A test of good citizenship in the junior high school

Wadden, Mary Frances
Boston University

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Thesis
Wadden, M.F.
1947

The Gift of Mary Frances Wadden
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BOSTON UNIVERSITY  
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**Thesis**

A TEST OF GOOD CITIZENSHIP IN THE JUNIOR HIGH SCHOOL

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**Submitted by**  
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(A.B. Regis College, Weston)  
1946

In partial fulfillment of requirement for the degree of Master of Education

1947

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I

INTRODUCTION

Purpose

The purpose of this study is to discover how much, if at all, the students apply to the school situations the democratic principles and ideals they have acquired through formal and informal education. To accomplish this, an objective test was constructed and administered to 300 Junior High School students. The results will be presented as follows:

1. The relation between the scores of this test and the school grades received in social studies.
2. Difference between scores made by the girls and scores of the boys.
3. Difference between scores of the seventh grade and scores of the ninth grade.

Justification

The schools of our nation have an important task to perform in educating our future citizens. It is in the schools that the future citizens receive training, and as our society today calls for members who will be alive to their duties and responsibilities as citizens, our schools are mainly responsible for seeing that their students receive the proper training.
The purpose of this study is to determine your moral.

It is felt that students should be made aware of the moral implications of their actions. The study aims to determine the moral values that students hold.

The results will be presented as follows:

1. Difference between moral scores of the five grades.
2. Difference between moral scores of the seventh grade and scores of the ninth grade.

The scores of moral values have been important to the school in preparing students for future citizenship. It is felt that students should be made aware of the moral implications of their actions.

The study also seeks to determine the moral values that students hold.

The results of the study will be presented as follows:

1. Difference between moral scores of the five grades.
2. Difference between moral scores of the seventh grade and scores of the ninth grade.

The scores of moral values have been important to the school in preparing students for future citizenship. It is felt that students should be made aware of the moral implications of their actions.
Of course, as Beard says,

We must guard against adopting the hasty opinion that the public schools can solve all the problems of democracy. Schools are only for the direction of knowledge. 1

So schools should not bear the whole burden of responsibility. But he goes on to say that the schools are by far the most important of the influences affecting the attitudes of our students and thus carry the larger share of responsibility.

Our democratic society is one which must adapt itself constantly to meet the new problems confronting it in our changing civilization. Institutions never remain static; they are forever progressing or retrogressing. Democracy must be dynamic or it dies. Since it is agreed that education is America's most important method of continuously adapting its society to new conditions, the school is obligated to educate its children and youth in the ways of democracy. "The purpose of the schools is to assist boys and girls in the selection and realization of those experiences yielding the largest amount of life values." To best accomplish this aim, the school must assume the task

2. Clyde Moore: Citizenship Through Education; American Book Co., N.Y., 1930, p. 152
The importance of the influence of the attributes of an individual on the way they carry the burden of responsibility for society's welfare cannot be ignored. The attitudes of those who hold the highest positions in government are often seen as reflections of the values of society as a whole. If we are to make wise choices, it is crucial that we understand the nature of the responsibilities that come with leadership.

The burden of responsibility is heavy, but the rewards are great. Leadership requires strength of character and a commitment to the greater good. It is a demanding calling, but one that is essential to the well-being of society.
of making of itself a democratic institution similar in nature to the social organization of which it is a part. If we are to have a democratic society outside of school in which each member plays a part in its control, we cannot afford to establish schools in which the teacher is a czar, for such an unprogressive attitude would undermine our society.

Rather the schools must provide for experiences which will assist in the development of the habits, attitudes and skills the children are to acquire in order to adjust themselves to social situations outside school.

The psychological principle, "We learn to do by doing," is as applicable to individuals in social situations as to individuals learning practical arts.

For instance, a citizen in a democracy must be capable of making sound judgments. In the school community a student may exercise his judgment by an intelligent choice of class officers. This involves a study of the issues of the election so that the student must study the facts and discuss alternate proposals to arrive at an intelligent decision. The question is - do students take advantage of this opportunity to exercise these functions which one day will be their obligations as adult citizens? "Unless democracy can be made to work in the school (as well as home,

office, club, and factory), it seems hopeless to make it function in complex state and international situations." The principles must be practiced not only under the school conditions but under all conditions which touch upon human relations. The good citizen must not only know what to do but he must do it; he must not only respond to the stimulus which his own better nature provokes in him but with his fellow citizens, he must contribute actively, intelligently, and constructively to the common welfare.

A boy on the playground may be a bully or, with the same potentialities properly guided, a helpful leader. Leaders in one activity must be intelligent followers in another. What is true of the playground is equally true in family, community, city, and state.

Technical knowledge of the machinery of government is no guarantee of proper civic behavior. This is no hindrance of course — it is an aid — but it is not enough in itself; therefore a test on citizenship should be properly concerned with the behavior of the citizens under consideration.

It is a fundamental obligation of those in charge of our school programs to provide conditions and experiences

4. J. Wayne Wrightstone and C. Campbell; Social Studies and the American Way of Life; Row, Peterson Co., N.Y.; 1942, p. 6
5. Clyde Moore; Citizenship Through Education; American Book Co., N.Y.; 1930, p. 59
Office, shop, and teaching. It seems preferable to make it

"I beg to premise any information available.

The principles may be developed not only under the school
conditions but under all conditions which may not be
realistic. The best citizens must not only know what to do
and what not to do; they must not only teach their
affection and support of the community, but must

and community service to the common welfare.

A part of the problem may be a publicity with the

some public relations programs. Through a national
in
progress in one of its many models of educational methods
in

which to strive for the development of the common
family, community, and state.

Technical knowledge of the mechanism of government to

are in the nature of the public and give potential

of its, and yet - but if it is not enough in total.

the part played by the citizen whose conscience

It is a fundamental obligation of each in charge of

and educational to promote confidence and knowledge

and teachers: Council of Chief County Superintendents

by the National Association of Superintendents of

an American...
under which democratic ideals, principles, and procedures may be taught, and to encourage, guide, and assist the boys and girls to participate in various civic and social organizations within school and out.

Contrary to the procedures just suggested, many teachers are concerned with dates, names, and events; but more and more educators are placing emphasis upon the desired attitudes, ideals, and beliefs. However, these cannot be poured ready-made into the pupil's mind. Actual experience in a school democracy where history and civics become tools for school citizenship aids somewhat in the solution of this problem. The students who elect a "popular" fellow for student government and then find him lacking in those qualities needed in a leader ought to learn that the easy-going qualities which contribute to popularity may be anything but desirable in their official.

To the learning that results from textbooks must be added learning experiences which have some common thread linking school experience with that type of activity needed by the adult.

3. The actual building or finding of tests. 1

In another article Wrightstone describes an experiment in certain New York City schools. Data was provided by trained observers using controlled observation technique measuring, (1) cooperative activities, (2) critical activities, (3) experimental activities, (4) leadership activities, and

Conversely to the previous case, there are also instances where the

Confusing with classical names, we can find some outcomes that were more accurate and effective. However, when the classical approach is more effective, and flexible, there seems to be only one way to make into the pipeline, and

Not every excellence in a certain community were selected, and in some cases, some for schoolatisations which are not in a situation of the problem. The two cases are clear,

The solution is to start from beginning and keep finding new learning in those difficulties, instead of trying to solve those same difficulties with another approach to apply.

may be supervising and assembling in their official,

To the learning that seems from experience and

Making learning experiences which have some common ground

Finding similar experiences with first phase of activity needed.

pl the start
II

PREVIOUS RESEARCH

The field of testing attitudes or the non-factual results of school training has been neglected until recently. Perhaps this is because formerly teachers were content to have their students acquire mere factual knowledge of the subject or master certain fundamental skills. Today, beside these basic objectives, teachers are adding newer values such as growth in desirable attitudes and interests, and critical thinking. Newer practices in elementary and secondary school education have required the development of newer techniques for gathering objective evidence.

J. Wayne Wrightstone describes the steps in the newer processes of evaluations as follows:

1. Formulation of comprehensive range of objectives which includes not only information and skills but evidences of growth in interests, attitudes and appreciations.

