to enjoyment to date; history was ranked lower by both groups in their plans than in their enjoyment to date; arithmetic was ranked higher by the boys and the same by the girls as to their high school plans; and science was ranked higher as to their high school plans than it was ranked as to their enjoyment of it to date.

From tables XII and XIII it appears that no decided disparity exists between the pupils' high school plans and their enjoyment of subjects to date. Guidance in history is indicated to fulfill high school graduation requirements and in elective subjects to afford an opportunity to engage in activities which they appear to have enjoyed the most.

TABLE XIV

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Chores, housework,etc. None Gainful employment Child care Washing car Choir singing	127 11 15 2 6 1	78.4 6.8 9.3 1.2 3.7 .6	95 10 1 9 0	82.6 8.7 .9 7.5 0.0 0.0	222 21 16 11 6 1	80.1 7.6 5.8 4.0 2.2 .3
Totals*	162	100.0	115	100.0	277	100.0

JOBS OR TASKS WHICH THE PUPILS HAVE OUTSIDE OF SCHOOL HOURS

*It will be noted that the totals in tables XIV and XV are larger than the total number of boys and girls making up the study due to the pupils having more than one job or task or choosing more than one type of work which they would like to do after discontinuing going to school.

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TABLE XV

	Boys		Gi	rls	To	otal
	Number	Pct.	Number	Pct.	Number	Pct.
Business and finance Professions and their	1 6	15.1	32	32.99	4g	23.6
assistants	17	16.0	16	16.49	33	16.3
Uncertain	8	7•5	9	9.28	17	8.4
Aeronautics	15	14.2	1	1.03	16	7•9
Reporting and writing.	5	4.7	10	10.31	15	7.4
Commercial Art, De-						
signing, Archi-						
tecture	7	6.6	7	7.22	14	6.9
Entertainment	3	2.8	11	11.34	14	6.9
Mechanics	10	9.4	0	0.0	10	4.9
Teaching or Mission-						
ar y	0	0.0	10	10.31	10	4.9
Fireman or Engineer	9	8.5	0	0.0	9	4.4
Farming and Outdoor	6	5.7	0	0.0	6	2.9
Government Service	4	3.8	0	0.0	4	2.0
Common Labor	4	3.8	0	0.0	2	1.0
Chemistry and geology.	2	1.9	0	0.0	2	1.0
Dietetics	0	0.0	1	1.03	1	•5
Totals*	106	100.0	97	100.0	203	100.0

WORK WHICH PUPILS WOULD LIKE MOST TO DO AFTER DISCONTINUING GOING TO SCHOOL

*It will be noted that the totals in tables XIV and XV are larger than the total number of boys and girls making up the study due to the pupils having more than one job or task or choosing more than one type of work which they would like to do after discontinuing going to school.

TABLE XVI

PUPILS HAVING FRIENDS OR RELATIVES TO HELP THEM SECURE THE WORK THEY DESIRE MOST TO DO AFTER DISCONTINUING GOING TO SCHOOL

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Yes No Uncertain	39 28 26	41.9 30.1 28.0	23 17 39	29 .1 21.5 49.4	62 45 65	36.0 26.2 37.8
Totals	93	100.0	79	100.0	172	100.0

TABLE XVII

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Business and finance Common labor Building industry Trades and Crafts Fireman or engineer Professions Government employ	36 14 12 4 8 6 3	38.71 15.06 12.90 4.30 8.60 6.45 3.23	42 10 3 10 2 3	53.16 12.66 3.79 12.66 2.54 0.0 3.79	78 24 15 14 10 6	45.3 14.0 8.7 8.1 5.8 3.5 3.5
business Artist and drafting Uncertain	б 0 Ц	6.45 0.00 4.30	0 2 7	0.0 2.54 8.86	6 2 11	3.5 1.2 6.4
Totals	93	100.0	79	100.0	172	100.0

THE PARTICULAR WORK WHICH THE PUPILS' FATHERS HAVE IN THEIR PRESENT EMPLOYMENT

Tables XIV to XVII afford a means of determining the occupational plans of the pupils, the tasks which they had at the time of answering the questionnaire, the assistance which they expected to receive in getting the jobs they desired, and the occupations of the fathers.

It is seen that; (1) only 5.8 percent were gainfully employed; (2) 23.6 percent had chosen "business and finance" for their life-work; (3) 45.3 percent of the fathers were engaged in "business and finance"; and (4) 36 percent expected to receive help from friends or relatives in securing their desired work.

The figures are indicative of: (1) a fairly large amount of help in obtaining their desired employment; (2) a high degree of precedent in their occupational choices; and (3) the probability of a large percentage of the pupils entering upon permanent employment with little or no previous experience in working for others.

