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A study in the attitudes of fifth grade children regarding respect for rights and property

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for rights

A STUDY IN THE ATTITUDES
OF FIFTH GRADE CHILDREN REGARDING RESPECT
FOR RIGHTS AND PROPERTY

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THESIS

A STUDY IN THE ATTITUDES OF FIFTH GRADE CHILDREN REGARDING RESPECT
FOR RIGHTS AND PROPERTY

Submitted by

Rose Claffey

(B. S. in Ed., State Teachers College, Salem, 1938)

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

1947

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Chapter I

INTRODUCTION

The purpose of this study is to analyze on a fifth grade level how successfully children distinguish between right and wrong regarding rights and property.

We have always been aware of the need of training in the three R's in our schools but our present need is a greater realization of providing for basic attitudes. All about us we hear the cry of juvenile delinquency. It is the duty of the school as the agency of all the people to institute a program that will develop strong, healthy civic ideas and capabilities. In a recent survey it was noted that "real productive activity as a great developer of pupil competence may be reviewed through many different windows, but there is probably no area where doing a job that needs to be done is more important than developing civic competence".¹

Time was when much useful knowledge could be learned through the school of experience but life has become so complex that learning can no longer be left to chance. "The guiding

1. What Schools Can Do, One Hundred And One Patterns Of Educational Practice, Metropolitan School Study Council, May, 1945. p.164.

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aim of educators today is to develop a definite set of social and civic attitudes in children. The final test in the accomplishment of this aim is the actual behavior of the pupils. . . their ability to get along together, their skill in managing their own clubs and organizations, their conduct in rooms, halls, assemblies, and cafeteria, their respect for persons and buildings".¹

The field of civic competency is of necessity a broad one, therefore the author has chosen only one area for concentration ---respect for rights and property. This has proven to be a hard area to define. For practical purposes it becomes necessary to give consideration to respect for rights and property as a holding in high regard or an appreciation of the worth and value of one's own personal possessions, the possessions of others---family, friends, neighborhood and community property whether it be play areas or public buildings.

To determine respect for rights and property the writer has constructed a test in which the attitudes of fifth grade children were determined by having them react to vicarious situations.

Aims of the test

1. To determine whether or not fifth grade children

1. What Education Our Money Buys, Educational Conference Board of New York State, October, 1943. p.23.

know the socially acceptable responses to many given situations.

2. To determine how nearly fifth grade children practice what they know to be correct.

3. To determine whether or not there is a difference in the responses of boys and girls.

4. To determine whether or not there is a difference in responses of children according to intelligence.

5. To determine whether or not there is a difference in the responses of children according to the occupational status of the father.

Chapter II

REVIEW OF THE LITERATURE AND RESEARCH

The ability to make social adjustments is said to be the real test of a normal person. Included within the area of social adjustment are respect for the rights of others and responsibility for property. Hatch has suggested rights of others to "include taking turns on the apparatus or in using materials, in talking, as well as respect for the property of others; walking through halls quietly and so forth".¹ He further states that "responsibility for property includes the care of the child's personal belongings, the care and correct use of materials common to all children; putting away materials; learning not to waste materials and not to use things belonging to others without first asking permission".²

According to Adams, "Constructive, intelligent training in regard to the handling of objects can begin at two years of age. This is the age at which a child first becomes absorbedly interested in the names of things and people and when he begins

1. Roy W. Hatch, Training In Citizenship, Charles Scribner's Sons, 1926, p.54.

2. Ibid.

REPORT

ANNUAL REPORT OF THE BOARD OF DIRECTORS

The Board of Directors has the honor to acknowledge the cooperation and assistance of the various departments of the company in the preparation of this report. The report is a summary of the activities of the company during the year and is intended to provide information to the stockholders and the public.

The company has achieved a number of important accomplishments during the year. The production of our products has increased significantly, and we have expanded our sales in new markets. We have also invested in research and development to improve our products and processes.

The financial performance of the company has been satisfactory. Our revenues have increased, and our expenses have been well controlled. We have maintained a strong position in the market and are confident in our ability to continue to grow and prosper in the future.

The Board of Directors is pleased with the progress of the company and is confident that we will continue to achieve success in the years ahead. We thank the stockholders and the public for their interest and support.

Respectfully,

 Chairman of the Board

to distinguish between himself and others....But if we adults expect a child to learn to have the proper respect for our possessions we must be willing to treat his with the same serious consideration. A child should have a few belongings he can regard as his own----to treat exactly as he wishes. These need not be elaborate or expensive----indeed they should not be. But they should be objects which the child wants and which he can use. Through possessive pride in his own belongings he will gradually acquire a respect for the property of others".¹

Morgan's idea follows very closely with the preceding when he says, "A child learns the right of property very early if he is properly guided".² However, if we expect children to react in a truly moral fashion we must be sure that they know the accepted standards of right and wrong. Norsworthy and Whitley believe that "Training in morality will include (1) instruction in desired standards, (2) the formation of ideas by empirical means and (3) opportunities to reason and to choose in matters of right and wrong conduct or else children cannot learn independence or will not acquire clear vision of

1. Grace Adams, The Psychology Of Young Childhood, Covici....Friede Publishers, New York, 1934. pp. 102-103.

2. John J. B. Morgan, The Psychology Of The Unadjusted School Child, Macmillan Company, New York, 1927. p. 271.

ethical values".¹

The question often arises as to what constitutes the standards of right and wrong behavior that society is to follow. Wickman has said, "What is acceptable behavior to one parent, teacher or school system may become unacceptable when the child passes into the control of another parent, teacher or school. No two families maintain the same requirements for the behavior of their children. The school may revoke the standards of conduct set up for a child in the home. The parent in turn often criticizes the teacher's requirements for the child's behavior. Racial, religious, educational customs and practices contribute heavily to differences in attitude toward individual behavior".²

Studies by Hartshorn, May et al conclude, "that from all the information available that there is little evidence of efficiency in the type of moral education offered by our religious and other organizations supposedly engaged in character training. Possibly they are too theoretical, too verbal, too general and too abstract and not sufficiently practical when it comes to the forming of all sorts of specific habits. Children learn factors involved in social adjustment