2. Definition of each objective in terms of pupil behavior.

3. The actual building or finding of tests.

In another article Wrightstone describes an experiment in certain New York City schools. Data was provided by trained observers using controlled observation technique measuring, (1) cooperative activities, (2) critical activities, (3) experimental activities, (4) leadership activities, and

PREVENTION RESEARCH

The idea of鬃 efficient application of non-contact lenses to school training and grab notes was recently put forward for prevention of trachoma. In many cases, certain fundamental principles of the disease and of the treatment of trachoma were applied to the non-contact lenses. Certain schools were equipped with trachoma clinics, and these proved effective. These basic principles, for effective and rapid treatment of trachoma and other ocular infections, as well as in general health education and hygiene, were discussed by the Health Ministers in the various school education sections. The latter have recently been discussing the development of new sections of the Preventive Medicine Service.

The national preventive services are as follows:

1. Coordination of preventive services
   - Development of trachoma clinics
   - Training in preventive medicine
   - Definitive or secondary prevention in trachoma
   - On public health

2. The current situation at the time of setting up the service

In another article, the National Health Service has been suggested as the essential of the National Health Service in general New York City schools. Data were presented on the various preventive measures, especially the preventive activities (1) educational activities, (2) cooperative activities, and (3) cooperative activities.
(5) initiative activities of pupils in (a) schools in which active pupil participation in class work was encouraged, and (b) schools in which pupil participation was not an important aspect. It was found that the pupil participation schools had generally equal or superior achievement.

Another check list experiment testing for attributes 3 of good citizenship was described by Martin Lyle. In this case students marked each other secretly on a check list including cooperation, dependability, self-control, and sportsmanship. It was believed that by having students mark each other, scholarship prejudice would be divorced from citizenship rating.

Basically, the purpose of measurement and evaluation is to determine the extent to which individual pupils are enabled to deal with new social situations by virtue of their ability to use concepts, meanings, and techniques of procedure to solve new problems which confront them.

Helen Mackintosh uses this basic idea in her report. Experiments were made to make democracy work in certain

2. J. Wayne Wrightstone; "Measuring Social Performance"; Teachers College Record: 40:423-32; Feb., 1939
3. Martin Lyle; "Our Pupils Rate Themselves"; The Clearing House: 16:413-14; March, 1942
4. Pedro T. Orata; "Evaluation in Field of Social Science"; Educational Method: 16:121-37; Dec., 1936
5. Helen Mackintosh; "Practical Citizenship Training in Elementary Schools"; School Life: 26:16-19; Oct., 1940
Another approach for examination testing is to prepare a series of questions that are based on the course material and test the student's understanding of the subject. These questions can be designed to cover various aspects of the course, ensuring that the student has a comprehensive understanding of the material. It is important to ensure that the questions are clear and concise, allowing the student to focus on the content rather than the format. This approach can be particularly effective in assessing the student's ability to apply their knowledge to real-world situations, which is a key component of effective learning. Rather than relying solely on traditional testing methods, incorporating a variety of question types can help to provide a more comprehensive evaluation of the student's performance.
school situations in several communities as Hampton, Virginia; Kellogg Camp School; Morris Dam Community School. Reports from these experiments seem to show that citizenship is something to be learned through experiences which are developed in relation to social studies, and which make use of many basic skills.

Lacy expresses the basic purpose of appraisal in a little different way when he says:

> It is to reveal that degree to which social information, habits of working cooperatively with others, social interests and attitudes, and social controls have been developed. 6

Lacy later lists many of those essentials he considers necessary to successful group living - including respect, patriotism, pride, faith, sympathy, and tolerance.

Certain controlled-observation techniques have been developed to obtain objective measure of some social performance factors or ways of behaving. In this way it is possible to obtain an index of pupil participation in defined behavior categories, such as cooperation, responsibility, leadership, and respect.

6. John Lacy: Teaching Social Science in Elementary Schools; Burgess Co.; Minneapolis, Minn.; 1941; p. 71
7. J. Wayne Wrightstone: "Constructing Observational Techniques"; Teachers College Record; 37:1-9; Oct., 1935
Schools are to be brought into contact with community agencies as
necessary in order to obtain mutual support.

In addition to the agencies mentioned above, there are a number of other agencies
available to provide assistance to children of poor families. It is estimated that these
agencies could provide services to a much larger number of children if they were
coordinated more effectively. It is recommended that a joint committee be
appointed to study the problem and make recommendations for
action.

The cooperation of the school authorities and community groups is
essential to the success of any program of this kind.
Wrightstone has developed a **Scale of Civic Beliefs** which has been used to measure certain civic attitudes in the field of race, internationalism, and nationalism. This test was constructed to show the extent of "liberalism" or "conservatism" of the individual. The degree of "liberalism" or "conservatism" shown in each statement of the check list was checked against the editorial opinions in liberal magazines, such as *Nation* or *New Republic*.

In *The Measurement of Attitude* Thurstone presents a list of statements each of which the subject checks, if he is in agreement with it. These statements have been assigned value by judges in each field showing the relative degree of intensity of attitude. For instance, the scale measuring institutions contains descriptions as "perfect in every way," "serves society as a whole," and "does more harm than good." Each was assigned numerical value and results obtained by a formula. Thurstone also introduced a new method of testing for attitudes, by presenting from a defined list two items at a time, one of which the subject indicates he prefers, so that each item in a list is compared with each item in the opposite list. Thurstone used this method in searching for attitudes toward serious offences. The items are finally

8. J. Wayne Wrightstone: *Scale of Civic Beliefs*: World Book Co., Yonkers-on-the-Hudson; N.Y.; 1938
With reference to the Table of contents, it can be seen that the book is divided into three main sections:

1. The first section covers the theoretical foundations of the subject.
2. The second section discusses practical applications and case studies.
3. The third section provides a comprehensive review of the current research in the field.

In the management of assets, it is important to maintain a balance between efficiency and effectiveness. This requires a strategic approach to decision-making and resource allocation.

In the following sections, we will explore the key concepts and methodologies used in asset management. We will also discuss the role of technology in improving asset utilization and reducing costs.

Key topics covered in this chapter include:

- Asset valuation
- Risk management
- Performance measurement
- Strategic planning

By the end of this chapter, you should have a clear understanding of the importance of asset management and the steps involved in developing a comprehensive strategy.
scaled with reference to units derived from normal proba-

bility curve.

The necessity of developing a testing program for the "intangible" outcomes of education is stressed by many authors. Tyler in the Fourth Yearbook of the Department of Superintendence has this to say:

"The use of information tests alone will not give valid evidence of degree to which other desired results of curriculum are being realized. The difficulty of obtaining evidence about some of these less tangible outcomes of curriculum does not relieve us of the responsibility of collecting such evidence."

Tyler then suggests use of observation-technique and records to be kept on file by teachers.

Again, Ross declares that the new trend in evaluation in education is "to determine whether the student is meeting the responsibilities of citizenship." But Ross did not state specifically how the evaluation was to be accomplished.


12. P. J. Ross; "What Shall We Test?"; The Social Studies; 33:197; May, 1942
Kelley and Krey express belief that the intangible outcomes are not easily evaluated. While agreeing with this, Thurstone declares that attitudes can be measured. In one article he says that the greatest problem in testing for attitudes is procuring of honest answers. But this difficulty can be overcome to a great extent by not presenting the test in connection with school courses and by establishing rapport between tester and testee.

The National Council of Social Studies emphasized the need for further research in the field of testing for the intangibles when, in its yearbook of 1937, it gave an outline of the history of testing from its outset until that year. Included in this chapter on Evaluation was mention of the works of Wrightstone, Thurstone, Grim and Tikert, the names associated with measurement of attitudes.

The National Advisory Council on the Education of the Handicapped has recommended that the Department of Health, Education, and Welfare establish a National Research Institute on Handicapped Children. This Institute would be responsible for conducting research on the education of handicapped children, including the development and evaluation of educational programs and materials. The Institute would also be responsible for training researchers in the field of handicapped education and for disseminating research findings. The establishment of such an Institute would significantly advance the field of handicapped education and would be a major step forward in the provision of appropriate educational opportunities for handicapped children.
III

EXPLANATION OF THE TEST USED IN THIS STUDY

The Purposes

The purposes of this test are:

1. To determine what relation, if any, exists between the scores pupils received on this Test of School Citizenship and the grades the pupils received in social studies.
2. To compare the scores received on this test by the boys with the scores received by the girls.
3. To compare the scores made by the seventh grade pupils with those of the ninth grade.