TABLE XVIII

ويتهدي كالالبان البالي بيبعه المواقع المنت بيعادات المتكاري المتكاف						
	Boys		Gi	rls	То	tal
	Number	Pct.	Number	Pct.	Number	Pct.
Funnies. Front page. Sports. War news. Local news. Crime news. Society section. Stories. Hobbies. Ads. Editorials.	86 74 66 71 45 45 18 16 17	19.1 16.4 14.6 15.7 9.1 10.0 .9 1.1 4.0 3.5 3.8	67 49 34 16 22 16 46 25 12 7 5	21.90 16.01 11.11 5.23 7.19 5.23 15.03 8.17 3.92 2.29 1.63	153 123 100 87 63 61 50 30 23 22	20.2 16.2 13.2 11.5 8.3 8.1 6.6 4.0 4.0 3.0 2.9
A11	8	1.8	7	2.29	15	2.0
Totals*	451	100.0	306	100.0	7 57	100.0

SECTIONS OF THE DAILY PAPERS WHICH PUPILS READ REGULARLY

TABLE XIX

MAGAZINES WHICH THE PUPILS READ REGULARLY

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Juvenile magazines Life, Look, Pic, etc Saturday Evening Post.	58 38	29 . 29 3 19 . 1 93	36 28	19.1 14.9	94 66	24.3 17.1
Liberty, etc	39	19.687	12	6.4	51	13.2
tines	2	1.010	29	15.4	31	8.0
tan, and McCall's	3	1.515	25	13.3	28	7•3
tific magazines Movie magazines Reader's Digest News-Week, Time, etc	15 1 6	7•576 •505 3•030 3•030	2 15 6 4	1.1 8.0 3.2 2.1	17 16 12 10	4.4 4.1 3.1 2.6

*Note: The totals in tables XVIII and XIX are larger than the total number of pupils responding to the questionnaire due to the pupils indicating they read more than one section of the daily papers or more than one magazine.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
National Geographic Parents, Child Life.	2	1.010	4	2.1	6	1.6
etc Outdoor magazines	1 Ц	•505 2•020	5 0	2.7 0.0	6 Ц	1.6 1.0
Dance and Music	1 22	.505 11.111	0 20	0.0 10.6	1 42	•3 10.9
Totals*	198	100.0	188	100.0	386	100.0

TABLE XIX (Continued)

*Note: The totals in tables XVIII and XIX are larger than the total number of pupils responding to the questionnaire due to the pupils indicating they read more than one section of the daily papers or more than one magazine.

TABLE XX

MAGAZINES WHICH THE PUPILS READ NOW AND THEN

	Bo	y s	Gi	rls	To	tal
	Number	Pct.	Number	Pct.	Number	Pct.
Cotundou Franing Doct						
Jahanta at a)17		07	770	()	20.0
	41	24.0	23	1(.0	69	20.9
Life, Look, Pic, etc	40	23.4	22	10.3	62	20.3
Home Journals	ð	4. (18	13.3	26	8.5
American, Cosmopoli-		C);	.		05	<i>a</i> a
tan, and McCall's	11	6.4	14	10.4	25	8.2
Movie and "True"			- >	•		
Stories	5	2.9	14	10.4	19	6.2
Juvenile magazines	11	6.4	7	5.2	18	5.9
Reader's Digest	7	41	9	6.7	16	5.2
Mechanical and Scien-						
tific	12	7.0	0	0.0	12	3.9
Parents, Child Life,						_
etc	0	0.0	11	8.1	11	3.6
Home and Garden	1	.6	9	6.7	10	3.3
News-Week, Time, etc	6	3.5	lí	.7	7	2.3
Outdoor magazines	6	3.5	0	0.0	6	2.0
Esquire. etc	1	.6	4	3.0	5	1.6
Western and Detective.	3	1.7	0	0.0	3	1.0
National Geographic	ź	1.2	0	0.0	ź	6
Motor and Travel maga-	_		Ĭ			• -
zines	2	1.2	0	0.0	2	.6
None	15	8.8	3	2.2	18	5.9
Motol of	171	100.0	175	100 0	706	100 0
Totals*	171	100.0	135	100.0	306	100.0

*Note: The totals in table XX are larger than the total number of pupils due to the fact that a number of pupils indicated that they read two or more magazines.

TABLE XXI

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
None. One. Two. Two. Three. Four. Five. Six. Seven. Eight.	5 19 19 18 10 76 1	5.4 20.4 20.4 19.4 10.8 7.5 6.4 1.1 4.3	10 7 9 18 7 8 5 1 4	12.6 8.9 11.4 22.8 8.9 10.1 6.3 1.3 5.1	15 26 28 36 17 15 11 2 8	8.7 15.1 16.3 20.9 9.9 8.7 6.4 1.2 4.7
More than eight	4	4.3	10	12.6	14	8.1
Totals	93	100.0	79	100.0	172	100.0

NUMBER OF BOOKS WHICH THE PUPILS READ COLPLETELY THROUGH IN A TWO-MONTHS PERIOD

Tables XVIII to XXI serve to determine the reading habits of the pupils with whom this study is concerned.

