

T H E S I S

**A STUDY OF THE AUDITORIUM PLAN
OF PROCEDURE**

Submitted by

W. Howard Bateson

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado Agricultural College
Fort Collins, Colorado

June 23, 1933

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.

COLORADO AGRICULTURAL COLLEGE

GRADUATE WORK

July 1933

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY W. Howard Bateson
ENTITLED A STUDY OF THE AUDITORIUM PLAN OF PROCEDURE

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE
MAJORING IN GENERAL EDUCATION

CREDITS 4

[Signature]
Advisor of Thesis

APPROVED [Signature]
Head of Department

Recommendation concurred in

Committee on Final Examination

Committee on Advanced Degrees

[Signature]
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]

[Signature]
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]

This thesis, or any part of it, may not be published without
the consent of the Committee on Advanced Degrees of the
Colorado Agricultural College

378.788
AD
1933
17

PREFACE

Many school authorities are confronted with the question of whether or not they should include auditorium procedures in the curriculum. The writer has been confronted with this problem as a teacher and as an auditorium administrator.

The value of the auditorium plan has never been determined subjectively and objectively. For these reasons the writer has chosen to make an investigation of educational opportunities provided by the auditorium plan. It is hoped that the results may be of value to those in charge of the administration of schools now maintaining the auditorium plan and to the school officials contemplating the adoption of the auditorium plan.

TABLE OF CONTENTS

	Page
CHAPTER I	
INTRODUCTION	5
The Problem	5
Background of the Problem	5
The Auditorium Plan	7
Auditorium Organization	9
CHAPTER II	
METHOD AND PROCEDURE	14
CHAPTER III	
OBJECTIVES OF THE AUDITORIUM PLAN	16
CHAPTER IV	
ATTAINMENT OF AUDITORIUM OBJECTIVES FROM STUDENT VIEWPOINT	23
CHAPTER V	
COMPARATIVE VALUE OF AUDITORIUM TRAINING FROM VIEWPOINT OF PARENTS	31
CHAPTER VI	
COMPARATIVE VALUE OF THE AUDITORIUM PLAN AS A TEACHING MEDIUM	45
CHAPTER VII	
SUMMARY	57
CHAPTER VIII	
CONCLUSION	63
APPENDIX	65
Original Questionnaire to Students	65
Original Questionnaire to Parents	70

CHAPTER I

INTRODUCTION

The problem of the present thesis is to study certain phases of the auditorium plan as they relate to pupils of junior high school age.

The objectives of the study are as follows:

1. To determine what are the auditorium objectives of a selected group of representative city school systems using this plan.
2. To determine whether these objectives are being carried out as determined by a special study of the operation of the plan in two school systems.
3. To determine whether parents consider the training such as the auditorium plan offers as being of significant value, as compared with other studies, in meeting problems of life.
4. To determine the measurable outcomes of the auditorium plan of procedure as compared with that of the regular classroom type of teaching, as applied to a specific subject.

BACKGROUND OF THE PROBLEM

Until recent years, according to Dr. H. C. McKown (1), education in most schools of America consisted solely of formal classroom exercises. Emphasis was placed upon

(1) McKown, H. C. Assembly and Auditorium Activities, page 1, MacMillan Co., Chicago, Ill. 1929.

methods of teaching rather than methods of learning, and mastery of subject matter was of primary importance. Little was said about the art and science of living together, and no opportunity for practice was provided. President Hibben of Princeton University referred to this change of emphasis when he pointed out that "to recite is to cite once more," "to tell, to repeat," and "that the present age has little use for this process," "that it wants men and women who think, not men and women who repeat what they have learned." As a result of an attempt to put into practice this newer ideal we come to a period when the terms, "socialized lesson," "extra-curricular activities," "guidance," and more recently, "auditorium procedure," appear as a part of the newer school program.

Pioneer leaders such as James M. Glass, C. O. Davis, William A. Smith, Charles R. Foster, Charles Spain, Paul W. Terry, H. C. McKown, Randall J. Condon, and Roswell C. Puckett, pointed out that the final objective of the junior high school program of studies must be to provide socialization on a scale so extensive that adolescent youth may find in the school itself the special field for their activities as junior citizens; that we have contented ourselves too long with talking about efficient citizenship, proper attitudes towards life, democracy in education and the ability to share in the experiences of others, and that students do not learn citizenship or adjust themselves in relation to others by merely hearing such

questions discussed; therefore, there must be a laboratory and this training must be given in the plastic adolescent age. As a result of this agitation the National Education Association Committee of Reorganization of the Curriculum advocated that "these activities must become integral parts of the program of studies." (1)

THE AUDITORIUM PLAN

Accepting this recommendation, the schools of Dallas, Texas, set up as early as 1922 a definite laboratory procedure known as the auditorium plan, and in 1925, Kansas City announced a similar system of procedure. Kansas City, after carrying on this work for several years stated their objectives to be: Training in practical citizenship thru the opportunity offered for self-expression, inculcation of those habits, attitudes, and ideals essential to good citizenship; and unification and coordination of all the school's efforts toward socialization.

This plan is essentially one of vitalizing all classroom procedure by making definite use of activities such as debates, dramatization, exhibitions and demonstrations. These activities are to be planned, organized and presented by the pupils with the guidance and supervision of the classroom teacher and a specially trained teacher. The auditorium becomes the unifying center in which the

(1) Cardinal Principles of Secondary Education. A Report of the Commission on the Reorganization of Secondary Education, appointed by the National Education Association, 1918. Bulletin 35.

results are presented thru pupil-directed programs. Since one of the ultimate objectives is citizenship, one important idea of the program is to give training in parliamentary procedure until thru practice pupils develop to the point where observance and enforcement of the rules of order becomes the natural thing to do, and because of this they are willing and able to carry on their activities in a systematic, orderly manner.

The results of the plan were sufficiently satisfactory to cause the plan to be adopted by many other cities. At the present time it is in use in over two hundred school systems that are widely scattered over the United States and Hawaii. While the general plan has remained the same in all cases, some relatively minor administrative differences as to organization have developed. This point will be illustrated by reference to the auditorium plan as administered in certain specific schools.

In the schools of Kansas City, Missouri, and Dallas, Texas, the plan is carried on in all of the grades, but in the Jefferson Junior High School of Dubuque, Iowa, auditorium procedure is not included in the elementary curriculum but is limited to grades seven, eight and nine. The Dubuque procedure also differs from the Dallas plan in the matter of preparation. In grades five to eight, Dallas divides the groups into two sections and one hour per week is used by each group for preparation. The other hour is devoted to presentation. In Dubuque there are two hours

of presentation, with preparation secured thru cooperative classroom activities, club sessions, and also individual groups which are taken from the auditorium and library classes to the auditorium practice room.