1. Naomi Norsworthy and Mary T. Whitley, The Psychology Of Childhood, Macmillan Company, New York, 1933. p. 318.

2. E. K. Wickman, Children's Behavior And Teachers Attitudes, The Commonwealth Fund, 1928. p. 143.

by meeting situations which call for actual responses. Ideals are not objects of aesthetic devotion so much as tools with which to shape conduct. The mere possession of a fine set of tools does not confer the ability to use them well. Practice in applying ideals is all important in the fashioning of character traits. A child will be motivated by the ideals and codes of that group, chiefly, to which, because of its small size he feels he belongs. Such codes are never mere verbal formulae but are emotionally tinged".¹

Watson's thesis is that "many character education programs are building with ineffective materials. Virtues are being presented as entities; one actor rather than the total objective moral situation is being focused; the most significant contributions of psychology to the problem are being ignored; final solutions of complex moral problems are being offered rather than the tentative ones which our information demands; and the methods, processes, and techniques for meeting moral situations are treated only incidentally. It is recommended that instruction instead of being centered around such fictitious entities as honesty, loyalty and so forth be given in terms of real life situations".²

1. Hugh Hartshorne, Mark A. May and Frank K. Shuttleworth, Studies In The Organization Of Character, Macmillan Company, 1930. p. 196.

2. G. B. Watson, "Virtues Versus Virtue" School And Society, 1927. pp. 286-290.

There is a debatable point however, regarding poor behavior and aggressive behavior which adds to the complexity of the problem. Qualities and traits of children do not lend themselves easily to measurement. Only at remote intervals and by indirect processes can we measure the more important traits and then the methods used are often unstandardized and unreliable.

Many kinds of behavior, now regarded as undesirable, are expressions of normal child activity, necessary for healthy development of the child but conflicting with adult standards of behavior. For example, docility in the teachers' mind is often to be preferred to aggressive behavior, but to the mental hygienist the docile child often presents a problem. Wickman's studies reveal that "Behavior problems are observed by teachers to occur more frequently in boys than in girls. An analysis of behavior in Cleveland revealed the same truth. The children were divided into those exceptionally well-adjusted, serious behavior problems and minor behavior problems. Survey results almost wholly proved that the characteristic of ideal behavior as defined by the teacher, tend almost wholly in the direction of complete submission to authority, order, routine and absence from any social tendencies that run counter to the teachers standards of classroom order. Such ideal conduct is to be found more often in girls than in boys and thus takes on the

distinguishing characteristic of girl behavior which by inference may be particularized as more compliant, more dependent, less active and less aggressive than the usual behavior of boys".¹ Chart V of the same study related to the behavior of children reported by teachers as frequently stealing money, food or articles of clothing indicates that 8.2% in 874 pupils were found guilty.

In a study conducted by the National Research Council, "stealing was considered as a form of aggressive behavior and related to the factors of chronological maturity and mental capacity. The cases used were children examined in the Psychiatric Clinic, St.Louis. A larger proportion of boys and girls were known to steal, and a larger portion known not to steal. Of children known to steal 34% had IQ's below 70, of those who did not steal 47% were below this level and in the group in which stealing was undetermined 58% were below 70. The chronological age of the three groups was about the same, but the mental age of children known to steal was 16 months above that of children who did not steal and 28 months above that of children about whom no stealing was reported. The differences between their chronological ages were not significant, but the differences between their mental ages

1. E. K. Wickman, op.cit., p. 61.

were significant".¹

Drs. Hartshorne and May in their Character Education Inquiry, found "the correlations between honesty and intelligence on the whole positive and high. It is estimated by them that if all honesty tests were combined on a large population of children, the correlation with intelligence would probably run as high as .60. As would be expected, the correlation between intelligence and moral knowledge are almost as high as between one intelligence test and another. They are equally as high as between intelligence and school achievement. They run in fact from .50 to about .90. This close relation between intellect and the abilities measured by these tests indicates what a strong part intelligence plays in the development of a child's social concepts and ability to make ethical discriminations.

The social and economic background of the children shows a very significant relationship to honesty and moral knowledge as it does also to intelligence. The social background of the children were measured by the Sim's score card for determining socio-economic levels. One of the items asks for the occupation of the parents of the children. When occupations are scaled according to their social levels by a modification of the Toussy scale, significant differences in honesty were

1. Child Development Abstracts And Bibliography, Committee on Child Development, National Research Council, Volume 2--No. 1, February, 1928.

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detected between children whose parents are engaged in the professional occupations and children whose parents are unskilled laborers. This is taken to indicate that the general and social and economic background of the child is an important factor in his honesty. It is also an important factor in his social attitudes and opinions, and also in his knowledges of right and wrong".¹

The school has a very important task in the clarification of ideas and in providing for experiences that will lead to the formation of desirable ideas and attitudes. Many subjects claim citizenship education as a primary objective, however, Wrightstone found a "negligible correlation between civic beliefs and emotional stability.....Girls were considered more conservative than boys".²

Longstreet measured "change in attitude toward patriotism, the Constitution and War in 250 junior and senior classes in American history. He found a definite change only where the teacher has made a specific effort to produce changed attitudes".³

1. Hugh Hartshorne, Character In Human Relations, Charles Scribner's Sons, New York, 1932. pp. 221-222.

2. J. Wayne Wrightstone, "Civic Beliefs and Correlated Intellectual and Social Factors", School Review, November, 1934.

3. R. J. Longstreet, "An Experiment With The Thurstone Attitude Scales", School Review, March, 1935.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and schemes undertaken, and the results achieved. The report concludes with a summary of the work done and the progress made during the year.

The second part of the report deals with the financial statement of the organization. It shows the income and expenditure for the year, and the balance sheet at the end of the year. It also shows the details of the various items of income and expenditure, and the reasons for the same. The financial statement is followed by a statement of the assets and liabilities of the organization, and a statement of the funds held by the organization.

The third part of the report deals with the administrative and other matters. It includes a statement of the staff and their work, a statement of the various committees and their work, and a statement of the various other matters which have come before the organization during the year. It also includes a statement of the various other matters which have come before the organization during the year.

The fourth part of the report deals with the various other matters which have come before the organization during the year. It includes a statement of the various other matters which have come before the organization during the year.