The Objectives

Before we can attempt to measure anything we must know what it is we want to measure. Therefore, the setting up of objectives for a test is one of the most important parts of measurement.

Any instructional program must begin with the objectives or purposes of the course... (these) must be significant to the teacher. 1

These objectives should be such as can be applied to the actual behavior of the student in various school situations.

The objectives formulated for this Test of Citizenship were the result of the author's experiences, her readings of the

1. Arnold Dwight; "Social Studies Evaluation in Intermediate Grades"; Social Education; 7:117; March, 1943
III

EXPLANATION OF THE TEST NEEDED IN THIS STUDY

The Purposes

To determine what relation, if any, exists between the scores obtained on the five Tests of General Intelligence and the scores on the five sub-tests of the Stanford-Binet test.

The Objectives

1. To determine the relationship of the five tests to the sub-tests of the Stanford-Binet test.
2. To determine the relationship of the five tests to the general intelligence.
3. To determine the relationship of the five tests to the five sub-tests of the Stanford-Binet test.

The Objectives for a Test is one of the most important parts of a test. The objectives must be similar in importance to the test. If the objectives are only a few, the test may be considered to be satisfactory. A test which does not require any special preparation or equipment is more likely to be reliable. The objectives must be stated clearly and in such a way that they can be easily understood by the examiner. The objectives should be such that they can be easily applied to the test. The objectives should be such that they can be easily remembered by the examiner.
leading authorities in this field, and her discussions with teachers and students.

The objectives for this test are as follows:

1. The good school citizen should work willingly with others (both teachers and students) to do what he can to improve the school and help his fellow students. This constitutes cooperation.

2. The good school citizen not only knows the regulations of his school, the duties he should perform and the conduct expected of him, but he can be depended upon to act according to this knowledge. This is called responsibility.

3. The good school citizen should realize racial, mental, social, economic, and physical differences do not impair the worth of the individual. This is respect.

4. The good school citizen should, in those fields in which he excels, be able and willing to lead others in activities, thus showing leadership.

5. When confronted with a new situation the good school citizen should be able, from his past experiences, to form a solution. This is initiative.
The opportunities for the year are as follows:

1. The board school offered a sound work method to help students (boys and teachers) develop their potential in various areas. The cooperation among the constituents can be improved by the following steps:

   a. The board school officers have only known the first
   b. The board can improve the quality of the
   c. The board officers have not improved the work of the
   d. The board has not been able to produce satisfactory

   Therefore, the board school officers should improve their

   a. The board school officers should be willing to leave
   b. The board can improve the efficiency of the
   c. The board officers should improve their efficiency
   d. The board must not only strive to improve the

   Efforts must be made to improve the cooperation among the constituents, which can be achieved through:

   a. The board school officers should improve their
   b. The board can improve the efficiency of the
   c. The board officers should improve their efficiency
   d. The board must not only strive to improve the

   Efforts must be made to improve the cooperation among the constituents, which can be achieved through:
6. The good school citizen should be able to do his work himself without relying unnecessarily upon others. This shows self-reliance.

7. The good school citizen because of his desire for fair play tries to see that his own actions as well as the actions of others do not infringe upon the rights of anyone.

These seven objectives, including cooperation, responsibility, leadership, respect, initiative, self-reliance, and fair play, if possessed by the pupil, would make him an ideal citizen. Of course, our ideals are never fully realized, but each student should measure up to it in some degree. The test used in this study is a test regarding school behavior, for it is only through a study of their actual conduct that we can discover if pupils actually follow these objectives.

Tests should be defined in terms of pupil behavior. It is unreasonable to test "citizenship" without reducing term to definition of what constitutes citizenship on the part of the pupil.

The Items

The items for this Test of Citizenship are composed of school situations which illustrate the seven objectives and cover the activities of the school student in the classroom, library, corridor, playground, assembly, committee work,

The School Board action going to...

The work of each...mission is

The Board action...to see that the two

as well as the service of...not to

I urge you to...procedure

...correlation, information...cooperation, lever.

...essential, leadership, initiative, self-reliance.

...likely to be conclusively...more fully

as need of action. Of course,...never fully

replied, put each student...put a great

amount of effort in...the subject to a great

extent...enough...of the subject...of them.

For these possibilities.

The need for...amount of effort in...of them.

...behalf of...that of the subject...of them.

The time for the test of...the company...

...correlation, planning, assembly, committee work.
and school elections. Each item is composed of a brief description of a certain school situation and three possible courses of action to follow, one of which is the best of the three.

The original draft of the test, composed of sixty-five items, will be found in Appendix A. This draft was given to six teachers of Social Studies in various Junior High Schools, and to nine college students majoring in teaching Social Studies. These people were asked to:

1. indicate which course of action they thought best for the student to follow under the circumstances described in each item.
2. place a question mark beside any item about which they were doubtful or which they thought confusing.
3. make any comments they wished about the test as a whole or about a single item.

The results were tabulated as shown in Appendix C.

Any item the answer to which was not agreed upon by at least five of the teachers and seven of the students was omitted. The rest of the items were revised to clarify them and to include suggestions of the teachers and students.

Thus items 2, 7, 12, 15, 23, 28, 30, 47, 48, 52, 60, and 64 were omitted; most of the other items were revised. In its final form the test was composed of fifty-three items. The
final form of the test, as given to 300 students, will be found in Appendix B.

Directions

In a test of attitude, one of the greatest problems is to procure honest answers. Pupils might misrepresent their opinions to avoid the disapproval of the teacher. One solution has been offered by Anderson, who says:

Tests on attitudes should be presented before the subject is formally studied in class...also a technique of evaluation should be used which places as little emphasis as possible on whether the pupil's response per se is right or wrong. 3

For this reason the pupils taking the Test of Citizenship did not sign their names to the papers and were assured that the test would not in any way affect their marks. In order to make this more evident, the word "test" was not even used; instead "questionnaire" was substituted and the pupils were told that the "questionnaire" was part of a survey to discover student opinion on the various school situations. In the directions at the beginning of the test, the pupils were asked to do two things:

1. To indicate which answer they thought described the best action to follow under the circumstances described above.

2. To indicate which answer best described what they would do under the circumstances described above.

Thus would be obtained two sets of answers which would show not only whether the pupil knew what he should do, but whether he would actually do the best thing.

The test was given to 300 Junior High School students in three communities— one small town community and two large city communities.

In regard to sex and age the 300 students were divided as shown in the following table:

**TABLE I**

Number of Girls and Boys in Each Grade

<table>
<thead>
<tr>
<th></th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>58</td>
<td>45</td>
<td>60</td>
<td>137</td>
</tr>
<tr>
<td>Boys</td>
<td>70</td>
<td>35</td>
<td>32</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>80</td>
<td>92</td>
<td>300</td>
</tr>
</tbody>
</table>

Correlation Between Scores and Grades

Since one of the major objectives put forth by Social Studies teachers is to develop good citizenship, it was decided to compare the scores of the pupils on this test with the Social studies grades to discover the correlation between the two.
The test was given to 280 junior high school students.

In three communities - one small, one community, and one large city community.

In regard to sex and age the 280 students were classified as shown in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>18</td>
<td>25</td>
<td>35</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
<td>35</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>35</td>
<td>25</td>
<td>35</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>40</td>
<td>25</td>
<td>35</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

**TABLE**

Number of girls and boys in each grade.
RESULTS OF THE TEST USED IN THIS STUDY

The statistical results of this Test on Citizenship will be presented as follows:

1. The coefficient of correlation found to exist between the scores made by 300 Junior High School students on the "Would Do" column of the Test on Citizenship and the grades received by these pupils in Social Studies courses.

2. The difference found between the scores made by 163 girls and 137 boys in both the "Best" and "Would Do" columns of the Test on Citizenship.

3. The difference found between the scores made by 128 seventh graders and 92 ninth graders in both the "Best" and "Would Do" columns of the Test on Citizenship.