From the tables it is evident that: (1) boys and girls read the "funnies" in the daily papers more than any other section; (2) juvenile and picture magazines represent almost one-half of the boys' and over one-third of the girls' regular magazine reading; (3) the publis read an average of 3.5 books per pupil during a two-months period; and (4) except for the newspapers, a considerable group did no reading whatever in each item.

The figures indicate: (1) a fair volume of reading; (2) considerable emphasis upon recreational reading; (3) a small amount of cultural and educational reading; and (4) the existence of a considerable group who do no reading beyond the daily papers.

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TABLE XXII

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
None. One. Two. Three. Four. Five. Six. Seven.	4 54 15 23 20 10 12	4.3 5.4 4.3 16.1 24.7 21.5 10.8 12.9	5 2 3 18 15 8 18 18	6.3 2.5 3.8 22.8 19.0 10.1 22.8 12.7	9 7 7 33 28 28 28 22	5.23 4.07 4.07 19.19 22.09 16.28 16.28 12.79
Totals	93	100.0	79	100.0	172	100.00

NUMBER OF EVENINGS DURING A SEVEN-DAY PERIOD WHICH THE PUPILS SPENT AT HOME

TABLE XXIII

NUMBER OF MOVIES SEEN BY THE PUPILS DURING A SEVEN-DAY PERIOD

	anglidh inginen i eise an ann a sua ann an ann an sua ann an sua	Boys		Girls		Total	
		Number	Pct.	Number	Pct.	Number	Pct.
•	None One Two Three Four Seven	27 41 20 2 2 1	29.0 44.1 21.5 2.15 2.15 1.1	28 25 20 1 5 0	35.44 31.64 25.32 1.27 6.33 0.0	55 66 40 3 7 1	32.0 38.4 23.2 1.7 4.1 .6
	Totals	93	100.0	79	100.0	172	100.0

TABLE XXIV

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Sunday School						
Yes No	70 23	75•3 24•7	60 19	75•9 24 •1	130 42	75.6 24.4
Totals	93	100.0	79	100.0	172	100.0
Church						
Never Fairly Regularly Every Sunday	16 35 42	17.2 37.6 45.2	9 31 39	11.4 39.2 49.4	25 66 81	14.5 38.4 47.1
Totals	93	100.0	79	100.0	172	100.0

PUPILS WHO ATTEND SUMDAY SCHOOL AND/OR CHURCH

TABLE XXV

PUPILS WHO BELONG TO THE Y. M. C. A. OR Y. W. C. A.

	Boys		Girls		Total	
	Number	Pct.	Numb er	Pct.	Number	Pct.
Yes No	11 82	11.8 88.2	5 74	6.3 93.7	16 156	9•3 90 •7
Totals	93	100.0	79	100.0	172	100.0

TABLE XXVI

PUPILS WHO BELONG TO CHURCH, SCHOOL, OR NEIGHBORHOOD CLUBS

	Boys		Gi	rls	Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Yes No	73 20	78.5 21.5	67 12	84.8 15.2	140 32	81.4 18.6
Totals	93 .	100.0	79	100.0	172	100.0

Tables XXII to XXVI serve to determine the status of the home, community, and religious relationships of the group used in this study. It is evident that there were: (1) 13.37 percent of the pupils who were out all but two evenings or less during the seven-day period studied; (2) 6.4 percent of the pupils who attended three or more movies during the seven-day period; (3) 24.4 percent who do not attend Sunday School and 14.5 percent who never attend church; and (4) 13.6 percent who belonged to no church, school, or neighborhood club.

The tables also show that: (1) 86.63 percent of the pupils were at home three or more evenings during the seven-day period; (2) 60.4 percent saw only one movie or none during the same period; (3) 75.6 percent attended a Sunday School and 85.5 percent attended church every Sunday or fairly regularly; and (4) 31.4 percent belonged to one or more church, school, or neighborhood clubs. These figures indicate a favorable condition of home, community, and religious relationships.

TABLE XXVII

PUPILS' ATTITUDES ON VARIOUS CIVIC QUESTIONS

(a) The white race is the best on earth.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	21 49 23	22.6 52.7 24.7	19 42 18	24.0 53.2 22.8	40 91 41	23 . 3 52 . 9 23 . 8
Totals	93	100.0	79	100.0	172	100.0

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	45 30 18	48.4 22.3 19.3	35 20 24	44.3 25.3 30.4	80 50 42	46.5 29.1 24.4
Totals	93	100.0	79	100.0	172	100.0

(b) The United States is unquestionably the best country in the world.