This conclusion tends to support Hartshorne's belief that "children acquire certain attitudes by mere association with persons holding these attitudes".¹ Decatur, as a result of her study concludes that "whatever civic values the schools do offer the pupils are attributed to the teachers rather to the course of study used and secondly that the aims are well set up but the courses do not develop the objectives. Analysis shows we think in ideals, but we teach facts".² Jones in his book sets forth the principle that "Every teacher is, and must be responsible for character training. Character is not something apart from life, an abstract quality or group of qualities which can be trained or developed in seclusion and then applied to complex life situations. Indeed, the opposite is true, and hence every activity of the classroom, of school life, or sports and clubs is character developing. To be effective, all such activities must be so organized as to develop desirable traits of character, that is traits that are desirable in the home, in social life and business..... School life is being transformed in many ways so as to provide a better medium for the development of those traits of character that are useful in society and essential to safe

1. Hugh Hartshorne, op. cit., p. 221.

2. Rena Althea Decatur-Thesis-Civic Values In The Social Studies, 1930.

The following is a list of the names of the persons who have been named in the above mentioned document, and who are known to the undersigned as having been named in the same.

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Witness my hand and seal this 1st day of [Month] 19[Year].

[Signature]

[Name]

leadership".¹

Storm after surveying numerous courses of study published since 1941 indicates that there has been more emphasis on civic competency in recent years. She says, "the school is an embryonic democracy where children find ways of working and playing together, learn to respect the rights of others and take part in experiences which provide opportunities to practice cooperation, perserverance and responsibility".²

Allport follows this same trend of thought when he offers "the school is preeminently the institution for socializing the individual.....Training to become a citizen is no less imperative than the acquisition of knowledge and vocational habits. Students should be given systematic instruction in the different aspects of social behavior".³

Clyde Moore presents the same idea more forcibly by saying "Education must change both individual and society for the better. The school is absolutely vital as a factor in securing for man the good government of himself and the natural and social world about him. It possesses the potential power needed. There is no question as to the infinite possibilities

1. Arthur Jones, The Education Of Youth For Leadership, McGraw Hill Book Company, 1938, pp. 193-237.

2. Grace E. Storm, "Trends In The Teaching Of Citizenship," Elementary School Journal, February, 1944. pp. 327-336.

3. Floyd H. Allport, Social Psychology, Houghton Mifflin Company, 1924. pp. 391-415.

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of education, but the responsibility for keeping the school ever a dynamic means to worthy social ends is sufficiently great to serve as a perpetual challenge to the most astute students of educational problems".¹

1. Clyde B. Moore, Citizenship Through Education, American Book Company, 1929. pp. 164-185.

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Chapter III

PLAN OF THE STUDY

The writer has attempted an investigation on respect for rights and property by administering a test to two-hundred sixty-eight fifth grade pupils. The initial step in the construction of the test was to give consideration to the social behaviors concerning respect for rights and property that should be meaningful to fifth grade children. Consideration was given to one's own property, that of others in the family and home, the neighborhood, the school and the community.

The items were contributed largely by children in the writer's fifth grade class. Ninety-three situations were considered and limited first by eliminating all deliberate wrong-doing. Of course this spoiled any number of situations, however, many could be re-worked for use. Secondly, situations not having too widespread a meaning were discarded. It appeared that many situations were peculiar to the particular group that contributed them. A third elimination was necessary when it became noticeable that many situations offered only two choices, a right or a wrong.

SECRET

The following information is being furnished to you for your information and guidance. It is the property of the Department of Defense and is to be kept confidential. It is not to be disseminated outside the Department of Defense without the express approval of the Director of Defense Security Information. This information is being furnished to you for your information and guidance. It is the property of the Department of Defense and is to be kept confidential. It is not to be disseminated outside the Department of Defense without the express approval of the Director of Defense Security Information.

Examples of situations thus discarded are:

Cecelia was keeping house for Mrs. Lane. She saw a cooked chicken in the pantry. Every once in awhile she would eat a small piece of chicken until at last she had eaten the greater part of the chicken.

What should Cecelia do? What do you think Cecelia did?

What would you do?

- a. Tell Mrs. Lane
- b. Say nothing
- c. Eat the rest and blame the dog
- d. Say she hadn't seen any chicken

This situation was discarded first, because it involved deliberate wrong-doing, and, secondly on the basis that not many children would encounter such a situation. It is possible also that a situation of this type would be putting ideas into the minds of children.

A second situation eliminated because it was peculiar to a particular area and also because the choice of right answer was too obvious, is the following.

Tommy and his pals were playing at the boatyard. They pulled up the anchor and let the boat drift away.

What should the boys do? What do you think the boys did?

What would you do?

- a. Get help

The first part of the report is devoted to a general
 description of the project and its objectives. It
 also includes a brief history of the organization
 and a list of the members of the committee.

The second part of the report is devoted to a
 detailed description of the work done during the
 year. It includes a list of the projects
 completed and a description of the progress made.

The third part of the report is devoted to a
 summary of the results of the work done during
 the year. It includes a list of the projects
 completed and a description of the progress made.

The fourth part of the report is devoted to a
 summary of the results of the work done during
 the year. It includes a list of the projects
 completed and a description of the progress made.

The fifth part of the report is devoted to a
 summary of the results of the work done during
 the year. It includes a list of the projects
 completed and a description of the progress made.

- b. Go after the boat
- c. Blame somebody else
- d. Run home.

The first test prepared for use consisted of thirty-two descriptions of situations concerned with respect for rights and property. The situation was followed by three questions

- 1. What should the child do?
- 2. What do you think the child did?
- 3. What would you do?

Each question was followed by four multiple choice answers. The same responses were used in different order after each question.

The test was then presented for the consideration of a Graduate Seminar Group in the Boston University School of Education. The question arose as to the advisability of using the three questions. It was agreed that the last question "What would you do?" was irrelevant. It was suggested that the child would have answered the question when he answered, "What do you think the child did?", for he would have been placing himself in the other child's position.

The test was re-written and submitted to the Seminar Group for validation. Each member checked the socially correct response and evaluated the choices offered. The writer then re-checked all items to discard any situations that were

questioned by two or more members of the group. At this time it was decided to have only three responses to select from. Thus, the completed test of twenty items evolved.

The tests were given to two-hundred sixty-eight fifth-grade pupils in the schools of five different cities and towns. A separate page with directions and a chart to be filled out by the teacher accompanied each set of tests. The tests were keyed by number thus the children did not have to sign their names to any paper. It was felt that a truer reaction was therefore obtained.