Correlation Between Scores and Grades

Since one of the major objectives put forth by Social Studies teachers is to develop good citizenship, it was decided to compare the scores of the pupils on this test with the social studies grades to discover the correlation between them.
The correlation between the score on the Test on Citizenship will be discussed as follows.

1. The correlation of correlation between the score on the Test on Citizenship and the score on the Test on "Want Do" to transfer the score on the Test on Citizenship and the score on the Test on "Want Do" to transfer the score on the Test on Citizenship.

2. The correlation between the score on the Test on Citizenship and the score on the Test on "Want Do" to transfer the score on the Test on Citizenship.

3. The correlation between the score on the Test on Citizenship and the score on the Test on "Want Do" to transfer the score on the Test on Citizenship.
To find the coefficient of correlation, a correlation table was constructed showing the paired scores and grades of the 300 pupils. From this was calculated the means and standard deviations. The coefficient of correlation \( r \) was arrived at by the following formula:

\[
\frac{\sum xy - \sum x \cdot \sum y}{\sqrt{N} \cdot \sigma_x \cdot \sigma_y}
\]

The coefficient of correlation is shown in the following table:

<table>
<thead>
<tr>
<th>TABLE II</th>
<th>Correlation Between Scores from the Test of Citizenship and Grades in Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Mean</td>
</tr>
<tr>
<td>Scores</td>
<td>300</td>
</tr>
<tr>
<td>Grades</td>
<td>300</td>
</tr>
</tbody>
</table>

A coefficient of correlation of .54 is statistically significant, for it is more than four times its P.E. (0.275) and shows a substantial positive relationship between the scores made on the Test of Citizenship and the grades received in Social Studies.

1. Correlation Table will be found in Appendix D.
2. Henry E. Garrett; Statistics in Psychology and Education; Longmans, Green and Co., N.Y.; p. 270
3. Ibid., p. 342
To find the coefficient of correlation I take the two quantities and plot their respective coordinates, then plot the mean and median of each quantity, and finally plot the regression line. The coefficient of correlation is then given by the following formula:

\[ r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}} \]

The coefficient of correlation is shown in the following table:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table II**

Correlation between scores from the Test of Discrimination and grades in Bondage Studies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mean</th>
<th>Grade</th>
<th>Mean</th>
<th>Grade</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.40</td>
<td>85.40</td>
<td>85.40</td>
<td>85.40</td>
<td>85.40</td>
<td>85.40</td>
</tr>
<tr>
<td>85.41</td>
<td>85.41</td>
<td>85.41</td>
<td>85.41</td>
<td>85.41</td>
<td>85.41</td>
</tr>
<tr>
<td>85.42</td>
<td>85.42</td>
<td>85.42</td>
<td>85.42</td>
<td>85.42</td>
<td>85.42</td>
</tr>
</tbody>
</table>

We can see that the coefficient of correlation is 0.0 (not significant). However, the table shows a positive correlation between the two variables, indicating a trend where higher scores on the Test of Discrimination may be associated with higher grades in Bondage Studies.
The P.E. of .03 means that chances are even (50 in 100) that the "true" r falls within the limits of .54 ± .03 or between .51 and .57; and that the chances are 99 in a 100 that the "true" r falls within the limits of .54 ± .03 or between .42 and .66.

Differences Between Scores of Girls and Boys

The differences between the scores made by girls and boys were compared. The boys and girls were compared twice, first in regard to the "Best" column (do they know the right thing to do?) and in regard to the "Would Do" column (do they do the best thing?).

Mills says:

We must have some reasonable criticism as to the limit of significance. Odds of 1 out of 100 constitute one conventional standard. If a given difference between hypothetical and observed values would occur as result of chance only 1 time out of 100, or less frequently, we may say that the difference is significant.

Scores made by 163 girls and 137 boys on the "Best" column answers were tabulated, and means and standard deviations calculated. The difference between the two means was found to be 3.74 and the Probable Error of that difference

\[
(PE = PE_{m1}^2 + PE_{m2}^2)^{\frac{1}{2}} = .527.
\]

The Critical Ratio was then calculated from \(\frac{D}{PE_D}\) as shown in the following table:

<table>
<thead>
<tr>
<th>D</th>
<th>PE_D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>.527</td>
</tr>
</tbody>
</table>

4. Henry E. Garrett: Statistics in Psychology and Education; p. 281
5. Frederick C. Mills; Statistical Methods; Henry Holt, N.Y.; 1940; p. 471
7. Ibid; p. 217
(00) have been found to be
0.7 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1

The difference between the mean and the

values given in the table is the same as the

values in the table. The mean and the

values in the table are the same as the

values in the table.

The difference between the mean and the

values in the table is the same as the

values in the table.
TABLE III
Critical Ratio of Difference Between Means of Scores of Girls and Boys on Test of Citizenship

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>PE</th>
<th>Diff</th>
<th>PED</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>163</td>
<td>47.87</td>
<td>.250</td>
<td>3.74</td>
<td>.527</td>
<td>7.12</td>
</tr>
<tr>
<td>Boys</td>
<td>137</td>
<td>44.13</td>
<td>.464</td>
<td>7.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A C.R. of 7.12 means that there is less than 1 chance in 100 that the obtained difference of 3.81 is due to chance and therefore that difference may be considered as being statistically significant.

The scores of 163 girls and 137 boys made on the "Would Do" column were tabulated; the means and standard deviations were calculated. The difference was .945. The critical ratio was obtained as shown in the following table.

TABLE IV
Critical Ratio of the Difference Between the Means of the Girls and Boys on the Test of Citizenship

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>PE</th>
<th>Diff</th>
<th>PED</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>163</td>
<td>28.87</td>
<td>.567</td>
<td>1.65</td>
<td>.945</td>
<td>1.74</td>
</tr>
<tr>
<td>Boys</td>
<td>137</td>
<td>27.22</td>
<td>.760</td>
<td>1.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A C.R. of 1.74 indicates there are about 12 chances in 100 that the obtained difference of 1.65 is due to chance and therefore by the standard set by Mills this difference is not statistically significant.
### TABLE III

Critical Ratio of Differences Between the Means of the Blue and White Straps of S. C. A.

<table>
<thead>
<tr>
<th>S. C. A.</th>
<th>Blue</th>
<th>White</th>
<th>Mean Difference</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25</td>
<td>1.00</td>
<td>0.50</td>
<td>1.00</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to determine the degree of significance of the differences observed, the critical ratio of the differences is calculated. The critical ratio is determined by dividing the mean difference by the standard error of the difference. In this case, the critical ratio is 2.10, which is greater than the critical value of 1.96. Therefore, the differences observed are statistically significant at the 0.05 level.

### TABLE IV

Critical Ratio of Differences Between the Means of the Blue and White Straps of S. C. A.

<table>
<thead>
<tr>
<th>S. C. A.</th>
<th>Blue</th>
<th>White</th>
<th>Mean Difference</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25</td>
<td>1.00</td>
<td>0.50</td>
<td>1.00</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The same method of calculating the critical ratio is applied to the data presented in Table III. The critical ratio for the differences observed is 2.10, which is greater than the critical value of 1.96. Therefore, the differences observed are statistically significant at the 0.05 level.
Difference Between Scores of Seventh and Ninth Grades

The scores between the seventh and ninth grades were compared to discover if the differences in grade levels made significant differences in scores. The two grades were compared both in regard to "Best" column and "Would Do" column.

The scores of 128 seventh grade pupils and 92 ninth grade pupils were tabulated and means and standard deviations calculated. The difference between the two means was found to be 2.15 and the Probable Error of the means .604. The Critical Ratio is shown in the following table:

TABLE V

Critical Ratio of the Difference Between the Means of the Seventh and Ninth Grades on the Test of Citizenship

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>PE D</th>
<th>Diff</th>
<th>PE D</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>128</td>
<td>45.5</td>
<td>7.2</td>
<td>.429</td>
<td>2.15</td>
<td>.604</td>
</tr>
<tr>
<td>Ninth</td>
<td>92</td>
<td>47.65</td>
<td>6.07</td>
<td>.428</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A C.R of 3.56 shows that there is but 1 chance in a 100 that the obtained difference of 3.56 is due to chance, therefore this difference is statistically significant.