AUDITORIUM ORGANIZATION

The nature of the auditorium "setup" will depend upon the schedule of studies maintained within the school. In Dubuque, Iowa, each A and B division in grades seven, eight and nine assembles separately for an hour period twice a week. The groups vary in numbers from fifty to one hundred twenty-five. Experience seemingly has shown that an average group of pupils fewer than fifty does not present enough variation in personnel to provide sufficient leadership to make the work interesting over a period of ten months, and a group larger than one hundred twenty-five is too large to function efficiently.

Every six weeks a chairman and a secretary are elected. The chairman appoints standing committees such as: School Grounds, School Conduct, School Property, and Auditorium monitors; also weekly research committees are appointed. The members of each committee are then charged with definite duties, and the members of the class are registered for group projects. This registration process would be worked out previously by the auditorium director who has had each pupil fill in a "pupil analysis" blank either in his home room or during guidance classes. With

this detailed information available, the director would be able to group pupils of similar interests.

The project groups range in size from ten to twenty, and within each group ^{are} ~~is~~ placed at least two pupils who possess qualities of leadership. These groups are scheduled to present their projects on given dates. Altho the form of the projects would be prescribed (such as exhibitions, demonstration, illustrated lectures and dramatization) the nature of these activities is largely elective because the plan seeks to develop pupil responsibility thru supervised activities which provides a "freedom within the law" situation paralleling as nearly as possible American Democracy. The group meets and selects a chairman, who, in turn, appoints a Ways and Means Committee, a Property Committee, and a Presentation Committee. The Ways and Means Committee organizes the project and submits to the Property Committee a list of all needed materials. The Presentation Committee assumes the responsibility of presenting the project.

During the second meeting of the group the organization begins to function. The chairman calls the meeting to order, the salute to the flag is given, and roll call is taken thru home room monitors. Then the minutes are read and approved. The chairman calls for old business and some one moves that the committees report. Following the reports of the standing committees a discussion is carried on regarding the school grounds and property and

the conduct of the pupils. The chairman calls for new business which brings a motion for the program prepared for the day. The following is an actual program presented by a nine A group:

A demonstration how to prevent accidents.

Saxophone solo.

An original play consisting of a socialized project arranged by a civics class.

Harmonica solo.

Current events.

Report of the Research Committee.

Game leader activities.

Criticisms by the group and the teachers.

The item of the program called "game leader" is a plan to get into action as many pupils as possible. A game leader is a pupil who has been appointed by the chairman to explain and demonstrate to the group how to play a new game. Game leaders are frequently appointed in all grades of auditorium groups. The purpose of games is two-fold; first, in the seventh grade it serves as a good medium to get the new, inexperienced pupil accustomed to speaking from the stage; and second, it is a means of carrying out the principle that the muscular system of the adolescent revolts against long periods of inactivity.

The auditorium instructor in supervising and developing programs recognizes the fact that the adolescent is naturally restless, that he is passing thru rapid physical

and mental changes, and that he has not yet reached the stage of self-direction so necessary to concentrated study. Guidance is therefore extremely necessary because the auditorium teacher seeks to arouse within the student permanent intellectual interests which will enable the student to enter the third division of the school system with an eager desire to acquire specialized training made available by the senior high school curriculum.

This process of forming intellectual interests can best be illustrated by an example taken from a Dubuque classroom. For several days a nine A citizenship class had been attacking the problem of "How the Government Spends Money." Under the guidance of their teacher they had arranged the following topics: Education, public health, protection-- fire, police, courts, public improvements, administration.

In the usual classroom formal recitation, the cost of public education would be presented by the teacher or textbook but in the auditorium plan child-centered motives are being used for securing and evaluating this information. They are preparing a Leadership Assembly. They have assumed the responsibility of discovering the cost of operating their own school, and are going to present the results of their project to the student body. A Research Committee has interviewed the superintendent, secured the needed information, and has compiled the report. They know the cost of repairing and maintaining the building.

They have discovered the cost of supplies used by pupils, and they are going to convey this information to the entire school in an effort to get pupils to protect school property. The question has arisen as to how to present this in an interesting manner. Thinking with a purpose follows, and out of this emerges a well written play in the form of a court scene wherein the School Property Committee accuses a boy of wasting supplies.

Other items of this same unit of study would be worked out by the other auditorium groups in a somewhat similar manner but by different groups of students.

CHAPTER II

METHOD AND PROCEDURE

The problem of the present thesis centers around the question as to whether there is any agreement in common as to the objectives of auditorium training, and as to whether these objectives are being attained in practice. There is a further question as to whether these objectives are of comparable or of superior value as compared with certain other specific studies in meeting real life situations.

The present thesis, in considering the subjective part of the problem, proposes to determine what auditorium teachers have set up as auditorium objectives, what pupils who have had three years of auditorium training think they have received, and what citizens who were high school graduates and now engaged in various occupations, think about the need for this type of training as compared, on a basis of usefulness, with other specific subjects offered by the school.

The objective part of the present thesis proposes to compare, by means of an experimental group, the auditorium plan with the regular classroom type of teaching procedure, the comparison being made in terms of pupil accomplishment as regards fact knowledge acquired in a specific unit of study.

The details of the methods used in each division of

the study are presented briefly in the following sections:

1. To determine the auditorium objectives now in use in fourteen city school systems, a study was made, by the writer, of available literature. This study was supplemented by information secured by correspondence from thirteen cities and a personal visit made by the author to the other city.
2. To determine the value of auditorium training as noted by pupils who had received this training for three years, a questionnaire was checked by 522 pupils to secure their opinions.
3. To determine the comparative value of auditorium training as compared with other subjects offered by the school, a questionnaire was checked by 270 parents, to secure their opinions.
4. To determine the relative value of the auditorium plan of procedure as compared with the regular type of classroom instruction, a control group was established, and an objective test was administered, and the quantitative progress tabulated.

CHAPTER III

OBJECTIVES OF THE AUDITORIUM PLAN

Information as to the objectives of the auditorium plan was obtained from three sources; educational literature, a personal visit of the writer, and correspondence with those associated with specific school systems.

The auditorium objectives of fourteen cities are listed in "Auditorium Social Arts" by Miller and Chaffee, published in 1932. To prevent duplication of records only ten of these were used as listed by Miller and Chaffee. The objectives for Kansas City, Missouri, Dallas, Texas, and Detroit, Michigan, were obtained by direct correspondence. Those of Rochester, New York, were secured by a personal conference with school authorities in that city.

All of the cities selected had maintained the auditorium plan for a sufficiently long period of time to have reached a position where authorities in their publications referred to them as being representative of this type of procedure.

Miller and Chaffee in "Auditorium Social Arts," (1) list on pages 83 to 145, the auditorium objectives of the auditorium plan as carried on in the following cities as follows:

(1) Miller, H.G., and Chaffee, N.W.; Auditorium Social Arts. 1932.