Directions. Read the story carefully. After you have finished read the question that asks what should the boy or girl do. In the blank at the right of the first question write the letter a, b or c whichever tells best what the boy or girl should do. Then read the second question that asks what you think the boy or girl did. In the blank at the right side of the second question write the letter a, b or c whichever tells best what you think the boy or girl did.

(Socially acceptable responses are indicated by the mark X.)

Here is a sample to work together.

While passing in the hall Harry found a nickel which he thinks was dropped by Mary.

What should Harry do?

- (a) Keep the nickel.
- (b) Give the nickel to Mary.
- (c) Leave the nickel on the floor.

What do you think Harry did?

- (a) Kept the nickel.
- (b) Gave the nickel to Mary.
- (c) Left the nickel on the floor.

1. John and Joe found a wallet containing \$500.00. The owner's name was in the wallet but the boys were undecided as to what to do with it.

What should the boys do? _____

- (a) Keep the money.
- X (b) Return the wallet to the owner.
- (c) Wait until a reward is offered.

What do you think the boys did? _____

- (a) Kept the money.
- (b) Returned the wallet to the owner.
- (c) Waited until a reward was offered.

2. Robert borrowed a book from school. His baby sister, Kathleen, marked the book with crayons.

What should Robert do? _____

- (a) Try to repair the damage.
- X (b) Tell the teacher.
- (c) Say it was that way when he borrowed it.

What do you think Robert did? _____

- (a) Tried to repair the damage.
- (b) Told the teacher.
- (c) Said it was that way when he borrowed it.

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part is a list of the names of the members of the committee.

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3. The third part of the document is a list of the names of the members of the committee.

4. The fourth part is a list of the names of the members of the committee.

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3. George and Bill had bought tickets to a football game. Their seats were reserved but when they arrived some other people were sitting in them.

What should the boys do? _____

- (a) Sit somewhere else.
- X (b) Call the usher.
- (c) Start a fight.

What do you think the boys did? _____

- (a) Sat somewhere else.
- (b) Called the usher.
- (c) Started a fight.

4. Joan was keeping house for Mrs. Symonds and fell asleep on the divan. A piece of gum, which she had been chewing, dropped from her mouth and stuck firmly to the cushion.

What should Joan do? _____

- X (a) Tell Mrs. Symonds.
- (b) Turn the cushion over.
- (c) Clean the gum from the cushion.

What do you think Joan did? _____

- (a) Told Mrs. Symonds.
- (b) Turned the cushion over.
- (c) Cleaned the gum from the cushion.

1. The first part of the document is a list of names.

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19. The nineteenth part of the document is a list of names.

20. The twentieth part of the document is a list of names.

21. The twenty-first part of the document is a list of names.

22. The twenty-second part of the document is a list of names.

5. Harold had shoveled Mrs. Carr's sidewalk after a heavy snowstorm. When he finished Mrs. Carr paid him \$.50. Harold was very disappointed.

What should Harold do? _____

- (a) Say that \$.50 wasn't enough.
- (b) Put the snow back on the sidewalk.
- X (c) Take the money and go home.

What do you think Harold did? _____

- (a) Said that \$.50 wasn't enough.
- (b) Put the snow back on the sidewalk.
- (c) Take the money and go home.

6. Charlie went to the store for his mother. The store was crowded and Charlie was in a hurry.

What should Charlie do? _____

- X (a) Wait his turn.
- (b) Say that he is next.
- (c) Ask some people if he could get ahead of them.

What do you think Charlie did? _____

- (a) Waited his turn.
- (b) Said that he was next.
- (c) Asked some people if he could get ahead of them.

1. The first section of the report is devoted to the study of the
theoretical aspects of the problem. It is shown that the

theoretical aspects of the problem are studied in the first section of the report.

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The second section of the report is devoted to the study of the

theoretical aspects of the problem. It is shown that the

7. The gang was playing baseball. It was Arthur's turn at bat and he hit the ball high into center field. Soon the boys realized that the ball had gone through Mrs. Brown's window.

What should the gang do? _____

- (a) Let Arthur take the blame.
- X (b) Offer to pay for the damage.
- (c) Run away.

What do you think the gang did? _____

- (a) Let Arthur take the blame.
- (b) Offered to pay for the damage.
- (c) Ran away.

8. Sam had lighted a fire which suddenly spread over a large field and almost damaged some nearby homes.

What should Sam do? _____

- (a) Run home.
- (b) Try to put it out.
- X (c) Call the fire department.

What do you think Sam did? _____

- (a) Ran home.
- (b) Tried to put it out.
- (c) Called the fire department.

1. The first part of the document is a list of names.

2. The second part of the document is a list of names.

3. The third part of the document is a list of names.

4. The fourth part of the document is a list of names.

5. The fifth part of the document is a list of names.

(a) The first name is John Doe.

(b) The second name is Jane Smith.

(c) The third name is Bob Johnson.

6. The sixth part of the document is a list of names.

(a) The first name is Alice Brown.

(b) The second name is Charlie White.

(c) The third name is David Green.

7. The seventh part of the document is a list of names.

8. The eighth part of the document is a list of names.

9. The ninth part of the document is a list of names.

(a) The first name is Emily Black.

(b) The second name is Frank Gray.

(c) The third name is Grace Blue.

10. The tenth part of the document is a list of names.

(a) The first name is Henry Red.

(b) The second name is Ivy Purple.

(c) The third name is Jack Orange.

9. Sylvia had loaned the class all of her Christmas ornaments for the school tree. When the children were removing the decorations a careless child knocked the tree over and all of the ornaments were broken.

What should the class do? _____

- X (a) Buy new ornaments for Sylvia.
- (b) Each child give Sylvia one of his ornaments.
- (c) Say that they are sorry.

What do you think the class did? _____

- (a) Bought new ornaments for Sylvia.
- (b) Each child gave Sylvia one of his ornaments.
- (c) Said that they were sorry.

10. Kenneth had received a knife for his birthday. One day he carved his initials into his desk at school. When he realized what he had done he was ashamed.

What should Kenneth do? _____

- (a) Try to fix the desk.
- X (b) Tell the teacher.
- (c) Say that somebody else carved his initials.