The scores of 128 seventh grade pupils and 92 ninth grade pupils were tabulated; the means and standard deviations were calculated. The difference between the two means was found to be 2.83 and Probable Error of the Difference
DIFFERENCES BETWEEN THE SEVENTH AND EIGHTH PLACE

The scores of the seventh and eighth place were the differences between the seventh and eighth places. The seventh place was the highest and the eighth place was the lowest. The differences between the seventh and eighth places were determined by the lowest score of the seventh place and the highest score of the eighth place.

V. TABLE

DIFFERENCES BETWEEN THE SEVENTH AND EIGHTH PLACE

<table>
<thead>
<tr>
<th>Place</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>158.9</td>
</tr>
<tr>
<td>Eighth</td>
<td>163.0</td>
</tr>
</tbody>
</table>

The table shows the differences between the seventh and eighth places. The seventh place was the highest and the eighth place was the lowest. The differences between the seventh and eighth places were determined by the lowest score of the seventh place and the highest score of the eighth place.
was 1.06. The Critical Ratio was then calculated.

**TABLE VI**

Critical Ratio of the Difference Between Means of Seventh and Ninth Grades on the Test of Citizenship

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>(P_{EM} )</th>
<th>Diff</th>
<th>(P_{ED} )</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>128</td>
<td>26.07</td>
<td>.754</td>
<td>2.83</td>
<td>1.06</td>
<td>2.67</td>
</tr>
<tr>
<td>Ninth</td>
<td>92</td>
<td>28.90</td>
<td>.750</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A C.R. of 2.67 means there are 4 chances in a 100 that the obtained difference of 2.83 is due to chance and therefore by the standard set by Mills this difference is not statistically significant.
TABLE IV

Critical Values of the Difference Between Means of Samples and Minitranches on the Test of Differences

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>45.9</td>
<td>50.5</td>
<td>55.5</td>
<td>60.0</td>
<td>65.0</td>
<td>70.0</td>
<td>75.0</td>
</tr>
<tr>
<td>20</td>
<td>49.5</td>
<td>55.0</td>
<td>60.0</td>
<td>65.0</td>
<td>70.0</td>
<td>75.0</td>
<td>80.0</td>
</tr>
<tr>
<td>30</td>
<td>53.0</td>
<td>58.5</td>
<td>63.5</td>
<td>68.5</td>
<td>73.5</td>
<td>78.5</td>
<td>83.5</td>
</tr>
</tbody>
</table>

For a 0.05 level of significance, the critical value is 75.0.
Conclusions

From a study of the statistics presented in the previous chapter, several conclusions may be drawn:

1. There is a marked positive relationship between grades received in social studies and scores received on the Test of Citizenship, for the coefficient of correlation is .54. This means that those pupils who receive high marks in social studies will more often act in such a way as to conform to the ideal of a good school citizen than will the pupils who receive low marks. This, of course, does not mean that the social studies course is alone responsible for the actions of the pupil. Usually those students receiving high marks in any subject are better adjusted to the social situations than those receiving low marks, and consequently their behavior frequently conforms more closely to the conduct expected by society.

2. There was found to be a significant difference between scores of boys and girls in the "Best" section of the Test, for the critical ratio...
CONCLUSIONS

from a study of the following phenomena in the one

the...
was 7.12. This difference shows that girls are better informed as to what is the best thing to do under circumstances such as described in the test.

3. The difference between means of scores of boys and girls in the "Would Do" section of the test was not large enough to be significant, for the critical ratio was only 1.74. Thus it is concluded that although the girls are superior to boys in knowledge of what should be done, they are about equal in actual behavior scores.

4. A significant difference was found between means of scores of seventh and ninth grades with the critical ratio of 3.56. From this we conclude that pupils in the ninth grade know more about what is expected of them in regard to conduct than those in the seventh grade. This, of course, is what is expected, for the two years' difference should make some improvement.

5. It is interesting to note that although the difference between the means of seventh and ninth grades was significant for the "Best" section of the test, in regard to the "Would Do" section, the difference obtained was not large.
enough to be significant, as the critical ratio was 2.67. Thus the type of conduct to be expected from both would be about the same at least in regard to grade.

Recommendations for Further Study

1. Scores from a test such as used in this study could be compared with I.Q.'s of pupils to discover whether intelligence is an important factor influencing school behavior.

2. A group of students active in student government and a group of honor students could be given a test such as used in this study, and their results compared with the test results made by a group of problem pupils. In this way might be determined whether the citizenship actually distinguished between those generally looked upon as good school citizens and those who are not.

3. A Test of Citizenship could be constructed with four alternates instead of three—one of the four being best, two neither good nor bad, and one worst.
APPENDIX A

A TEST OF SCHOOL CITIZENSHIP IN THE
JUNIOR HIGH SCHOOL

1. The class is out on the playground playing dodge ball. You know of a new, more exciting way to play the
game. Would you:
   a. Break into the group and all by play it
      your way
   b. Wait until the game to keep then out now

ORIGINAL DRAFT OF THE TEST OF CITIZENSHIP

1. Continue to play the old way because it might
   cause some trouble to teach everyone the new way

2. While on the playground several boys get into a
   fight. Would you:
   a. Stand by and watch - but not taking part
   b. Try to stop the fight yourself
   c. Get someone in authority to stop them

3. When the playground gets to be noisy and upset,
   do you:
   a. Pay no attention unless someone asks you to
      help clean up
   b. Tell the janitor or teacher about it
   c. Organize some of the other pupils to help
      you clean up

4. When the group on the playground plays a game which
   you either don't know or don't like, do you:
   a. Go some where you may play what you please
   b. Get into the game anyway and make yourself
      enjoy it
   c. Keep trying to persuade the others to play
      your game

5. If the playground instructor asks you to act as
   captain for one of the teams, would you:
   a. Accept the position then study up all the rules
   b. Refuse - because you might make mistakes
   c. Accept because you think you are the best choice
APPENDIX A

ORIGINAL DRAFT OF THE TEXT OF ATTACHMENT
APPENDIX A

A TEST ON SCHOOL CITIZENSHIP IN THE
JUNIOR HIGH SCHOOL

1. The class is out on the playground playing dodge ball. You know of a new, more exciting way to play the game. Would you:
   a. Break into the game and ask all to play it your way
   b. Wait until the game is over then put your suggestion to the group
   c. Continue to play the old way because it might cause some trouble to teach everyone the new way

2. While on the playground several boys get into a fight. Would you:
   a. Stand by and watch - but not taking part
   b. Try to stop the fight yourself
   c. Get someone in authority to stop them

3. When the playground gets to be messy and upset, do you:
   a. Pay no attention unless someone asks you to help clean up
   b. Tell the janitor or teacher about it
   c. Organize some of the other pupils to help you clean up

4. When the group on the playground play a game which you either don't know or don't like, do you:
   a. Go home where you may play what you please
   b. Get into the game anyway and make yourself enjoy it
   c. Keep trying to persuade the others to play your game

5. If the playground instructor asks you to act as captain for one of the teams, would you:
   a. Accept the position then study up all the rules
   b. Refuse - because you might make mistakes
   c. Accept because you think you are the best choice
A TEST ON SCHOOL ATTITUDE IN THE JUNIOR HIGH SCHOOL

In this section of the playground play, balcony-faced play.

If you know of a new more exciting way to plan this game, please write.

Please note this game and call all to play if you have.

Wait until the game is over and then call your group.

Someone to play, and the party was created in a

Write on the playground several pages get into a

Frightening you:

Stand up and move - put not resting part.

Try to stop the light calmly.

Get someone to authorize to get from

When the playground gets to be mean and meaner,

Go home:

Pay no attention unless someone else know to.

Pail open up to:

Tell the teacher in recess or report it.

Get someone else at the other playground to help.

You can open an

When the When on the playground play a new wish,

You either your know of your fine.

Go home when you may play what you please.

If you think the game shown may make somewhat

Keep going to the where to the

If the playground information, name you to see on

case not one of the teams, you may

Accept the position they stayed on all the time.

Read - because you might make mistakes.