(c) Every good citizen should act according to the following statement: "My country-right or wrong !"

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	56 17 20	60.2 18.3 21.5	30 27 22	38.0 34.2 27.8	86 44 42	50.0 25.6 24.4
Totals	93	100.0	7 9	100.0	172	100.0

(d) The United States was entirely right and England entirely wrong in the American Revolution.

	Boys		Gi	rls	Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	22 50 21	23.6 53.8 22.6	8 41 30	10.1 51.9 38.0	30 91 51	b 7.4 52.9 29.7
Totals	93	100.0	79	100.0	172	100.0

(e) A pacifist in war time is a slacker and should be prosecuted by the government.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	35 16 42	37.6 17.2 45.2	15 20 44	19.0 25.3 55.7	50 36 86	29 .1 20.9 50 . 0
Totals	93	100.0	79	100.0	172	100.0

(f) The fact that some men have so much money and that others have so little shows that there is an unjust condition in this country which should be changed.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	33 45 15	35.5 48.4 16.1	16 33 30	20.2 41.8 38.0	49 78 45	28.5 45.3 26.1
Totals	93	100.0	79	100.0	172	100.0

(g) The best citizens always live in the best part of town.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	3 85 5	3.2 91.4 5.4	5 70 4	6.3 88.6 5.1	8 155 9	4.7 90.1 5.2
Totals	93	100.0	79	100.0	172	100.0

(h) It is better to own a car than to own your own home.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
True False Uncertain	5 75 13	5.4 80.6 14.0	7 56 16	8.9 70.9 20.2	12 131 29	7.0 76.2 16.8
Totals	93	100.0	79	100.0	172	100.0

Table XXVII affords a basis for determining the status of the civic attitudes and beliefs of the individuals concerned.

It will be seen that from 4.7 percent to 50 percent of the pupils believed various statements to be "true," from 20.9 to 90.1 percent believed they were "false," and from 5.2 to 50 percent were "uncertain."

From 3.2 percent to 60.2 percent of the boys believed various statements to be "true," and from 6.3 to 44.3 percent of the girls believed them "true." From 17.2 to 91.4 percent of the boys believed various statements to be "false," and from 25.3 to 88.6 percent of the girls believed them "false." The "uncertain" responses of the boys varied from 5.4 to 45.2 percent, and those of the girls ranged from 5.1 to 55.7 percent.

It will also be seen that the statement receiving the smallest percentage of "true" responses from the boys also received the smallest percentage of "true" responses from the girls. The same statement received the smallest percentage of "uncertain" responses by both groups of pupils. Two statements received the lowest percentage of "false" responses by the girls; one of these statements also received the lowest percentage of "false" responses by the boys.

The statement which received the highest percentage of "false" responses and the statement which received the highest percentage of "Uncertain" was the same for the boys as for the girls. The statement which received the highest percentage of "true" responses was not the same for both groups.

When the statements which received the lowest and highest percentages are considered, it is interesting to note that, although the percentages are not the same, the boys and girls agreed five out of six times.

The difference between the amount of agreement in the responses of the boys and girls varied from .3 percent to 22.2 percent. Ten responses varied less than 5 percent, five varied from 5 to 10 percent, three varied from 10 to 15 percent, four varied from 15 to 20 percent, and two varied from 20 to 22.2 percent.

It is shown in this table that there is a group of considerable

size which indicate a same and tolerant democratic attitude on each of the statements. There is also a sizeable group which indicate uncertainty as to their attitude or belief in each of the statements, or an attitude or belief contrary to a democratic attitude of tolerance and loyalty. This indicates a condition requiring particular emphasis upon phases of civics wherein dynamic democracy is the keynote.

TABLE XXVIII

POINTS OF DISAGREEMENT BETWEEN PARENTS AND PUPILS

(a) Use of the automobile.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	3 33 57	3.2 35.5 61.3	0 14 65	0.0 17.7 82.3	3 47 122	1.74 27.33 70.93
Totals	93	100.0	79	100.0	172	100.0

(b) Your marks at school.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	6 65 23	5.4 69.9 24.7	1 48 30	1.3 60.7 38.0	6 113 53	3•5 65•7 30•8
Totals	93	100.0	79	100.0	172	100.0

(c) Number of times you go out on school nights during the week.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	10 56 27	10.8 60.2 29.0	5 43 31	6.33 54.43 39.24	15 99 58	8.7 57.6 33.7
Totals	93	100.0	79	100.0	172	100.0

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	7 40 45	7•5 43•0 49•5	1 33 45	1.2 41.8 57.0	8 73 91	4.7 42.4 52.9
Totals	93	100.0	79	100.0	172	100.0

(d) The boys and girls you choose as friends.