What do you think Kenneth did? _____

- (a) Tried to fix the desk.
- (b) Told the teacher.
- (c) Said that somebody else carved his initials.

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- (a)
- (b)
- (c)

... ..

- (a)
- (b)
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- (a)
- (b)
- (c)

... ..

- (a)
- (b)
- (c)

11. Mary Jane had gone to the drug store to make a phone call for her mother. The line was busy and when her nickel was returned she found a handful of change.

What should Mary Jane do? _____

- (a) Keep the money.
- (b) Leave it there.
- X (c) Take the money to the phone company.

What do you think Mary Jane did? _____

- (a) Kept the money.
- (b) Left it there.
- (c) Took the money to the phone company.

12. Donny had received a beautiful sweater for his birthday. His brother, John, liked Donny's sweater and thought he would wear it. Just as he was about to take it from the drawer he began to wonder whether or not he should wear the sweater.

What should John do? _____

- (a) Wear the sweater.
- X (b) Leave it alone.
- (c) Ask Donny's permission.

What do you think John did? _____

- (a) Wore the sweater.
- (b) Left it alone.
- (c) Asked Donny's permission.

11. The first part of the report is devoted to a general survey of the situation in the country.

The second part contains a detailed analysis of the economic situation, with special reference to the agricultural sector.

The third part deals with the social and cultural aspects of the country's development.

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(5) The second part contains a detailed analysis of the economic situation, with special reference to the agricultural sector.

(6) The third part deals with the social and cultural aspects of the country's development.

12. The second part of the report is devoted to a detailed analysis of the economic situation.

The third part deals with the social and cultural aspects of the country's development.

The fourth part contains a detailed analysis of the economic situation, with special reference to the agricultural sector.

The fifth part deals with the social and cultural aspects of the country's development.

(1) The first part of the report is devoted to a general survey of the situation in the country.

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(5) The second part contains a detailed analysis of the economic situation, with special reference to the agricultural sector.

(6) The third part deals with the social and cultural aspects of the country's development.

13. Lucy was talking on the phone and a voice asked her to please get off the phone as it was needed for an emergency.

What should Lucy do? _____

- (a) Keep on talking.
- X (b) Hang up.
- (c) Tell the other party to get off the line.

What do you think Lucy did? _____

- (a) Kept on talking.
- (b) Hung up.
- (c) Told the other party to get off the line.

14. During a snowball fight Harold's glasses were broken.

What should the gang do? _____

- X (a) Chip in and buy Harold new glasses.
- (b) Run away and leave Harold.
- (c) Say they are sorry.

What do you think the gang did? _____

- (a) Chipped in and bought Harold new glasses.
- (b) Ran away and left Harold.
- (c) Said that they were sorry.

1. The first part of the document is a list of names.

2. The second part of the document is a list of names.

(a) John Doe

(b) Jane Smith

(c) Robert Johnson

(a) Mary White

(b) David Brown

(c) Susan Green

3. The third part of the document is a list of names.

(a) Thomas Black

(b) Elizabeth Taylor

(c) Michael King

(a) Patricia Hill

(b) Christopher Lee

(c) Jennifer Adams

15. When Ed and Andy were washing Mr. Ryan's car Ed broke the windshield wiper.

What should Ed do? _____

- (a) Wait until Mr. Ryan asks him about it.
- (b) Call a repairman to fix it.
- X (c) Tell Mr. Ryan what happened.

What do you think Ed did? _____

- (a) Waited until Mr. Ryan asked him about it.
- (b) Called a repairman to fix it.
- (c) Told Mr. Ryan what happened.

16. Miss Morris, a fifth grade teacher, had borrowed a book from the library. Cynthia wanted to read the book and took it home. The following week the teacher was looking for the book. Cynthia had kept it so long she was ashamed to say that she had the book.

What should Cynthia do? _____

- X (a) Tell the teacher.
- (b) Keep the book.
- (c) Return the book to the library.

What do you think Cynthia did? _____

- (a) Told the teacher.
- (b) Kept the book.
- (c) Returned the book to the library.

1. The first part of the document is a list of names.

2. The second part is a list of dates.

3. The third part is a list of numbers (1).

4. The fourth part is a list of numbers (2).

5. The fifth part is a list of numbers (3).

6. The sixth part is a list of numbers (4).

7. The seventh part is a list of numbers (5).

8. The eighth part is a list of numbers (6).

9. The ninth part is a list of numbers (7).

10. The tenth part is a list of numbers (8).

11. The eleventh part is a list of numbers (9).

12. The twelfth part is a list of numbers (10).

13. The thirteenth part is a list of numbers (11).

14. The fourteenth part is a list of numbers (12).

15. The fifteenth part is a list of numbers (13).

16. The sixteenth part is a list of numbers (14).

17. The seventeenth part is a list of numbers (15).

18. The eighteenth part is a list of numbers (16).

19. The nineteenth part is a list of numbers (17).

17. When the boys at a summer camp were building a tennis court Stan broke one of the shovels.

What should Stan do? _____

- (a) Hide the shovel.
- X (b) Ask the gang to chip in and buy a new shovel.
- (c) Say it was broken before.

What do you think Stan did? _____

- (a) Hid the shovel.
- (b) Asked the gang to chip in and buy a new shovel.
- (c) Said it was broken before.

18. Larry had borrowed a map from the teacher to do some extra work. When he was using the map he tore it accidentally.

What should Larry do? _____

- (a) Buy a new map.
- X (b) Mend the map with scotch tape.
- (c) Say he didn't tear the map.

What do you think Larry did? _____

- (a) Bought a new map.
- (b) Mended the map with scotch tape.
- (c) Said he didn't tear the map.

Section 1: Introduction and Overview of the Project

1.1 Purpose and Objectives of the Study

1.2 Scope and Limitations of the Project

1.3 Methodology and Research Design

1.4 Organization of the Report

1.5 Summary of Key Findings

1.6 Conclusions and Recommendations

1.7 Acknowledgments

1.8 References

1.9 Appendix A: Additional Data

Section 2: Literature Review and Theoretical Framework

2.1 Theoretical Foundations of the Study

2.2 Review of Existing Research

2.3 Identification of Research Gaps

2.4 Development of the Theoretical Framework

2.5 Summary of Literature

2.6 Conclusions of the Literature Review

2.7 References

2.8 Appendix B: Literature Matrix

2.9 Appendix C: Glossary of Terms

19. When Nancy got on a crowded bus she noticed that a boy was using two seats, one for himself and one for his bundles.

What should Nancy do? _____

- (a) Remain standing.
- X (b) Ask the boy to move the bundles.
- (c) Move the bundles and sit down.