Read because you think you are the best person.
6. While you are captain of the team one of your teammates disputes a certain rule you have made. Would you:
   a. Argue it out with the person who opposes the rule
   b. Ask the rest of the team what they think
   c. Cross out the rule as soon as someone objects

7. You want to play squash ball, but someone else has had the ball for an hour. Would you:
   a. Argue with that person because it is your turn now
   b. Try to take it away by force
   c. Decide to make up a set of rules on the use of equipment

8. Do you think that if a boy or girl on the playground is a bully he should be:
   a. Put off the field and not allowed to return
   b. Left out of games until he learns to act correctly
   c. Left alone to do as he pleases

9. When there is someone who is a poor player in games - especially team games - do you:
   a. Allow him to play and try to teach him the game
   b. Give him an unimportant position and always criticize him
   c. Not let him play because you might lose the game

10. While you are playing on the playground you see another pupil writing on the school door with charcoal. Would you:
    a. Pretend you didn't see him
    b. Try to stop him from injuring public property
    c. Help him to draw pictures

11. If you saw a piece of paper on the classroom floor, would you:
    a. Let it stay there; since you didn't drop it, don't pick it up
    b. Kick it away from your desk and under some other desk
    c. Pick it up yourself
12. When the teacher leaves the room, do you:
   a. Talk in a low tone
   b. Never talk even to your neighbor
   c. Take it upon yourself to help keep the room quiet

13. When you are given an assignment to write a paper, do you:
   a. Ask the teacher exactly where to find material and how to write
   b. Ask a friend or your parents to write it for you
   c. Try to find the material and write it yourself

14. You have written a paper for history class. If a pupil or the teacher disagrees with one of your opinions, would you:
   a. Admit at once you were wrong
   b. Stand up for yourself and refuse to agree with them
   c. Discuss the matter with them

15. During class the teacher mentions a name you do not know. Would you:
   a. Ask another pupil after class to explain
   b. Raise your hand and ask the teacher during class
   c. Wait - for the teacher will probably explain the matter later

16. If you thought the classroom was very hot, would you:
   a. Ask the teacher if you may open the window
   b. Ignore the heat because no one else is complaining
   c. Ask one of your friends nearer the window to open it

17. If while studying a certain period of history you found a large map with a great deal of information on it, would you:
   a. Use it yourself and perhaps get a good mark
   b. Share it with a few of your friends
   c. Bring it to class
18. While working on a group project, do you:
   a. Like to be leader all the time and have the others do as you say
   b. Listen to what the others have to say and agree with everything
   c. Make suggestions of your own as well as listen to others

19. You have a piece of scrap paper you want to dispose of; would you:
   a. Hide it in the inkwell
   b. Drop it quietly on the floor when no one is looking
   c. Throw it in the waste basket

20. In the middle of the test you notice the answers to a few of the questions have remained on the board. Would you:
   a. Call it to the attention of the teacher
   b. Use the answers on your test
   c. Not look at the answers and not tell the teacher

21. Do you usually keep your desk at school:
   a. Very untidy
   b. Orderly
   c. Slightly untidy

22. When you finish chewing a piece of gum do you:
   a. Wrap it in paper and throw it into the waste basket
   b. Stick it under your desk or seat
   c. Throw it on the grass or ground

23. When classes file into the assembly hall, should they:
   a. File into the hall in strict order to avoid confusion
   b. File in no particular order so long as there is no confusion
   c. File into the hall any way they please regardless of confusion
24. If you were listening to a very boring speaker at an assembly, would you:
   a. Leave if possible, pretending to be sick
   b. Think about something else to keep your mind occupied
   c. Try to keep your mind on the speaker

25. If your best friend were leader of the school assembly and there presented some new school rules which he helped make out, would you:
   a. Support all the rules because he is your friend
   b. Study all of the rules carefully before supporting them
   c. Decide that as the rules would go through anyway, you won't bother

26. When you attend school assemblies do you:
   a. Seat yourself promptly without talking
   b. Talk to your neighbor until the speaker has to ask for silence
   c. Continue to talk after the program has started

27. When you are in charge of assembly programs, do you:
   a. Do all the work yourself with no help
   b. Appoint a committee to help
   c. Have a committee to do all of the work

28. When you file into seats in the assembly hall, do you:
   a. Take the seat on the edge of the row
   b. Take the middle seat
   c. Go all the way to the end seat

29. If at the assembly a new school rule was proposed which you did not like, would you:
   a. Get into the discussion and present your views
   b. Wait until after the assembly and then complain about the rules
   c. Say nothing because you would have no influence
30. When you are in a large gathering, as an assembly, do you:
   a. Talk quietly to your nearest neighbor
   b. Talk loudly so as to be heard above the noise of the room
   c. Try to carry on a conversation with a friend two aisles over

31. When you think a student did very well in the class play, do you:
   a. Shout, stamp, and cheer
   b. Whistle and clap for as long a time as possible
   c. Clap loudly, but not so long as to spoil the play

32. If you were electing a new class president, which of the following would you choose:
   a. "X" is one of the most popular students in the school; he attends all social functions, thus actively supporting school functions
   b. "Y" is a great organizer as noticed in school affairs. He likes to work with others
   c. "Z" was president last year. He was active in presenting the student ideas, but did not get along with the principal

33. If your best friend were running for office, would you:
   a. Vote for him because of your friendship and get others to vote for him
   b. Look over all candidates to find the best qualified
   c. Refuse to campaign because you are prejudiced

34. When you are voting in a school election, do you:
   a. Vote for the person you like best
   b. Vote for the person most prominent in school affairs
   c. Vote for the best qualified

35. If after an election the school council passes some rules you believe are unfair, would you:
   a. Say nothing because they are already passed
   b. Ignore them as much as possible because unfair rules should not be obeyed
   c. Try talking them over with the council to find why they were made
36. If you were chairman of a committee, would you expect that:
   a. All the members would do just as you wished
   b. You should have little or nothing to say
   c. All would work together as far as possible

37. If your teacher asked you to do some extra work on a committee for the class, would you:
   a. Ask to be excused because you didn't want the extra work
   b. Accept - but decide to do little work
   c. Accept - and decide to do your best

38. During class elections do you:
   a. Make it a point to size up all of the candidates
   b. Decide that only two or three of the most well known are worth bothering about because the others probably won't get in anyway
   c. Decide upon which one to vote for from the campaign speeches

39. When you are given work to do for the class, do you:
   a. Always get it done on time
   b. Sometimes hand it in late
   c. Try to get out of it

40. Between classes or whenever moving along corridors, do you:
   a. Go as fast as you can - almost run
   b. Find time for a chat with your friends while moving slowly along
   c. Walk to the room where you are going with no unnecessary talk

41. When a new student asks you directions as to where a certain room is, do you:
   a. Take him yourself, if you have time, to where he wants to go
   b. Tell him to ask someone else
   c. Tell him quickly where to go and return to your friends
It may be necessary to be patient and receive

First of all, examine what you have to do and then work on

If you are asked to do extra work because you have plenty of time

Ask to be allowed to do extra work

Food - you have to do extra work

A few suggestions of how you can help:

1. During class, eat something to keep you awake.
2. When you are busy, you may have to do the extra work.
3. Always get there on time.
4. Sometimes need to rise
5. Try to get out of it

Between classes or whenever you have extra time:

Go to the library.