Gary, Indiana

1. Development of group consciousness.
2. Development of pupil's ability to express clearly ideas and opinions in an audience situation.
3. Development of citizenship through practice.
4. Development of appreciation for the beautiful in music, literature and art.
5. Development of vocational guidance work through talks by business and professional men.
6. Development of personal guidance work by fixing the attention of pupils on matters common to all, such as health, cleanliness, community welfare, morals and manners.

Kansas City, Missouri

1. Development of practical citizenship thru the opportunity which the auditorium offers for self-expression.
2. Development within the child, habits, attitudes, and ideals essential to good citizenship.
3. Development of all the efforts which the school is making along socializing lines.

Dallas, Texas

1. Development of self-confidence.
2. Development of initiative, freedom and originality.
3. Development of ability to think in audience situations.
4. Development of pleasure. (We try to intersperse joyousness with the more serious subject matter).
5. Development of citizenship and school propaganda.

Long Beach, California

1. Development of citizenship through training and self-expression.
2. Coordination of all of the socializing efforts of the school.

Akron, Ohio

1. Development of citizenship activities.
2. Development of training in worthy use of leisure time.
3. Development of training in school spirit and discipline.
4. Development of visual instruction.
5. Development of self-expression.

6. Development and practice in group behavior and group effort thru correlation of school socialization.
7. Development of special talents.
8. Development of guidance; educational and vocational
9. Development of school and community propaganda.

Cleveland, Ohio

1. Development of interest in school subjects through dramatization.
2. Development of the child through visual education.
3. Development of the child through citizenship training.
4. Development of the child through training for leisure.

Atlantic City, N. J.

1. Development of interest in school subjects through dramatization.
2. Development of the child through outside speakers.
3. Development of the child through visual education.
4. Development of special talents.
5. Development of child socially through school club programs.
6. Development of child through health education.
7. Development of children through unification of grade divisions in socialized subject activities.

Plainfield, N. J.

1. Development of children through correlation, using visual education, phonograph, radio and other agencies.
2. Development of child through training in dramatics.

Atlanta, Georgia

1. Development of interest by motivation of tool subjects.
2. Development of self-responsibility.
3. Development of special talents.
4. Development of poise and self-control.
5. Development of training in health, courtesy and thrift habits.
6. Development of character.
7. Observance of special days.
8. Development of interest in school subjects through dramatization.

Providence, Rhode Island

1. Correlation and motivation.
2. Development of art appreciation.
3. Development of music appreciation.
4. Development of self-expression-- debating and dramatics.
5. Development of citizenship through training and practice.
6. Special days.
7. Development of character.
8. Development of school propaganda.
9. Development of the child through health and safety education.

Pittsburgh, Pennsylvania

1. Development of coordinating and socializing efforts of the school to secure group consciousness.
2. Development of character.
3. Development of personality.
4. Development of citizenship through practice and training.
5. Development of interest in school subjects through dramatization.
6. Development of the child through health and safety activities.

Detroit, Michigan

1. All auditorium activities have behind them the social motive.
2. Development of self-responsibility through practice.
3. Correlation and integration of the results of daily school experiences.
4. Development of self-control and self-appraisal by supplementing the work of other classes.
5. Special days.
6. Outside performers.
7. Development of school propaganda.
8. Development of character through education.
9. Development of the child through health and safety activities.
10. Worthy use of leisure time.
11. Development of self-government.
12. Development of appreciation in art and music.

Saginaw, Michigan

1. Development of oral expression thru group creative activities.
2. Development of situations to prevent, as far as possible, any occurrence of self-consciousness or mental incumbrances on the part of all pupils.
3. Development of treatment to suit drawbacks wherever found.
4. Development of a finer appreciation by cultivating thought and imagination thru creative expression in poetic readings, public speaking, and dramatic art.
5. Development of character thru indirect and direct moral instruction.

Rochester, New York

During the summer of 1930, the writer went to Rochester, New York, in quest of information regarding auditorium procedure. From the conferences and observation were secured the following objectives of the work as given in this school system:

1. Development of citizenship
2. Development of character.
3. Correlation and motivation.
4. Development of health activities.
5. Development of school activities.

The objectives of the fourteen schools were then tabulated and analyzed by E. R. Lorenz and the writer. The objectives are listed in Table I in the order of frequency.

TABLE I

Auditorium Objectives of Fourteen School Systems.

Objectives	Number of schools reporting
Development of group consciousness -----	9
Development of clear expression in audience situation	9
Development of practice in citizenship -----	9
Development of character through training -----	7
Correlation -----	7
Special day exercises -----	6
School propaganda -----	6
Civic guidance (health, cleanliness, community welfare, morals, manners) through various devices ----	5
Development of appreciation in art, music, etc. ----	5
Dramatization -----	5
Motivation -----	5
Development of self-responsibility -----	5
Leisure time training -----	4
Visual education -----	4
Training in health and safety -----	4
Development of special talents -----	3
Educational guidance -----	3
Development of poise and self control -----	3
Vocational guidance -----	2
Training in parliamentary law -----	2
Outside performers -----	2
School activities -----	2
Development of initiative and originality -----	1
Community propaganda -----	1
Clubs -----	1
Personality training -----	1
Devotional -----	1
Patriotic -----	1
Development of the individual in overcoming his handicaps -----	1

Nine schools list "group consciousness" and "practice in citizenship," seven list "character training," five "civic guidance," three "self-control," and five "self-responsibility." Since all of these intangible qualities are in part or in whole the same, it is evident that all fourteen schools have objectives that are of a social nature and that their attainment is to be secured thru group activities that are of a socializing nature.

Since the list of objectives of the auditorium are intangible qualities, in grouping them we were guided by the frequency of the qualities mentioned by the schools listed. and by purely subjective opinion in classifying them under the headings selected.

TABLE II

Frequency Distribution of the Objectives of the Auditorium Plan of Fourteen School Systems as Grouped Subjectively by the Writer.

1. Citizenship	
Group consciousness-----	9
Practice in citizenship -----	9
Character training -----	7
Self responsibility -----	5
Self control -----	3
	<u>33</u>
2. Self-expression	
Special talents -----	3
Clear expression in audience situation --	9
Personality training -----	1
Dramatization -----	5
	<u>18</u>
3. Motivation	
Correlation-----	7
Motivation-----	5
	<u>12</u>
4. Guidance	
Civic-----	5
Guidance-----	3
Outside speakers-----	2
	<u>10</u>

Summary of the Objectives of the Plan

The result of this arbitrary grouping indicates that the auditorium objectives common to most schools ranked in order of importance as given in the above table, are: Citizenship training, Self-expression, Motivation and Guidance.

CHAPTER IV
ATTAINMENT OF AUDITORIUM OBJECTIVES
FROM STUDENT VIEWPOINT

The two school systems of Dubuque, Iowa, and Brush, Colorado, were selected for making a study as to whether the listed objectives, as grouped, were being attained in practice. Dubuque was selected because the writer is employed in that system. Brush was selected because it maintains an auditorium plan that is typical of the usual procedure and was willing to cooperate in this study. Both selected schools have set up identical objectives which agree with the objectives of the fourteen schools whose objectives were determined, analyzed and grouped.