(e) Your spending money.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	8 57 28	8.6 61.3 30.1	2 52 25	2.53 65.82 31.65	10 109 53	5.8 63.4 30.8
Total s	93	100.0	79	100.0	172	100.0

(f) The hour at which you get in at night.

	Boys		Girls		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Always Sometimes Never	19 49 25	20.4 52.7 26.9	11 35 33	13.9 44.3 41.8	30 84 58	17.44 48.84 33.72
Totals	93	100.0	79	100.0	172	100.0

(g) Home duties (tending furnace, lawns, cooking, etc.).

	Boys Number Pct.		Girls		Total	
			Number	Pct.	Number	Pct.
Always Sometimes Never	10 57 26	10.7 61.3 28.0	6 14 29	7.6 55.7 36.7	16 101 55	9•3 58•7 32•0
Totals	93	100.0	7 9	100.0	172	100.0

	Boys		Girls		Tqtal		-
	Number Pct.		Number	Pct.	Number	Pct.	
Always Sometimes Never	10 29 54	10.7 31.2 58.1	5 14 60	6.33 17.72 75.95	15 43 114	8.7 25.0 66.3	
Totals	93	100.0	7 9	100.0	172	100.0	-

(h) Church and Sunday School attendance.

(i) Clubs or societies to which you belong.

	Boys Number Pct.		Girls		Total	
			Number	Pct.	Number	Pct.
Always Sometimes Never	4 20 69	4.3 21.5 74.2	1 21 57	1.3 26.6 72.1	5 41 126	2.9 23.8 73.3
Totals	93	100.0	79	100.0	172	100.0

(j) Sunday observance, aside from just going to church and Sunday School.

	Boys		Girls		Total	
	Number Pct.		Number	Pct.	Number	Pct.
Always Sometimes Never	5 33 55	5.4 35.5 59.1	0 27 52	0.0 34.2 65.8	5 60 107	2.9 34.9 62.2
Totals	93	100.0	79	100.0	172	100.C

(k) The way you dress.

	Boys Number Pct.		Girls		Total	
			Number	Pct.	Number	Pct.
Always Sometimes Never	11 53 29	11.8 57.0 31.2	4 41 34	5 .1 51.9 43.0	15 94 63	8.7 54.7 36.6
Totals	93	100.0	79	100.0	172	100.0

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(1) Going to unchaperoned parties.

	Boy s		Girls		Total	
	Number Pct.		Number	Pct.	Number	Pct.
Always Sometimes Never	12 27 54	12.9 29.0 58.1	11 28 40	13.924 35.443 50.633	23 55 94	13.4 32.0 54.6
Totals	93	100.0	79	100.0	172	100.0

(m) Your life work.

	Воув		Girls		Total	
	Number	Number Pct.		Pct.	Number Pct.	
Always Sometimes Never	9 30 54	9•7 32•2 58•1	4 29 46	5 •1 36 •7 58•2	13 59 100	7.6 34.3 58.1
Totals	93	100.0	79	100.0	172	100.0

(n) Their being too strict with you.

	Boys		Girls		Total	
	Number Pct.		Number	Pct.	Number	Pct.
Always Sometimes Never	0 34 59	0.0 36.6 63.4	2 18 59	2.5 22.8 74.7	2 52 118	1.2 30.2 68.6
Totals	93	100.0	79	100.0	172	100.0

Table XXVIII reveals the amount of disagreement between the pupils with whom this study is concerned and their parents.

It will be noted that from 1.2 percent to 17.44 percent of the pupils indicated they "always" had disagreements with their parents over various items listed in the table, from 23.8 to 65.7 percent "sometimes" had disagreements, and from 30.8 to 73.3 percent "never" had disagreements.

From 0.0 percent to 20.4 percent of the boys and from 0.0 to 13.9 percent of the girls indicated they "always" disagreed with their parents

over certain items. From 21.5 to 69.9 percent of the boys and from 17.7 to 65.8 percent of the girls "sometimes" disagreed with their parents. From 24.7 to 74.2 percent of the boys and from 31.65 to 82.3 percent of the girls indicated they "never" disagreed with their parents over certain items listed in the table.

The item which received the highest percentage of "always" responses was the same for the boys and the girls. No other response received the highest or lowest percentage by both groups.

The difference between the amount of agreement in the responses of the boys and girls varied from 0.1 percent to 21.0 percent. Sixteen responses varied less than 5 percent, sixteen varied from 5 to 10 percent, eight varied from 10 to 15 percent, one varied between 15 and 20 percent, and one varied between 20 and 25 percent.

It will be seen in several items of the table that a majority of the group indicated the existence of a favorable home relationship. There is also evidence in several other items that considerable disagreement was occasional or constant.

The writer is of the opinion that such disagreements occur more cr less frequently in most homes. Many of them are symptomatic of admustments peculiar to boys and girls of the age group studied. They are often regarded by many children as extremely serious, indicating, to them, a condition abnormal either with themselves or with their parents.