Do as much as you can - except when

Play time for a short time when you are not

Communicate with a

When a very important idea comes to you:

Come to class and do not

Take it home if it is not

Tell the teacher to ask someone else

Tell him a definite place to do any work to your
42. When you are entering a room from the corridor and the doorway is crowded, do you:
   a. Wait until the others have gone in
   b. Begin to push your way through
   c. Stand near the doorway talking to your friends

43. While walking through the corridors, do you:
   a. Run your pencil along the wall
   b. Drop paper on the floor
   c. Try to keep the place as neat as possible

44. If you could not find a book you were looking for in the library, would you:
   a. Ask some of your friends to help you look
   b. Ask the librarian to help you
   c. Decide not to waste time looking for the book

45. If you got one of the library books wet and spoiled the cover, would you:
   a. Try to sneak it back on the shelves
   b. Show it to the librarian and pay the fine
   c. Put a paper cover on the book to hide the damage

46. While in the library do you:
   a. Move from table to table talking with friends
   b. Talk quietly to the person sitting next to you
   c. Never talk unless it is necessary

47. When you look for books in your library, do you:
   a. Almost always know where to find your books
   b. Never know where to find the books
   c. Almost never know where to find books

48. If you were writing a report on a subject assigned to the whole class, would you:
   a. Write it with a group of friends
   b. Copy several paragraphs from different books
   c. Work independently and try to come to your own conclusions
49. You have been asked by the teacher to write an autobiography of yourself. Would you:
   a. To make it interesting, dress it up with a few untrue statements
   b. Write only of those incidents which present you in the best light
   c. Write only of what really happened and present both good and bad

50. When committees give reports to the class, do you:
   a. Sit and listen
   b. Think about something else
   c. Listen, and also try to contribute

51. If you were assigned to work on a report with a group you disliked, would you:
   a. Talk it over with the teacher and tell her you could work better with someone else
   b. Complain to your friends about the teacher's unfairness
   c. Stay with that group but decide to do as little work as possible

52. When you read a controversial issue in a textbook, do you:
   a. Take the opinion of your teacher
   b. Take the opinion of your friends
   c. Try to form your own opinion

53. When choosing your extra-curricula activities, do you:
   a. Decide to join the club you would get most out of
   b. Join the club with most social activities
   c. Join the club all your friends are joining

54. After you have joined the club, do you:
   a. Go just to social meetings
   b. Go to all meetings and be content to listen to the others
   c. Go to all meetings and try to contribute actively
55. If you were in a gym class and the equipment for the game you were to play had been left outside, would you:

a. Pretend you didn't hear the teacher ask for someone to go outside and get it
b. Volunteer to get it yourself
c. Suggest another game

56. There is a new member in your club. Do you:

a. Talk with him in a corner
b. Ignore him
c. Introduce him to the others

57. When you have to take a required course in a subject you dislike, do you:

a. Try to get by with as little work as possible
b. Do your best anyway
c. Try to have an exception made in your case so you can drop the course

58. When you receive a low mark in a subject because of lack of study do you:

a. Put the blame on the teacher
b. Claim you "couldn't do it"
c. Take the blame yourself

59. When a student you dislike makes an obvious mistake, do you:

a. Laugh or make fun of him
b. Realize you might have made some mistake yourself
c. Feel glad because he got punished

60. When you see a student cheating in a test, do you:

a. Raise your hand and say "There's cheating going on in this room"
b. Cheat yourself
c. Pay no attention - go on with your own work

61. When you have done something which merits punishment, do you:

a. Try to get out of the punishment
b. Take the punishment due you
c. Try to shift blame on to someone else
62. If you were new at a school and weren't making friends, would you:
   a. Try joining school groups or clubs
   b. Complain to your parents about it
   c. Keep to yourself since they don't seem to be friendly

63. If a paper you write is not accepted by a teacher, do you:
   a. Try to talk the teacher into giving you a better mark
   b. Discuss the matter with the teacher to find what you did wrong
   c. Take mark and do nothing about it

64. You break a bat playing baseball. Do you:
   a. Take the blame and pay for it
   b. Hide the bat in the bushes
   c. Claim the bat was split

65. If a fellow student were absent from classes, would you:
   a. Forget about him
   b. Bring the assignments to his door
   c. Bring him the assignments and explain new work
If you want to eat a sandwich and desire a drink to go with it,

then you should take the sandwich into the kitchen, put it on a plate, and then eat it.

If you find the sandwich too dry, you might consider adding some sauce to it.

If you take your sandwich with you, you might want to add some butter to it.

If you spill your sandwich on the floor, you might want to add some flour to it.

If you ate your sandwich while walking, you might want to add some sugar to it.

If you want to eat a sandwich while sitting, you might want to add some cream to it.

If you want to eat a sandwich while standing, you might want to add some milk to it.

If you want to eat a sandwich while lying down, you might want to add some olive oil to it.

If you want to eat a sandwich while sitting, you might want to add some salt to it.

If you want to eat a sandwich while sitting, you might want to add some pepper to it.

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APPENDIX B

QUESTIONNAIRE FOR JUNIOR HIGH SCHOOL

Fill in the following blanks:— do not sign your name.

Age…………………….. Grade (7, 8, 9)…………. Boy or Girl…………

Your mark last term in Social Studies.
(History, Civics, etc.)

English…………………………

FINAL FORM OF TEST GIVEN TO 300 STUDENTS

NOTE

This questionnaire is intended to find out what Junior High School students think about certain school situations. Your answers to these questions will not affect your mark—in fact you will notice that you were asked not to put your name on the paper. It is important, however, that you answer each question carefully and honestly.

DIRECTIONS

You are asked to do two things in this questionnaire:

(1) In left hand column besides each question put the letter (a, b, or c) which goes with the answer you think tells the best thing to do under the circumstances described in the question.

(2) In the right hand column besides each question put the letter (a, b, or c) which goes with the answer best describing what you would do under the circumstances described in the question.
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English.................................

Mathematics (Arithmetic) ..............

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Appendix B

Questionnaire for Junior High School

Fill in the following blanks: Do not alter your name.

Grade (7, 8, 9)

Your mark last term in Social Studies

History, science, geography

English

Mathematics (Algebra)

Note

The optronometer is intended to find out which high school subjects you are well prepared for. Your responses to these items will not affect your marks. It is important, however, that you answer each question carefully and frankly.

Directions

You are asked to do two things in the questionnaire:

1. In the right-hand column please make a check mark where you think the answer to the question does not make the answer necessary.

2. In the right-hand column please make a check mark where you think the answer to the question makes the answer necessary.

By scoring, use a separate sheet of paper. The score for each question is the number of questions answered in the questionnaire.
APPENDIX B

THE QUESTIONNAIRE

The Best You Do

1. When the class is out in the playground playing dodge ball, and you know of a new, more exciting way to play the game, do you:
   a. Wait until the game is over, then put your suggestion to the group
   b. Break into the game and ask all to play it your way
   c. Continue to play the old way because it might cause some trouble to teach everyone the new way

2. When the playground gets to be messy and upset, do you:
   a. Pay no attention unless someone asks you to help clean up
   b. Tell the janitor or teacher about it
   c. Organize some of the other pupils to help you clean up

3. When the group on the playground play a game which you either don't know or don't like, do you:
   a. Go home to play by yourself
   b. Get into the game anyway and make yourself enjoy it
   c. Keep trying to persuade the others to play your game

4. When the playground instructor asks you to act as captain for one of the teams, do you:
   a. Accept the position then study up all the rules
   b. Refuse - because you might make mistakes
   c. Accept because you think you are the best choice
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   b. Left out of games until he learns to act correctly
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8. While you are playing on the playground you see another pupil writing on the school door with charcoal. Do you:
   a. Pretend you don't see him
   b. Try to stop him from injuring public property
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9. If you see a piece of paper on the classroom floor, do you:
   a. Let it stay there, since you didn't drop it
   b. Kick it away from your desk and under some other desk
   c. Pick it up yourself
<table>
<thead>
<tr>
<th>The Best</th>
<th>You Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. When you are given an assignment (with instructions) to write a paper, do you:</td>
<td></td>
</tr>
<tr>
<td>a. Ask the teacher exactly where to find material and how to write</td>
<td></td>
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<tr>
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<td></td>
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<tr>
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<td></td>
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<tr>
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TO Whom you are giving as a favor to a friend, do you
write to:

But I will the letter you have in your hand now, I will go and
read it to you. The letter you have in your hand now, you will
read it to me.

If you have any question on the subject of

Please write your name and address to

And that you have sent me the letter:

As I have done the proposal as you have done the proposal.

If you have any question on the subject of

I will write you a letter with a short note of

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24. When you think a student did very well in the class play do you:
   a. Shout, stamp and cheer
   b. Whistle and clap for as long a time as possible
   c. Clap loudly, but not so long as to spoil the play
When you attend school you are

also a part of the school's

community and a member of

your school. As a member of

your school you have the

responsibility of

behaving in a way that

reflects well on yourself

and the school. You should

always try your best to

do your work and make

good choices. This will

help you succeed in school

and in life.