A questionnaire was constructed which covered all of the four main headings under which the auditorium objectives were grouped. This was prepared by the writer and re-checked by E. R. Lorenz. The purpose of this questionnaire was to secure an expression of unbiased student opinion as to the value of auditorium training. It was constructed in such a way as to enable the pupil to express his opinion as to the relative value of the different auditorium activities which had been used as the means of carrying out the attainment of the auditorium objectives. The questionnaire was then administered to 210 pupils of the Brush, Colorado, schools and 312 pupils

of the Dubuque, Iowa, schools who had received three years auditorium training. The questionnaire was administered during school time, and the pupils were not permitted to sign their names. (1)

The results of this questionnaire for both schools taken as one group based on the number of pupils answering each separate item, are found in the Appendix, pages 1 to 6. The results of this questionnaire calculated on a percentage basis of the total number of pupils answering each item, is given under Table III.

(1) This was done in order to secure an unbiased opinion.

TABLE III

Evaluation of Auditorium Training as Estimated Subjectively by Pupils.

CITIZENSHIP

Auditorium training helped me as follows:

	<u>Greatly</u>	<u>Some</u>	<u>None</u>
1. Understanding of parliamentary procedure, how to conduct a meeting, how to take part in a meeting.	46%	50%	4%
2. How to work with others in group projects or programs.	40%	52%	9%
3. How to organize and direct others in group projects or programs.	25%	55%	20%
4. Training in self-control, and a better understanding of self government.	33%	54%	13%
5. A better understanding of why we need rules of conduct to regulate large groups of people.	52%	40%	8%
6. A better understanding of the source of law, who makes the law.	29%	43%	28%
7. Training in self responsibility in caring for school property.	53%	40%	7%
8. Developed better school spirit, better understanding of the school.	53%	40%	7%
9. Helped to form worthwhile friendships.	42%	43%	15%
10. Helpful influence thru suggestions and association with auditorium teachers.	34%	52%	14%
11. A better spirit of fair play.	46%	41%	13%
12. Developed leadership, the ability to control groups and conduct meetings.	33%	52%	12%

	<u>Greatly</u>	<u>Some</u>	<u>None</u>
13. A better understanding of courts and court trials.	22%	44%	34%
14. A better understanding of the responsibilities of a leader, a better understanding of how people regard or act towards those placed in a position of authority.	44%	48%	8%
15. A better understanding of how to cooperate, to overcome and give up selfish interests for the welfare of the majority.	40%	51%	9%
16. A better understanding of the government and constitution of the United States.	24%	48%	28%
17. A better understanding of city government and welfare agencies thru committee trips down town, reports and current events.	24%	49%	27%
18. Developed interest in city, school, state and national problems of government.	24%	50%	26%
MOTIVATION			
1. More time and opportunity to use library books	31%	35%	34%
2. Made other studies more interesting by writing plays covering things studied, arranging demonstrations and illustrated lectures, debates, etc.	36%	40%	24%
3. Helped to acquire more interesting information about things studied in other classes by hearing reports, book reviews, etc.	35%	54%	11%
4. Helped to acquire more information by seeing slides, and preparing slides for use on the screen, moving pictures, etc.	35%	42%	23%
5. Increased interest in general knowledge of current events.	31%	54%	15%

	<u>Greatly</u>	<u>Some</u>	<u>None</u>
6. The use of various devices such as slides, illustrated lectures, oral reports, dramatizations, debates, radio programs, etc., helped fix knowledge of classroom subjects in mind so they were easier to remember.	40%	46%	14%
7. Helped to find new interests for use of leisure time.	30%	51%	19%
8. Increased desire to continue to attend school.	38%	40%	22%
9. Increased understanding of why other studies were important.	29%	56%	15%
10. Better understanding of the importance of acquiring a good education.	45%	45%	10%

SELF EXPRESSION

1. Increased ability to speak before an audience.	60%	32%	8%
2. Helped overcome self consciousness so that you felt more at ease when giving floor talks in other classes.	55%	35%	10%
3. Helped to overcome stage fright.	61%	30%	9%
4. Developed ability to meet people.	37%	46%	17%
5. Provided opportunity to display, and cultivate special talents such as dancing, music, acting, debating, etc.	35%	44%	21%
6. Helped overcome defects of speech.	33%	52%	15%
7. Improved ability to organize programs and materials and present in an interesting manner.	36%	53%	11%
8. Developed self-confidence.	35%	55%	10%
9. Improved oral use of English	41%	43%	11%

	<u>Greatly</u>	<u>Some</u>	<u>None</u>
10. Provided opportunity for initiative, to be original, to do things for yourself.	40%	49%	11%
11. Made good poise a desirable thing so that you took pleasure in appearing presentable in dress and manner before an audience.	43%	46%	11%
SELF EXPRESSION			
1. Improved voice quality and power.	33%	53%	14%
2. Helped acquire better vocabulary.	31%	53%	16%
3. Helped to learn to think and to express thoughts while standing before a group.	37%	53%	10%
GUIDANCE			
1. Provided greater knowledge of different types of work, trades, professions, etc.	42%	40%	18%
2. Provided better understanding of how people earn a living.	40%	41%	19%
3. Aroused interest in some special vocation.	39%	39%	22%
4. Provided opportunity to visit and observe workers and tradesmen engaged in their work, and to hear reports made by other pupils.	31%	48%	21%
5. Acquired a better understanding of your abilities, interests, talents and opportunities.	31%	55%	14%
6. Provided opportunity to hear speakers discuss their trades and professions.	36%	47%	17%
7. Gave an opportunity to secure information and advice regarding courses offered at senior high by hearing principals discuss your problems.	39%	39%	22%

	<u>Greatly</u>	<u>Some</u>	<u>None</u>
8. Made you think about what types of work you would like to enter, its advantages and disadvantages.	39%	41%	21%
9. Caused you to change your attitude towards some type of work you wanted to enter.	26%	36%	38%
10. Caused you to change your attitude toward your school so that you had a better appreciation of the value of a good education; so that you wished to go to senior high school.	45%	40%	15%

Summary of Table III

A study of the above table indicates student opinion on the extent to which the objectives given in Tables I and II were carried out. The results of this subjective evaluation show that the auditorium plan is significantly successful in training the individual to participate effectively in group activities as evidenced in citizenship items 1, 2, 4, 5, 8, 12, 14 and 15 of Table III; and that as a motivating source it functioned most effectively in stimulating interest in other subjects of the curriculum being a significant, specific aid to pupils in acquiring and remembering the content of other subjects as shown in motivation items 3, 6, 9 and 10 of Table III. It was also significantly successful in educational guidance.