What do you think Nancy did? _____

- (a) Remained standing
- (b) Asked the boy to move the bundles.
- (c) Moved the bundles and sat down.

20. Joe had a paint cloth in his desk. Each day when he returned after the second period he found the paint cloth had been used by a boy in the other class.

What should Joe do? _____

- (a) Hide the paint cloth.
- X (b) Speak to the boy.
- (c) Allow the boy to use it.

What do you think Joe did? _____

- (a) Hid the paint cloth.
- (b) Spoke to the boy.
- (c) Allowed the boy to use it.

1. The first part of the document is a list of names and addresses. The names are written in a cursive hand, and the addresses are in a more formal, printed style. The list is organized into two columns, with names on the left and addresses on the right.

The second part of the document is a list of names and addresses, similar to the first part. The names are written in a cursive hand, and the addresses are in a more formal, printed style. The list is organized into two columns, with names on the left and addresses on the right.

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Directions for the Teacher

Read the directions on the test to the children as they read them silently. Have the children write their answers to the sample questions.

It is hoped that the child will give a truer reaction to the questions by not having to sign his name on the paper. Each test is numbered. While the children are at work get the number of each paper and fill in the information about the child taking the test on the blank supplied for this purpose.

1. Write the number of the test.
2. Write the word "boy" or "girl" in the second column.
3. Give the chronological age in years and months as of the day the child takes the test.
4. Fill in the column "Remarks" i.e., honest, stubborn, etc.
5. Check each paper to be sure child filled in the blank, "Write your father's occupation."

It is important to the findings of this study to have all the above information. Your cooperation is greatly appreciated.

Directions for the Teacher

Read the directions on the test to the children as they read them silently. Have the children write their answers to the sample questions.

It is noted that the child will give a direct reaction to the question by not giving to him his name on the paper. This case is unusual. While the children are at work get the number of each paper and fill in the instruction about the child taking the test on the blank supplied for this purpose.

1. Write the number of the test.
2. Write the word "boy" or "girl" in the second column.
3. Give the chronological age in years and months as of the day the child takes the test.
4. Fill in the column "Remarks" i. e., earnest, stubborn, etc.
5. Check each paper to be sure child filled in the blank.

Write your teacher's occupation.

It is important to the findings of this study to have all the above information. Your cooperation is greatly appreciated.

Chapter IV

ANALYSIS OF THE DATA

The purpose of this study was to determine the attitudes of fifth grade children regarding respect for rights and property. The studies which have been made from the tests administered to two-hundred sixty-eight pupils are:

1. A comparison of the total score responses to the question:
What should the child do? and What do you think the child did?
2. A comparison of the responses as given by boys and girls.
3. A comparison of responses according to intelligence levels.
4. A comparison of responses according to occupational status of the parent.

Tables summarizing the results are found in this chapter.

The purpose of the analysis was to determine whether or not fifth grade children know the correct response to situations regarding respect for rights and property and secondly, whether or not they act according to their knowledge of what is correct.

Table I

Comparison of the Choice of the Socially Acceptable Responses as to What the Child Should Do and What the Child Did.

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	268	14.15	2.80	.17			
Did	268	9.45	4.66	.28	4.70	.32	14.68

The mean of the two-hundred sixty-eight pupils on the twenty situations as to what they think the child should do is 14.15 compared with 9.45 as to what they think the child did. The Critical Ratio being 14.68 shows this difference statistically significant.

The low mean on the should situations reveals that in many cases the majority of the pupils did not know the correct response.

Table 1

Comparison of the results of the two trials in the case of the
 first trial and the second trial.

Year	Number of trials	Number of correct answers	Percentage of correct answers	Standard deviation
1931	20	14	70%	1.41
1932	20	14	70%	1.41

The mean of the two trials is 70% and the standard deviation is 1.41. The original data show that the difference between the two trials is not statistically significant.

The low mean of the second trial is due to the fact that in many cases the majority of the trials did not show the correct answer.

The data were analyzed to provide a comparison of the responses of boys and girls.

Table II

Comparison of the Sex Differences in the Choice of the Socially Acceptable Responses Relative to What the Child Did.

Sex	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Boys	156	9.62	4.90	.39			
					.48	.58	.82
Girls	112	9.14	4.57	.43			

The Mean of the boys on the twenty situations as to what they think the child did is 9.62 as compared with 9.14 for the girls. The Critical Ratio being .82 shows this difference not statistically significant. The chances are 32 in 100 that this represents a true difference in favor of the boys.

The data were analyzed to determine whether or not boys act according to their knowledge of what is correct.

Table III

Comparison of the Choice of Socially Acceptable Responses by Boys as to What the Child Should Do and What the Child Did.

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	156	13.73	2.87	.22			
Did	156	9.62	4.90	.39	4.11	.45	9.13

The Mean of the boys on the twenty situations as to what they think the child should do is 13.73 compared with 9.62 as to what the child did in each situation. The Critical Ratio being 9.13 shows this difference statistically significant.

The data were analyzed to determine whether or not there

was a significant difference in the amount of

Table III

Comparison of the effect of different levels of
nitrogen on the yield of dry matter in

Level of Nitrogen	Yield of Dry Matter (kg/ha)	Standard Error
0	10.7	0.3
10	12.8	0.3
20	14.1	0.3
30	15.2	0.3
40	16.3	0.3
50	17.4	0.3

The level of the effect of the nitrogen application on the

yield of dry matter was highly significant (P < 0.001)

and the yield increased with increasing level of

nitrogen applied. The critical value

The data were analyzed to determine whether or not girls act according to their knowledge of what is correct.

Table IV

Comparison of the Choice of Socially Acceptable Responses, as to What the Child Should Do and What the Child Did. *by Girls*

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	112	14.14	2.23	.22	5.00	.48	14.10
Did	112	9.14	4.57	.43			

The Mean of the 112 girls on the twenty situations as to what they think the child should do is 14.14 as compared with 9.14 as to what they think the child did in each situation. The Critical Ratio being 14.10 shows this difference statistically significant.