The teacher of civics should be aware that such difficulties are being encountered by the pupils and that the future mental well-being of many youths is dependent upon the parents' and teachers' methods of dealing with the problems. A healthy mental and social attitude can be maintained by the pupils if the seeming difficulties are faced squarely as occurrences common to most every individual going through or having gone through that particular pge-period.

Special emphasis is indicated in the teaching of civics upon the various phases of home relationships which are frequent causes of disagreement.

CHAPTER III

CONCLUSION

<u>Summary</u>. Education in civics, to be effective, must strive to meet the requirements of the particular group of pupils with whom the teacher has to work. These requirements vary from city to city and from one district to another within the same city. A list of requirements, or needs, or problems, established in one city, or district within a city, might well, therefore, fail to meet the needs of a different group of pupils.

Inasmuch as no attempt had ever been made to discover the particular civic needs or problems of the pupils of Ottawa Hills High School, a survey of that group was necessary to ascertain, if possible, the problems peculiar to them.

The results of that survey are presented in the tables of Chapter II. The data contained in those tables indicate certain specific civic problems of the eighth grade pupils of Ottawa Hills High School which are enumerated below and translated into specific objectives:

A problem is indicated by the facts that: (1) the majority of the pupils agree it is better to own one's own home than to own a car; (2) the pupils' families own an average of slightly more than one car per family; and (3) over half of the pupils' families do not own their own homes. Specific objectives based upon this problem are:

1. To assist the pupils to develop with their parents a mutual understanding of thrift and conservation.

2. To assist the pupils to develop the ability to decide between the desirability of satisfying immediate or ultimate desires.

Another problem is indicated by the facts that: (1) percentages ranging from 12.2 percent to 61.6 percent of the fathers and mothers were born in other cities, states, and countries; (2) a small group of the pupils were born on a farm; (3) nearly one-half of the pupils have lived in other cities and towns; and (4) several nationalities having a considerable representation in Grand Rapids' total population have practically none at Ottawa Hills High School. An objective based upon this problem is:

3. To assist the pupils to develop attitudes of respect, sympathy, and tolerance toward all races, creeds, and nations, and toward all individuals and groups which make up the community, the state, and the nation.

A problem is suggested by the facts that: (1) many of the pupils expect to receive aid from friends or relatives in securing permanent employment; and (2) many appear destined to enter permanent employment with little or no previous experience in working for others. Civics objectives based upon the above problem are:

4. To assist the pupils to discover their interests and aptitudes in one or more occupational fields and to plan their education toward the realization of their potentialities as completely as possible.

5. To assist the pupils to develop an appreciation of the dignity of honest labor and the attendant truth that ability and results are usually criteria for success and advancement.

Another problem is connected with the facts that: (1) more boys

and girls read the funnies than any other section of the daily papers; (2) juvenile and picture magazines represented the major portion of the boys' and girls' regular reading; and (3) a considerable group did no reading beyond that of the daily papers. An objective founded upon this problem is:

6. To assist the pupils to cultivate an enduring interest in reading for pleasure, for knowledge of current events, for advancement in their chosen vocation, and for cultural advancement.

A problem is suggested by the fact that considerable groups of pupils: (1) belong to no school, neighborhood, or church; clubs; (2) do not attend church nor Sunday School; (3) were out nearly every night during a seven-day period; and (4) seemingly go to the movies every time they leave their homes for an afternoon or evening. Three further objectives are based upon the above-indicated problem:

7. To assist the pupils to obtain the information necessary for them to be able to discriminate between worthwhile and questionable entertainment.

8. To assist the pupils to obtain an appreciation of the fact that a large number of our laws are a result of customs and beliefs having their source in religious teachings.

9. To assist the pupils to gain an appreciation of the foundation which the past has built for the present.

Another problem is suggested by the responses to the items in the questionnaire regarding civic attitudes and beliefs, and possible points of disagreement between them and their parents, namely: (1) groups ranging from 16.8 to 50 percent of the total number were uncertain as to their attitude on particular items; (2) groups ranging from 17.4 to 29.1 percent of the total number expressed convictions on various civic questions reflecting questionable democratic attitudes; and (3) groups ranging from 26.7 to 69.2 percent of the total number asserted that they have constant or occasional disagreement with their parents over personal, home, school, religious, or community problems. An ebjective is based upon the above problem:

10. To assist the pupils to develop proper social attitudes in regard to the rights of others in their families, groups, school, and community.

Limitations. The efforts of this study are confined to the discovery of problems of the eighth grade pupils of Ottawa Hills High School and the establishment of specific objectives in the teaching of civics at that school for the solution of such problems. No claim is made that the objectives established as a result of this study will serve as objectives for other groups.