When we consider items 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13 and 14 as tabulated under self-expression of Table III, it is evident that the auditorium procedure of Brush, Colorado, and Dubuque, Iowa, provide ample training in, and opportunity for self-expression.

Items 1, 2, 5, 6, 8 and 10 tabulated under Guidance, indicate that the guidance program was significantly successful.

CHAPTER V
COMPARATIVE VALUE OF AUDITORIUM TRAINING
FROM VIEWPOINT OF PARENTS

To secure an expression of opinion from adults, who had graduated from high school, and who were now the parents of high school pupils, as to the usefulness of auditorium training in comparison with other specific subjects offered by the school, the writer constructed a questionnaire which listed the auditorium objectives, and all of the subjects, offered by the school. Parents were asked to indicate, by placing check marks, the relative value of each item listed. Two hundred seventy copies of this questionnaire was delivered to parents and returned by pupils of grades ten, eleven and twelve. The basis of comparison made by parents was purely subjective opinion.

Subjective Evaluation by Parents of Auditorium Training as Compared with Other High School Subjects.

The predetermined auditorium objectives were listed along with all other high school subjects offered by the school in a questionnaire that would enable parents to express their unbiased opinion by placing check marks in the appropriate columns. In Column I they checked those subjects which they believed had been of least use to them. In Column II they checked those subjects in which they believed more training would have helped them to make more

progress in life. In Column III they checked those subjects which they thought should be offered to all pupils as a means of making society socially more efficient. These questionnaires were sent to the parents of pupils who attend the public schools of St. Cloud, Minnesota, Dubuque, Iowa, and Aurora, Illinois. Only the parents who were consulted in Dubuque were the fathers and mothers of pupils taking part in the present auditorium procedure. The questionnaires were answered by 270 parents, and the results were tabulated by E. R. Lorenz and re-checked by the writer.

Upon the following questionnaire form given in Table IV will be found the tabulated results of the parent's checking on a percentage basis. In the Appendix, pages 70 and 71, will be found the original tabulation as given by parents.

TABLE IV

Subjective Evaluation of the Comparative Value of
Auditorium Training and Other High School Subjects as
Listed by Parents.

Column I Least useful to the individual

Column II More training desired by the individual

Column III More training for everyone

Percentage is based on the
number answering each item

	I	II	III
English -----	6%	48%	46%
Latin or other language -----	42%	30%	28%
Arithmetic -----	20%	37%	43%

	I	II	III
Science-----	21%	41%	38%
History, American, European or other-----	28%	32%	40%
Geography-----	16%	35%	59%
Civil government, civics, citizenship, etc.	9%	33%	58%
Social problems -----	11%	33%	56%
Economics -----	14%	33%	53%
Vocational, commercial, shop, mechanical drawing -----	31%	42%	27%
Music-----	30%	30%	40%
Art-----	40%	30%	30%
Health, physiology, etc. -----	14%	29%	57%
Home economics, cooking, sewing, etc. ----	25%	27%	48%
Physical education, gymnasium games, exercise, etc. -----	21%	29%	50%
Algebra -----	61%	21%	18%
Geometry -----	62%	24%	14%
Public speaking -----	10%	46%	44%
Journalism -----	47%	36%	17%
Commercial law -----	36%	28%	46%
Parliamentary law -----	28%	35%	37%
Leadership, how to organize and direct others -----	5%	42%	54%
Cooperation, willingness and power to work with others -----	2%	32%	66%
Character education, training in self- control and self-responsibility -----	2%	26%	72%
More training to overcome self-conscious- ness -----	3%	38%	59%

	I	II	III
More training to overcome undesirable social traits -----	7%	29%	64%
More training in ability to meet people favorably -----	5%	37%	58%
More training in initiative and originality -----	5%	36%	59%
More training in constructive thinking -	4%	34%	63%
More training in poise and personality--	3%	35%	62%
Vocational guidance, and understanding of the advantages and disadvantages of the different vocations -----	13%	35%	52%
Educational guidance, an understanding of where and how to secure needed training -----	7%	33%	60%
More training in ability to apply book-learning to real life situations ----	7%	28%	65%
More training in how to participate effectively in group organizations, clubs, etc. -----	12%	31%	57%
More training in community interests ---	9%	22%	59%
More training in powers of self-expression -----	9%	29%	62%
More training in how to do research work, how to find needed information -----	10%	37%	53%
Training in safety education, prevention of accidents -----	8%	24%	68%
More training in broad-mindedness, tolerance, etc. -----	45%	23%	72%
More training in courtesy and orderliness	4%	22%	74%
Worthy use of leisure time -----	20%	33%	47%
More training in understanding the methods of public health, fire prevention, etc. -----	10%	22%	68%
More opportunity for training in special talents -----	9%	31%	60%

TABLE V

Ranking of Auditorium Objectives in Order of Importance from Greatest Usefulness to Least Usefulness as Compared with Other School Subjects as Rated by Parents According to Their Degree of Usefulness to Them; Based Upon Column I, Table IV.

Low percentage indicates high degree of usefulness.		Parents checking percentage of item as having been of least use to them.	
			I
(1)	Character education, training in self control and self-responsibility -----		2%
(2)	Cooperation, willingness and power to work with others -----		2%
(3)	More training to overcome self-consciousness -----		3%
(4)	More training in poise and personality ---		3%
(5)	More training in courtesy and orderliness		4%
(6)	More training in constructive thinking ---		4%
(7)	More training in broad-mindedness, tolerance, etc. -----		4%
(8)	More training in initiative and originality		5%
(9)	Leadership, how to organize and direct others -----		5%
(10)	More training in ability to meet people favorably -----		5%
11	English -----		6%
(12)	More training to overcome undesirable social traits -----		7%
(13)	Educational guidance, an understanding of where and how to secure needed training --		7%

(14)	More training in ability to apply book-learning to real life situations -----	7%
(15)	Training in safety education, prevention of accidents -----	8%
(16)	More opportunity for training in special talents -----	9%
(17)	More training in community interests -----	9%
18	More civil government, civics, citizenship, etc. -----	9%
(19)	More training in powers of self expression ---	9%
(20)	More training in understanding in methods of public health, fire prevention, etc. -----	10%
(21)	More training in how to do research work, how to find needed information -----	10%
(22)	Public speaking -----	10%
23	Social problems -----	11%
(24)	More training in how to participate effectively in group organizations, clubs, etc. -----	12%
(25)	Vocational guidance and understanding of the advantages and disadvantages of the different vocations -----	13%
26	Economics -----	14%
27	Health, physiology, etc. -----	14%
28	Geography -----	16%
(29)	Worthy use of leisure time -----	20%
30	Arithmetic -----	20%
31	Physical education, gymnasium games, exercise, etc. -----	21%
32	Science -----	21%
33	Home economics, cooking, sewing, etc. -----	25%
34	History, American, European or other -----	28%
	Journalism -----	
	Art -----	

*(35)	Parliamentary law -----	28%
(36)	Music -----	30%
37	Vocational, commercial, shop, mechanical drawing -----	31%
38	Commercial law -----	36%
39	Latin or other language -----	42%
40	Algebra -----	61%
41	Geometry -----	62%

Summary of Table V, Column I

In the opinion of 93 to 98 percent of those parents who answered Column I of this questionnaire, all other subjects checked were of less value to them than character education, training in cooperation, training to overcome self-consciousness and to acquire poise, personality, courtesy, ability to think constructively, tolerance, leadership, and the ability to meet people favorably, all of which are typical auditorium objectives. Forty-two to sixty-two percent found Latin, Geometry, and Algebra typical school subjects of least usefulness.