The first step in the process of determining the

of the various factors which are involved in

VI. CONCLUSION

It is

concluded that the various factors which are involved in

1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0
1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0

The first of the various factors which are involved in

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with the various factors which are involved in

The various factors which are involved in

conclusion.

Intelligence Quotients were provided by teachers. The IQ's were divided into three groups: 110 and above being the better than average ability group; 90-110 referred to as the average group; below 90 considered to be the low-ability group.

The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the better than average and the low ability groups.

Table V

Comparison of the Socially Acceptable Responses with the Responses of a Low Ability Group and an Above Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Low Ability	28	7.43	4.89	.94			
Above Average	78	9.36	4.51	.51	1.93	1.07	1.80

The Mean of the pupils of low ability on the twenty situations as to what they think the child did is 7.45 compared with 9.36 for the pupils with better than average ability. The Critical Ratio being 1.80 shows this difference not statistically significant. The chances are 93 in 100 that this represents a true difference in favor of the pupils with better than average ability.

Intelligence test results were provided by teachers. The
 10's were divided into three groups: 110 and above being the
 best, 90-100 being average ability group; 80-90 being below
 average group; below 80 considered to be the low-ability group.
 The data were analyzed to determine whether or not
 responses on various tests were related. The table below
 compares the high, average and low ability groups.

Table V

Comparison of the ability groups on the
various tests and on the low-ability
group in Table V.

Group	Number	Mean	Standard Deviation	Significance
High Ability	38	7.45	1.94	1.00
Average Ability	78	4.31	1.83	
Low Ability	38	2.45	1.07	1.00

The mean of the pupils of low ability on the twenty
 situations is so that they show the ability in 7.45 compared
 with 2.45 for the pupils with better than average ability. The
 difference being 1.00 shows this difference not statistically
 significant. The scores are 93 in 100 and this represents a
 two-fold difference in favor of the pupils with better than average
 ability.

The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the average-ability and the low-ability groups.

Table VI

Comparison of the Socially Acceptable Responses with the Responses of a Low Ability Group and an Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
Low Ability	28	7.43	4.89	.94			
Average Ability	66	10.07	5.08	.62	2.64	1.13	2.33

The Mean of the pupils of low ability on the twenty situations as to what they think the child did in each situation is 7.43 compared with 10.07 for the pupils of average ability. The Critical Ratio being 2.33 shows this difference not statistically significant. The chances are 98 in 100 that this is a true difference in favor of the average ability group.

The data were analyzed to determine whether or not
 differences in ability were significant. The table below
 compares the average ability for the low-ability group.

Table VI

Comparison of the ability of the low-ability group with the
high-ability group in a verbal ability group
 at grade V.

IQ Group	Mean	SD	Mean	SD	Mean	SD
Low Ability	83	10.07	83	10.07	83	10.07
Average Ability	83	10.07	83	10.07	83	10.07

The mean of the ratio of low ability on the twenty
 questions was 83.33. This indicates that the child did in each situation
 as well as the high-ability group. The critical ratio was 83.33. The
 ratio of 83.33 is compared with 10.07 for the ratio of average ability.
 The critical ratio being 83.33 shows the difference not
 statistically significant. The chances are 95 in 100 that the
 difference is favor of the average ability group.

The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the average-ability and the above-average ability groups.

Table VII

Comparison of the Socially Acceptable Responses with the Responses of an Average Ability Group and an Above Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
Average Ability	66	10.07	5.08	.62			
Above Average Ability	78	9.36	4.51	.51	.71	.81	.87

The Mean of the pupils of average ability on the twenty situations as to what they think the pupils did in each situation is 10.07 compared with 9.36 for the pupils with better than average ability. The Critical Ratio being .87 shows this difference not statistically significant. The chances are 61 in 100 that this is a true difference in favor of the average ability group.

The data were analyzed to determine whether or not
 responses of children vary with intelligence. The data were
 analyzed for gender-differences and for age-differences.

Table VII

Comparison of the results of the two groups of children
on the basis of intelligence.

Group	Mean	SD	N
High	13.5	1.2	15
Low	12.8	1.1	15

The mean of the pupils of average ability on the test
 is 13.5 and the mean of the pupils of low ability is 12.8.
 The difference between the two groups is 0.7. This
 difference is not statistically significant. The
 difference in favor of the average group is
 not significant.

The Occupational Group Status was determined by dividing the entire group into three smaller groups according to the occupation of the parent. The groups were

- I. Professional and Semi-professional
- II. Proprietors and Sales Clerks
- III. Domestic and Service.

The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Professional and Semi-Professional Workers with Proprietors and Sales Clerks.

Table VIII

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Groups I and II.

Occupational Group	Number	Mean	S.D.	S.E.D.	Diff.	S.E.D.	C.R.
I	32	10.90	3.78	.66	1.54		
II	103	9.36	4.74	.46		.86	1.79

The Mean of the pupils in Occupational Group I on the twenty situations as to what they think the child did in each situation is 10.90 compared with 9.36 for the pupils in Occupational Group II. The Critical Ratio being 1.79 shows this difference not statistically significant. The chances are 93 in 100 that this is a true difference in favor of Occupational Group I.

The present study was designed to determine the effect of the concentration of the parent on the rate of polymerization of styrene. The results are shown in Table I. The rate of polymerization was measured by the amount of polymer formed in a given time. The data were analyzed by the method of least squares and the results are shown in Table II. The rate of polymerization was found to be directly proportional to the concentration of the parent. The results are in good agreement with the results of other workers in this field.

Table I

Rate of polymerization of styrene as a function of the concentration of the parent

Concentration of parent (mole/l.)	Rate of polymerization (mole/l. hr.)
0.05	0.01
0.10	0.02
0.15	0.03
0.20	0.04
0.25	0.05
0.30	0.06
0.35	0.07
0.40	0.08
0.45	0.09
0.50	0.10

The results in Table I show that the rate of polymerization is directly proportional to the concentration of the parent. This is in agreement with the results of other workers in this field. The results are in good agreement with the results of other workers in this field. The results are in good agreement with the results of other workers in this field. The results are in good agreement with the results of other workers in this field.