It is probable that the questionnaire used covered too large a range of activities rather than confining itself to a more exhaustive study of one or two areas.

<u>Suggestions for Further Study</u>. A number of further studies suggest themselves to complement the work done in this study. Among them are:

1. More thorough investigation in each of the areas making up the present study, possibly a complete check-list or questionnaire on each area.

2. The construction of adequate pre-tests or check-lists to determine the knowledge and attitudes of the pupils when they enroll in the course.

3. The construction of a revised course of study to include a body of material intended not only for the general requirements of the city schools as a whole, but also for the particular needs of the 8-2 pupils at Ottawa Hills High School.

4. The construction of adequate tests and check-lists to determine the knowledge and attitudes of the pupils upon completion of the course.

APPENDIX

Questionnaire used for this study

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CIVICS QUESTIONMAIRE

Purpose: The purpose of this questionnaire is to discover the problems that are common to a large percentage of the pupils of Ottawa Hills High School. The problems which are faced by individuals are placed in definite areas and the questionnaire is constructed so that each group of questions bears upon one of these areas.

Directions: The items in this list are arranged so that they may be answered in one of the three following ways: (1) where the words "True," "False," and "Uncertain"; "Yes," "No," and "Uncertain"; or "Always," "Sometimes," and "Never" appear, underline the one which indicates your answer; (2) where other words appear at the right, place a check after the word which indicates your answer; (3) where only a blank occurs, fill in the blank as indicated by the question.

Answer all of the items. Take plenty of time to answer so that your response will not be a guess, but the result of your best thinking.

Please answer the questions frankly and fully. We do not ask you to sign your name and the information will remain entirely confidential.

1.	Are you a boy or a girl?	Boy	Girl
2.	What is your age in years and months?		
3.	How many older brothers have you?		
4.	How many younger brothers have you?		
5.	How many older sisters have you?		
6.	How many younger sisters have you?		
7•	What relatives besides your father and mother and brothers and sisters are living with you?		
8.	Which is true in regard Parents own to the house in which Parents rent you live? Parents are buying Family is living with someone effects	it it it	

Group I. The Home and Its Background

9.	How many cars does your family own	1?
10.	Which of your parents was born in other than the one in which you no	a city Father
11.	Which of your parents was born in other than the one in which you no	a State Mother ow live? Father
12.	Which of your parents was born out of the United States?	side Father Mother
13.	Indicate the highest grade in school completed by your parents.	<pre>Father-less than 7, 7, 8, 9, 10, 11, 12, 13, 14, three years of college, bachelor's degree, master's degree, doctor's degree. Mother-less than 7, 7, 8, 9, 10, 11, 12, 13, 14, three years of college, bachelor's degree, master's degree, doctor's degree.</pre>
14.	Did your father get the training for his present position in school	Yes No Uncertain ?
15.	Does your mother work outside of the home for pay?	Yes No Uncertain
16.	What is your nationality?	
17.	Were you born in the city in which you now live?	Yes No Uncertain
18.	In how many towns or cities have y lived besides the present one?	
19.	Have you ever lived (not visited) on a farm?	
	Group II. H	Iducation
20.	Do you plan to finish high school?	Yes No Uncertain
21.	Do you plan to go to college?	Yes No Uncertain
22.	Rank this list of school subjects in the order in which you enjoy them. Mark the one you like best "1", the next best "2", and so on.	English history arithmetic science music fine arts

23.	Rank this list of high school	English_	
	subjects in the order in	history	
	which you intend to take as	science	
	much of as you possibly can.	music	
	Number them "1", "2", etc.	mathematics	
	as in question 22.	foreign language	
		industrial arts	
		fine arts	
		commercial work	

Group III. Getting a Living

24.	What definite job or tasks do you have outside of school hours?			
25.	Do you enjoy working at this job or doing these tasks?	Yes	No	Uncertain
26.	What sort of work would you like to do after you discontinue going to school?			
27.	Have you any friends or relatives who will be able to help you get such work?	Yes	No	Uncertain
23.	What is the particular job that your father does in his present employment?			

Group IV. Using Leisure Time

29.	What games do you especially like to play?			
30.	Does your recreation take you out-of-doors?	Yes_		_No
31.	Where do you usually spend your vacations?			
32.	Would you rather engage in athletic contests than to watch them?	Yes	No	Uncertain
3 3.	What musical instruments do you play?			
34.	Do you like to tinker with motors and machinery?	Yes	No	Uncertain