*Those numbered in parenthesis are based on auditorium objectives.

TABLE VI

Rank of Auditorium Objectives in Order of Importance from Greatest Usefulness to Least Usefulness as Compared with Other High School Subjects as Evaluated by Parents in Terms of Their Usefulness to the Individual in Progressing in Life; Based on Column II, Table IV.

High percentage indicates high degree of usefulness.	Percentage of parents checking item as to value in progressing in life.
1. English -----	48%
2. Public Speaking -----	46%
3. Vocational, commercial and mechanical drawing	42%
*(4) Leadership, how to organize and direct others	42%
5. Science -----	41%
(6) More training to overcome self consciousness	38%
(7) More training in ability to meet people favorably -----	37%
8. Arithmetic -----	37%
(9) More training in how to do research work ----	37%
(10) More training in initiative and originality	36%
11. Journalism -----	36%
(12) More training in poise and personality -----	35%
(13) Vocational guidance -----	35%
(14) Parliamentary law -----	35%
15. Geography -----	35%
(16) More training in constructive thinking -----	34%
17. Civil government, civics, citizenship, etc.	33%
18. Social problems -----	33%

19. Economics -----	33%
(20.) Educational guidance, an understanding of where and how to secure needed training -----	33%
(21.) Worthy use of leisure time -----	33%
(22.) Cooperation -----	32%
23. History -----	32%
(24.) More opportunity for training in special talents	31%
(25.) More training in how to participate effectively in group organizations, clubs, etc. -----	31%
26. Latin -----	30%
27. Music -----	30%
28. Art -----	30%
(29.) More training in powers of self-expression ----	29%
30. Health, physiology -----	29%
31. Physical education, gymnasium games -----	29%
(32.) More training to overcome undesirable social traits -----	29%
(33.) More training in understanding in methods of public health, fire prevention, etc. -----	29%
(34.) More training in ability to apply book learning to real life situations -----	28%
35. Commercial law -----	28%
36. Home economics, cooking, sewing -----	27%
(37.) Character education, training in self control and self responsibility -----	26%
(38.) More training in broad-mindedness, tolerance,	23%
(39.) Training in safety, education, prevention of accidents -----	24%
40. Geometry -----	24%

(41) More training in community interests -----	22%
(42) More training in courtesy and orderliness -----	22%
43. Algebra -----	21%

Summary of Table VI

Forty-eight percent of those answering Column II listed English and 46 percent listed public speaking above all other subjects as being the subjects in which more school training would have enabled them to make more progress in life, and 37 percent listed training in ability to meet people favorably, all of which are directly or indirectly related to the objectives of auditorium training. Thirty percent listed Latin, 24 percent listed Geometry and 21 percent listed Algebra.

* Those items in parenthesis are auditorium objectives.

TABLE VII

Rank of Order of Importance from Greatest to Least
Value of Auditorium Objectives as Compared with Other
Subjects Offered by the School, as Evaluated by Parents
as Being of Value to Society in Promoting the General
Welfare as Based on Column III, Table IV.

High percentage indicates
high degree of usefulness.

Percentage of parents
checking item as being of
most value in promoting
the general welfare.

* (1) More training in courtesy and orderliness -----	74%
(2) Character education, training in self control and self responsibility -----	72%
(3) More training in broad-mindedness, tolerance, etc -----	72%
(4) Training in safety education, prevention of accidents -----	68%
(5) More training in understanding in methods of public health, fire prevention, etc. -----	68%
(6) Cooperation, willingness and power to work with others -----	66%
(7) More training in ability to apply book learning to real life situations -----	65%
(8) More training to overcome undesirable social traits -----	64%
(9) More training in constructive thinking -----	63%
(10) More training in powers of self expression ----	62%
(11) More training in poise and personality -----	62%
(12) More opportunity for training in special talents	60%
(13) Educational guidance, an understanding of where and how to secure needed training -----	60%
(14) More training in initiative and originality ---	59%

15. Geography -----	59%
* (16) More training to overcome self-consciousness -----	59%
(17) More training in community interests -----	59%
(18) More training in ability to meet people favor- ably -----	58%
19. Civil government, civics, citizenship -----	58%
20. Health, physiology, etc. -----	57%
(21) More training in how to participate effectively in group organizations, clubs, etc. -----	57%
22. Social problems -----	56%
(23) Leadership, how to organize and direct others -----	54%
24. Economics -----	53%
(25) More training in how to do research work, how to find needed information -----	53%
(26) Vocational guidance, and understanding of the advantages and disadvantages of the different vocations -----	52%
27. Physical education, gymnasium games, exercises, etc. -----	50%
28. Home economics, cooking, sewing -----	48%
(29) Worthy use of leisure time -----	47%
30. English -----	46%
31. Commercial law -----	46%
32. Public speaking -----	44%
33. Arithmetic -----	43%
34. Music -----	40%
35. History, American, European or other -----	40%
36. Science -----	38%
(37) Parliamentary law -----	37%
38. Art -----	30%

39.	Latin or other language -----	28%
40.	Vocational, commercial, shop, mechanical drawing -----	27%
41.	Algebra -----	18%
42.	Journalism -----	17%
43.	Geometry -----	14%

Summary of Table VII

The first ten items listed indicate that from 74 percent to 58 percent of those answering these items believe that more training in character education, constructive thinking, self-expression, poise, personality, broad-mindedness, ability to meet people favorably, ability to apply book learning to real life situations, courtesy, originality, initiative, and cooperation are of more importance, with the exception of training in English and speech, in promoting the general welfare of all of the people than any of the regular subjects offered by the school.

* Those items in parenthesis are auditorium objectives.

CHAPTER VI
COMPARATIVE VALUE OF THE AUDITORIUM
PLAN AS A TEACHING MEDIUM

In considering the objective part of this work, control groups were established in the Jefferson School, Dubuque, Iowa, consisting of pupils paired on a basis of I.Q. (1) scholastic yearly average and daily attendance. In each paired group one pupil was placed who was receiving five hours per week regular work in 9 A Civics and an additional two hours per week in the auditorium. The other pupil of the pair was receiving two hours of auditorium training, but Civics was not offered to him.