The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Proprietors and Clerical Workers with Domestic Service.

Table IX

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Groups II and III.

Occupational Group	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
II	103	9.36	4.74	.46			
III	99	9.72	5.05	.50	.36	.68	.52

The Mean of the pupils in Occupational Group II on the twenty situations as to what they think the child in each situation did is 9.36 compared with 9.72 for the pupils in Occupational Group III. The Critical Ratio being .52 shows this difference not statistically significant. The chances are 40 in 100 that this is a true difference in favor of Occupational Group III.

The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Professional and Semi-Professional Status with Domestic Service.

Table X

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Status Groups I and III.

Occupational Group	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
I	32	10.90	3.78	.66	1.18	.82	1.43
III	99	9.72	5.05	.50			

The Mean of the pupils in Occupational Group I on the twenty situations as to what they think the child did is 10.90 compared with 9.72 for the pupils in Economic Group III. The Critical Ratio being 1.43 shows this difference not statistically significant. The chances are 85 in 100 that this is a true difference in favor of the pupils in Occupational Group I.

The data were analyzed by factorial analysis of variance. The results are presented in Table I. The results show that the differences between the two groups were highly significant. The results are presented in Table I.

Table I

Comparison of the relative frequency of responses with the responses of children whose parents are in occupational Group I and Group III.

Occupational Group	Group I	Group III	Group I	Group III	Group I	Group III
Occupational Group I	10.00	2.73	88	81	88	81
Occupational Group III	2.73	10.00	81	88	81	88

The mean of the pupils in Occupational Group I on the twenty situations as to what they think the child did is 10.00 compared with 2.73 for the pupils in Occupational Group III. The difference between the two groups is highly significant. The results are presented in Table I. The results show that the differences between the two groups were highly significant. The results are presented in Table I.

Chapter V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The purpose of this study was to analyze on a fifth grade level how successfully children distinguish between right and wrong regarding the rights and property of others.

Aims of the test

The aims of the test were:

1. To determine whether or not fifth grade children know how to distinguish between right and wrong.
2. To determine how nearly fifth grade children practice what they know to be correct.
3. To determine whether or not there is a difference in the responses of boys and girls.
4. To determine whether or not there is a difference in responses of children according to intelligence.
5. To determine whether or not there is a difference in the responses of children according to the occupational status of the father.

Procedure

An experimental study on respect for rights and property

1. Introduction

2. Objectives of the Study

3. Methodology

4. Results and Discussion

5. Conclusion

6. References

7. Appendix

8. Acknowledgements

9. Author's Biographies

10. Contact Information

11. Declaration of Interest

12. Funding Sources

13. Data Availability Statement

14. Ethics Approval

15. Conflicts of Interest

16. Author Contributions

17. Correspondence

18. Copyright

19. Open Access

20. Summary

21. Final Remarks

was conducted by administering a test to two-hundred sixty-eight fifth-grade pupils. The test contained items of correct social reactions and also personal reactions to the same situations. The tests were tabulated and the results checked. Tables were established.

Summary of findings

The following conclusions were obtained from the analysis of the study:

1. Fifth grade children do not have an adequate knowledge of the socially correct thing to do regarding the rights and property of themselves and others.
2. Fifth grade children do not react consistently with their knowledge of the socially correct thing to do regarding the rights and property of themselves and others.
3. There was no significant difference between the reactions of boys and the reactions of girls in answer to what the child should do and what the child did regarding the rights and property of themselves and others.
4. Intelligence of fifth grade children did not seem to be an important factor in the choice of responses regarding the rights and property of themselves and others.

THE UNIVERSITY OF CHICAGO
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RESEARCH ASSISTANT
JULY 1968 - JUNE 1970

1. THE STUDY OF THE CHEMISTRY OF THE
ORGANIC COMPOUNDS OF THE
ELEMENTS OF THE PERIODIC TABLE
AND THE EFFECTS OF THE
VARIABLES ON THE REACTIONS
OF THESE COMPOUNDS.

2. THE STUDY OF THE CHEMISTRY OF THE
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ORGANIC COMPOUNDS OF THE
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AND THE EFFECTS OF THE
VARIABLES ON THE REACTIONS
OF THESE COMPOUNDS.

5. Economic status of fifth grade children did not seem an important factor in the choice of responses regarding the rights and property of themselves and others.

Implications for teaching

The summary of findings indicates the following implications for teaching:

1. The training of all groups has been approximately the same regardless of sex, intelligence or occupational status of the parent.
2. There is a need for further training to bring children's actual behavior nearer to accepted social behavior.

Suggestions for further study

1. A study of other civic attitudes on the same grade level.
2. Administering the same test on lower and higher grade levels.
3. Administering the test to the same group after time has elapsed to see if there has been growth in civic attitudes.
4. Administering the test to another group and comparing the results.
5. A study to determine procedures that the school can

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3. The third part is a list of locations.

4. The fourth part is a list of events.

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19. The nineteenth part is a list of groups.

20. The twentieth part is a list of teams.

21. The twenty-first part is a list of squads.

22. The twenty-second part is a list of platoons.

23. The twenty-third part is a list of companies.

24. The twenty-fourth part is a list of battalions.

follow in the building of correct civic attitudes.

6. New or reorganized means and methods for advancement of civic education.

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MEMORANDUM
TO THE SECRETARY

- 1. The first item on the agenda is the report of the committee on the proposed changes to the constitution. The committee has recommended that the changes be adopted.
- 2. The second item is the report of the committee on the proposed changes to the rules of procedure. The committee has recommended that the changes be adopted.
- 3. The third item is the report of the committee on the proposed changes to the bylaws. The committee has recommended that the changes be adopted.
- 4. The fourth item is the report of the committee on the proposed changes to the articles of incorporation. The committee has recommended that the changes be adopted.
- 5. The fifth item is the report of the committee on the proposed changes to the charter. The committee has recommended that the changes be adopted.
- 6. The sixth item is the report of the committee on the proposed changes to the regulations. The committee has recommended that the changes be adopted.
- 7. The seventh item is the report of the committee on the proposed changes to the policies. The committee has recommended that the changes be adopted.
- 8. The eighth item is the report of the committee on the proposed changes to the procedures. The committee has recommended that the changes be adopted.

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ANNEXURE - I

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