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3 5•	Do you like to do housework?		Yes	No	Uncertain	
36.	What other recreations or hobbies d you enjoy?	٥				
37.	Are you happiest when playing or work- ing in a group, or by yourself?		Grou By Y	roup y Yourself		
38.	Do you enjoychurch or school play athletic contest educational lecture concert	s? s? s? s?	Yes Yes Yes Yes	No No No No	Uncertain Uncertain Uncertain Uncertain	
3 9.	What recreations do your parents en	joy?				
40.	Which parts of the daily papers do you read regularly? E	Al Sport Funnie Front pag War new Storie Hobby sectio Crime new Local new Ad ditorial pag Society page	1 s s e s s s s s s s s s s s s s s s s			
41.	What magazines do you read regularl;	y?				
42.	What magazines do you read now and	then?				
43.	How many books have you read comple through in the last two months?	tely				
<u>ъ</u> т.	How many movies have you seen durin the last seven days?	g				
45.	How many evenings in the past seven were you at home all evening from supper until bed time?	Non On Tw Thre Fou Fiv Si Seve	e e e e e n			

	Group V. Religious Pra	ictices			
46.	Do you attend a Sunday School?		Yes_		No
47.	How often do you attend church? fairly re every	never gularly Sunday			
43.	How often do your parents attend church? fairly re every	never gularly Sunday			
49.	Which of your parents teaches Sunday School?	Father Mother			
50.	Do either of your parents ever talk over religious matters in your home?		Yes	No	Uncertain
51.	Does your father or mother object to religious matters?		Yes	No	Uncertain
52.	Do your parents ever discourage you from attending services or entertainments of a church of a different denomination than the one to which you belong?		Yes	No	Uncertain
53.	Are you a member of the Y.M.C.A. or the	•	Yes_		No
54.	Y.W.C.A.? Do you belong to any church, school, or neighborhood clubs?		Yes_		No
55•	Does your family oppose golf, fishing, baseball, pleasure-riding, and such		Yes	No	Uncertain
	activities on Sunday?				
56.	activities on Sunday? Have you ever attended a daily vaca- tion Bible class such as are conducted during the summer?		Yes	No	Uncertain
56.	activities on Sunday? Have you ever attended a daily vaca- tion Bible class such as are conducted during the summer? Group VI. Civic Attit	udes	Yes	No	Uncertain
56 . 57.	activities on Sunday? Have you ever attended a daily vaca- tion Bible class such as are conducted during the summer? Group VI. Civic Attit Do you think you make friends easily?	udes .	Yes Yes	No	Uncertain Uncertain
56. 57. 58.	activities on Sunday? Have you ever attended a daily vaca- tion Bible class such as are conducted during the summer? Group VI. Civic Attit Do you think you make friends easily? Underline one of the words at the right of the following statements, showing which you believe.	udes .	Yes	No No	Uncertain Uncertain
56. 57. 58.	activities on Sunday? Have you ever attended a daily vaca- tion Bible class such as are conducted during the summer? Group VI. Civic Attit Do you think you make friends easily? Underline one of the words at the right of the following statements, showing which you believe. a. The white race is the best on earth.	udes True	Yes Yes	No No alse	Uncertain Uncertain Uncertain

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- 58. (Cont'd.)
 - c. Every good citizen should act according to the following statement: "My country--right or wrong."
 - d. The United States was entirely True False Uncertain right and England entirely wrong in the American Revolution.
 - e. A pacifist in war time is a True False Uncertain slacker and should be prosecuted by the government.
 - f. The fact that some men have so True Falso Uncertain much money and that others have so little shows that there is an unjust condition in this country which should be changed.
 - g. The best citizens always live True False Uncertain in the best part of town.
 - h. It is better to own a car than True False Uncertain to own your own home.

Group VII. Family Relationship

59. Underline the word at the right of each item indicating whether you ever disagree with your parents on it.

a.	Use of the automobile.	Always	Sometimes	Never
b •	Your marks at school.	Always	Sometimes	Never
c.	Number of times you go out on school nights during the week.	Always	Sometimes	Never
d.	The boys or girls you choose as friends.	Always	Sometimes	Never
e.	Your spending money.	Always	Sometimes	Never
f.	The hour at which you get in at night.	Always	Sometimes	Never
కి•	Home duties (tending furnace, cooking, tending lawns, etc.).	Always	Sometimes	Never

A REAL PROPERTY AND A REAL PROPERTY AND A

True False Uncertain

59.	(Ca	Cont'd.)					
	h.	Church and Sunday School attendance.	Always	Sometimes	Never		
	i.	Clubs or societies to which you belong.	Always	Sometimes	Never		
	j.	Sunday observance, aside from just going to church and attending Sunday School.	Always	Sometimes	Never		
	k.	The way you dress.	Always	Sometimes	Never		
	1.	Going to unchaperoned parties.	Always	Sometimes	Never		
	m.	Your life work.	Always	Sometimes	Never		
	n.	Their being too strict with you.	Always	Sometimes	Never		
60.	If th:	you have any problems of any sort that hav is questionnaire, please tell about them be	re not 1 elow.	been covere	ed in		

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