The course of study for 9 A Civics includes a study of city, county, state and federal governments. About one-third of the time is devoted each year to a study of the Constitution of the United States and the Federal Government. The regular classroom method of instruction with emphasis upon socialized teaching procedure is followed in conducting the civics classes. The 9 A auditorium activities center largely upon guidance, dramatics, visual education, character education and government. About one-third of the time is devoted to a study of the Constitution of the United States. The method of auditorium procedure centers around pupil activities with emphasis upon methods of learning rather than methods of teaching.

(1) Kuhlmann-Anderson test was used.

An objective test, consisting of ninety-eight true-false and multiple choice items, covering the Constitution of the United States was constructed by the writer and the coefficient of reliability was determined to be .6922 by computation on the basis of the number of odd questions answered correctly as compared with the number of even questions correct. (The coefficient of correlation between the score and the I.Q. is .3440 .0661 as a means of comparison.) Although the coefficient is not high, the opportunity for working with groups was limited. The purpose of determining the coefficient of reliability was to make sure that the objective test really tested what it proposed to test. (These coefficients were computed by the Statistical Services Department of the State University of Iowa.)

Both classes and all pupils in paired groups were under the supervision of the same teacher, E. R. Lorenz. All pupils in the paired groups were subjected to the same auditorium projects as participators and auditors from September 15, 1932, to May 15, 1933. The same objective test given in September to all 9 A pupils enrolled in civics and auditorium was given in May, 1933, and the results tabulated by E. R. Lorenz, and re-checked independently by the writer.

Objective Evaluation of the Auditorium Plan as a Teaching Medium as Compared with the Regular Type of Classroom Teaching Procedure.

A total of seventy-four 9 A pupils were established as an experimental group under the direction of E. R. Lorenz. This group constituted the members of the 9 A Civics Class and a 9 A Auditorium Class. Within the seventy-four pupils there were seventeen sets of pupils paired according to I.Q., general scholastic average and yearly attendance. The I.Q. was secured by the Kuhlmann-Anderson test recommended by the Department of Tests and Measurements of Iowa State University. Within each pair, one pupil received five hours per week in civics and two hours a week in auditorium, the other pupil of equal ability was not given any time for civics, receiving only two hours a week in auditorium.

Both 9 A civics and auditorium classes were conducted by the same teacher so that all pupils of the experimental group were under the charge of the same teacher, and subjected to the same auditorium participation and the same classroom teaching method. The objective test consisted of ninety-eight items arranged in sections as true - false items and multiple choice items. The test was constructed by the writer and re-checked by E. R. Lorenz. This test was first administered September 15, 1932 and repeated May 15, 1933.

Since the number of items to be checked was large (ninety-eight) and the interval between the tests was eight months, it seems unlikely that practice-effect from the first to the second test could have contributed to the gain shown in the second test.

This objective test as given to this group reveals the progress made by each pupil as tabulated in Table VIII.

TABLE VIII

Tabulation of Results of Test Scores of Civics and Auditorium Pupils. Those whose names are underscored received civics and auditorium. Only seventeen of the twenty whose names are underscored were placed in the paired group as given in Table IX because the other three could not be matched on an equal basis with auditorium pupils.

<u>Name</u>	<u>Second test</u>	<u>First test</u>	<u>Gain</u>
Melvin Keller	78	40	38
<u>Harold Kamm</u>	84	40	44
Clarence Dally	64	40	24
Edna Hill	56	30	26
<u>Tony Trueb</u>	87	36	51
<u>Elmer Specht</u>	84	51	33
Ray Duttle	73	38	35
Jeanne Heitzman	84	51	33
<u>John Luedtke</u>	67	55	12
Mary Scharff	70	46	24
<u>Franklin Story</u>	72	24	48
<u>Armand Garhtwaite</u>	84	39	45
<u>Clifford Kohler</u>	78	51	27
Charles Scherrer	62	56	6
William Hayes	96	65	31
Mildred Puls	59	21	38
James Seeley	75	60	15

	<u>Second test</u>	<u>First test</u>	<u>Gain</u>
Phyllis Rhomberg	66	51	15
Ed Rang	98	69	29
<u>Natalie Krentz</u>	82	46	36
George Reavell	69	42	27
Lawrence Lubbers	72	47	25
Dorothy Westercamp	78	50	28
Harriet Schnieder	75	39	36
Catherine Larson	62	15	47
Robert Koehler	95	41	54
<u>Billy Gregory</u>	95	57	38
Wesley Baumhover	95	61	34
Harold Bock	71	52	19
Carl Gerstkamp	95	53	42
Eldred Ricketts	92	48	44
<u>Robert Steffen</u>	96	41	55
Ralph Quade	69	49	20
Donald Nank	72	35	37
Jeanette Meyer	54	55	1
Lucille Clark	67	40	27
Margaret Morgan	68	46	22
Ardith Wilson	54	32	22
Lorraine Tinkham	67	45	22
Gilbert States	85	53	31
June Arendt	55	55	0
Loretta Long	65	45	20
Doris Keller	83	50	33

	<u>Second test</u>	<u>First test</u>	<u>Gain</u>
Larrayne Hemstad	76	40	36
Clifford Canavan	76	49	27
Daniel Schmal	84	38	46
Evelyn Dykeman	77	28	49
<u>Clarence Whiter</u>	92	61	31
Viola Burgmeyer	72	63	9
Milton Ball	57	15	42
Oliver Brandt	94	52	42
<u>M. Hocking</u>	95	40	55
Cletus Krans	75	43	32
Audrey Wilson	49	33	16
Myrtle Kaufmann	77	39	38
<u>Jack Graham</u>	87	49	38
Harlow Haas	58	50	8
John Kohnen	70	48	32
<u>John Kropp</u>	88	54	34
Helen Kanavas	59	26	33
Erwin Schumacher	69	44	25
Robert Tropp	73	37	36
Herbert Hauly	85	55	30
<u>James George</u>	85	39	46
Bennie Aronson	82	52	30
<u>George Enos</u>	77	32	45
Robert Gilliam	69	42	27
<u>Charles Rusch</u>	96	52	44

	<u>Second test</u>	<u>First test</u>	<u>Gain</u>
Edna Atkinson	68	47	21
Celeste Lange	93	45	48
<u>Wesley Beck</u>	84	49	35
Jessie Dean	55	42	13
<u>Kenneth Morgan</u>	93	54	39
John Vrotsos	80	35	45

Summary of Table VIII

Those pupils who received both civics instruction and auditorium training made more progress than those who received only auditorium training. The quantitative degree of progress will be shown in the summary of Table IX.

TABLE IX

For the purpose of making a closer quantitative study of the effect of classroom instruction in civics to auditorium students, seventeen matched pairs were selected from Table VIII. The matching was based upon school attendance, academic grading, and the I.Q. These matched pairs are listed in Table IX. The first student of each pair (whose name is underscored) received class instruction in civics while the second did not.