The best way to

prepare for

success is

to study hard and

get a good

night's sleep.
25. You are electing a new class president. Which of the following do you choose:
   a. "A" is one of the most popular students in the school; he attends all social activities thus actively supporting school activities.
   b. "B" is a great organizer as noticed in school affairs. He likes to work with others.
   c. "C" was president last year. He was active in presenting the student ideas but did not get along with the principal.

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   c. Vote for the best qualified.

28. After an election the school council passes some rules you believe are unfair. Do you:
   a. Say nothing because they are already passed.
   b. Try talking them over with the council to find why they were made.
   c. Ignore them as much as possible because unfair rules should not be obeyed.

29. When you are chairman of a committee, do you expect that:
   a. All will work together as far as possible.
   b. You will have little or nothing to say.
   c. All the members will do just as you wish.
The Best You Do

30. When your teacher asks you to do some extra work on a committee for the class, do you:
   a. Ask to be excused because you don't want the extra work
   b. Accept - but decide to do little work
   c. Accept - and decide to do your best

31. During class elections do you:
   a. Make it a point to size up all of the candidates
   b. Decide that only two or three of the most well known are worth bothering about because the others probably won't get in anyway
   c. Decide upon which one to vote for from the campaign speeches

32. When you are given work to do for the class, do you:
   a. Always get it done on time
   b. Sometimes hand it in late
   c. Try to get out of it

33. Between classes or whenever moving along corridors do you:
   a. Go as fast as you can - almost run
   b. Find time for a chat with your friends while moving slowly along
   c. Walk to the room where you are going with no unnecessary talk

34. When a new student asks you directions as to where a certain room is, do you:
   a. Take him yourself, if you have time, to where he wants to go
   b. Tell him to ask someone else
   c. Tell him quickly where to go, and return to your friends
YOU can work on a project that you've assigned yourself or one assigned by someone else.

If YOU want to exchange grades with someone else, YOU can do that, too. What exercise work to do, for example, or how YOU feel about the work you've done. You can also assign grades to others, or vice versa.

Drinking coffee seems to go well with work. However, excessive caffeine intake can lead to sleep disturbances, so it's important to moderate your caffeine consumption.

When you are working, it's important to stay focused. You can try setting goals for yourself, or break your work into smaller tasks to manage your time more effectively. A good way to remember important tasks is by using a to-do list.

Sleep deprivation can lead to a decrease in productivity, so it's important to get enough rest. If you're feeling overwhelmed, take a break or practice mindfulness techniques to help you relax.

Avoid procrastination by breaking tasks into smaller, manageable parts. You can also use pomodoro techniques to stay focused and productive.

When working with others, communication is key. Make sure everyone is on the same page and that everyone understands their roles and responsibilities.

Collaboration can be a great way to achieve goals, but it's important to communicate effectively and fairly. Be open to feedback and constructive criticism.
35. When you are entering a room from the corridor and the doorway is crowded, do you:
   a. Wait your turn to enter
   b. Begin to push your way through
   c. Stand near the doorway talking to your friends

36. While walking through the corridors, do you:
   a. Run your pencil along the wall
   b. Drop paper on the floor
   c. Try to keep the corridor as neat as possible

37. When you cannot find a book you are looking for in the library, do you:
   a. Ask some of your friends to help you look
   b. Ask the librarian to help you
   c. Decide not to waste time looking for the book

38. You have spoiled the cover of a library book by getting the cover wet. Do you:
   a. Try to sneak it back on to the shelves
   b. Show it to the librarian and pay the fine
   c. Put a paper cover on the book to hide the damage

39. While in the library, do you:
   a. Move from table to table talking with friends
   b. Talk quietly to the person sitting next to you
   c. Never talk unless it is necessary

40. You have been asked by the teacher to write an autobiography of yourself. Would you:
   a. Dress it up with a few untrue statements to make it interesting
   b. Write only of those incidents which present you in the best light
   c. Write only of what really happened and present both good and bad
41. When committees give reports to the class, do you:
   a. Sit and listen
   b. Think about something else
   c. Listen, and also try to contribute

42. You are assigned to work on a report with a group you dislike. Do you:
   a. Talk it over with the teacher and tell her you could work better with someone else
   b. Complain to your friends about the teacher's unfairness
   c. Stay with that group but decide to do as little work as possible

43. When choosing your extra-curricula activities, do you:
   a. Decide to join the club you would get most out of
   b. Join the club with most social activities
   c. Join the club all your friends are joining

44. After you have joined a school club, do you:
   a. Go just to social meetings
   b. Go to all meetings and be content to listen to the others
   c. Go to all meetings and try to contribute actively

45. You are in a gym class and the equipment for the game you are to play has been left outside. Do you:
   a. Pretend you didn't hear the teacher ask for someone to go outside and get it
   b. Volunteer to get it yourself
   c. Suggest another game
46. There is a new member in your club. Do you:
   a. Talk with him in a corner
   b. Ignore him
   c. Introduce him to the others

47. When you have to take a required course in a subject you dislike, do you:
   a. Try to get by with as little work as possible
   b. Do your best anyway
   c. Try to have an exception made in your case so you can drop the course

48. When you receive a low mark in a subject because of lack of study, do you:
   a. Put the blame on the teacher
   b. Claim you "couldn't do it"
   c. Take the blame yourself

49. When a student you dislike makes an obvious mistake, do you:
   a. Make fun of him
   b. Realize you might have made the same mistake yourself
   c. Laugh because he made the mistake

50. When you have done something which merits punishment, do you:
   a. Try to get out of the punishment
   b. Take the punishment due you
   c. Try to shift blame on to someone else

51. You are new at a school and aren't making friends. Do you:
   a. Try joining school groups or clubs
   b. Complain to your parents about it
   c. Keep to yourself since the students don't seem to be friendly
The Power of a New Beginning in Your Life

A Talk with Him in a Corner
Or Introduce Him to the Others

If you have to take a tentative course
In a subject you find a little more as
Or to get by with as little work as
Possible
Do you need money
To pay on an exception make in your
Case so you can afford the 
Sums

When you receive a letter in a subject
Foesense of lack of energy so you:
Put the blame on the teacher
Claim you are "confused" it
Take the blame yourself

When a student you strike meets an op-
On the mistake

So when you have gone somewhere with me
Minement to you
Try to get out of the
There the thing must be
To this thing please do to something else

If you are near a spot and aren't certain

Try to improve some stance or sign
If complaint to your parents report
Keep a control since the situation
Gone to seem to be finally
52. When a paper you write is given a failure mark by a teacher, do you:

a. Try to talk the teacher into giving you a better mark
b. Discuss the matter with the teacher to find what you did wrong
c. Take the mark and do nothing about it

53. A fellow student who lives near you has been absent from classes. Do you:

a. Forget about him
b. Bring the assignments to his door
c. Bring him the assignments and explain new work
When a paper has not been given a title

work by a teacher so you:

Try to help the teacher into action

You put more work into the paper at a certain point in the paper so that the student feels the teacher to

Take the work any go before you:

An A student who has been seen you can

Dear student from cleason do you:

Put your grade into a point in the paper to the good

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APPENDIX C

TABULATION OF ANSWERS OF SIX TEACHERS AND NINE STUDENTS ON THE TEST OF CITIZENSHIP

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*Note: The table above contains numerical values that represent the answers given by the teachers and students on the test of citizenship.*
## APPENDIX C

### TABULATION OF ANSWERS OF SIX TEACHERS AND NINE STUDENTS ON THE TEST OF CITIZENSHIP

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**Appendix C**

**Table of Various 6-Degree and 8-Degree Sines and Cosecants for the Test of Equipment**

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### APPENDIX C - Continued

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APPENDIX D

CORRELATION TABLE

PAIRED SCORES AND GRADES OF 300 PUPILS
APPENDIX D

CORRELATION TABLE

Paired Scores and Grades on 500 Reading
APPENDIX D

CORRELATION TABLE

PAIRED SCORES AND GRADES OF 300 PUPILS

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The table shows the distribution of paired scores and grades for 300 pupils.
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