The score in the first test as given in the tabulation is based upon an objective test covering the Constitution of the United States as given September 15, 1932, and the score in the second test was made May 15, 1933, when the test was repeated.

Tabulation of Scores of Experimental Group

Pairs	I.Q. Grade	Atten- dance	Score first test	Score second test
1. <u>Clifford Koehler</u> Lorraine Tinkham	102 D 102 C	84 94	51 45	78 67
2. <u>Billy Gregory</u> Celeste Lange	99 C 97 B	91 90	57 45	95 93
3. <u>Daniel Schmaltz</u> Lorraine Tinkham	102 C 102 C	89 94	38 45	84 67
4. <u>Jack Graham</u> Ed. Rang	110 C 109 C	90 86	49 69	87 98
5. <u>John Knapp</u> James Seeley	101 C 101 D	90 97	54 60	88 75
6. <u>Armand Carthwaite</u> Mary Scharf	102 D 102 C	89 92	39 46	84 70

	Pairs	I.Q. Grade	Atten- dance	Score first test	Score second test
7.	<u>Harold Kamm</u> Helen Kanavas	92 C 91 C	93 73	40 26	84 59
8.	<u>Tony Trueb</u> Mary Scharf	102 C 102 C	93 92	36 46	87 70
9.	<u>Clarence Whited</u> Herbert Hauth	114 B 116 B	90 88	61 55	92 85
10.	<u>George Enos</u> Robert Koehler	95 B 95 B	97 78	32 41	77 95
11.	<u>Chas. Rusch</u> Cletus Kraus	89 C 87 B	97 90	52 43	96 75
12.	<u>Robert Steffen</u> Eldred Rickets	95 C 94 D	88 96	41 48	96 92
13.	<u>George James</u> John Vrotsos	108 B 108 D	97 92	39 35	85 80
14.	<u>Elmer Specht</u> Cletus Kraus	85 C 87 B	92 90	51 43	84 75
15.	<u>Melvin Hocking</u> Donald Hank	104 C 103 C	91 96	40 35	95 72
16.	<u>Franklin Story</u> Clarence Dally	85 D 84 D	89 95	24 40	72 64
17.	<u>Wesley Beck</u> William Hayes	112 A 112 C	85 86	49 65	84 96

Summary of Table IX

The students whose names are underscored form the Auditorium and Civics Group (A. and C), while the rest form the Auditorium Group (a). As will be seen below the two groups were of approximately equal ability in the first test.

The means and their standard deviation (1) as well as the gains in the second test are as follows:

	A and C	A
1. First test	44.30 \pm 2.22	46.30 \pm 2.60
2. Second test	<u>86.35 \pm 1.64</u>	<u>78.41 \pm 2.96</u>
3. Gain (D)	42.05 \pm 2.76	32.11 \pm 3.23
4. Gain in D/σ_D (*2)	15.2 σ	9.9 σ
5. Gain in %	95 %	69 %

From line 5 we learn that the A and C group gained 95 percent in the second test over the first; the A group 69 percent. Thus 26 percent of the 95 percent gain could be attributed to the classroom instruction in civics, and 69 percent to the auditorium.

But for evaluating the gains and their difference more definitely, we need to inspect the values in line 4, in which each gain is represented by a difference between the means, the standard deviations of which are known, and by the standard deviation of the difference (obtained from the standard deviations of the means), the latter serving as a general unit of measure. Thus the A and C group gained about 15. σ ; the A group. 10. σ . From which 5 σ is attributed to classroom instruction in civics, and 10 σ to the auditorium.

(1) Standard Deviation (of the distribution):

$$\sigma = \sqrt{\frac{\sum (d^2)}{n}}$$

in which d = the difference between a score and the mean ($S - M$), \sum the sign of summation, and n the number of the scores.

*1 Standard Deviation of the mean

$$\sigma_M = \frac{\sigma}{\sqrt{n}}$$

*2 Standard Deviation of the difference between means

$$D = M_1 - M_2$$

$$\sigma_D = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2}$$

CHAPTER VII

SUMMARY

Until recently, the American system of education was confined to teaching of subjects. Little was said about the need for social training; the development of attitudes, ideals and skills was either entirely omitted or submerged as a secondary product.

Gradually through the efforts of educational leaders, a change was brought about which centered around a recommendation made by the National Educational Association committee on re-organization of the curriculum of the secondary school, that these activities be made an integral part of the progress of studies.

To carry out this recommendation, the schools of Kansas City, in 1925 and the schools of Dallas, Texas, in 1922 organized their work up to and inclusive of the eighth grade around the auditorium, using it as a unifying and correlating agency of all of the school's efforts toward socialization. This auditorium plan continued to grow, until, today, two hundred and seventeen cities in the United States and Hawaii have organized auditorium procedures.

The plan as organized centers around pupil-organized and directed activities such as dramatizations, debates and illustrated lectures. A plan of administration is provided wherein pupils work under project leaders in

committees and under other class officers such as a chairman and secretary. The teacher in charge of the auditorium keeps in contact with the classroom teachers and leads and supervises the activities of the pupils which are drawn largely from the subjects covered in their regular classes.

These project groups present the results of their effort in the form of auditorium programs during the auditorium period which in most schools is one hour twice a week.

During the time a program is being presented, a second project group of about ten pupils frequently meets in the practice room to organize another program. Preparation of programs is also secured through the co-operation of the librarian, club directors, and homeroom teachers.

There is a need to determine whether the objectives are the same for the various school systems that have organized auditorium procedure and whether the objectives are being attained.

The problem of the present thesis is to:

- (1) Determine whether there are auditorium objectives in common.
- (2) Determine the value of auditorium training as estimated by pupils who have had this training.
- (3) Determine the value of training such as the auditorium offers, in meeting problem of life, as estimated by parents.

- (4) Determine, by means of control groups, the probable comparative value of the auditorium plan as a teaching medium as compared with the regular classroom type of teaching procedure.

In carrying out the present study, fourteen representative cities were selected, and their auditorium objectives were secured by means of a study of available literature, correspondence and a personal visit. The objectives were compiled, and evaluated subjectively by the writer and E. R. Lorenz. It was found that the objectives could be arranged into groups as follows:

- (1) Citizenship training
- (2) Training in self-expression
- (3) Motivation
- (4) Guidance

Nine of the fourteen schools listed "group consciousness" and "practice in citizenship," seven listed "character training," five "civic guidance," three "self-control," and five "self-responsibility." Since all of these intangible qualities are in part or in whole the same, it is evident that all fourteen schools have objectives that are of a social nature and that their attainment is to be secured thru group activities that are of a socializing nature.

After the objectives had been grouped it was found that thirty-three items had been listed under the heading "citizenship," eighteen under "self-expression," twelve under "motivation," and ten under "guidance." This group-

ing was made according to the frequency of mention of the qualities by the fourteen schools studied, thus indicating that there is considerable uniformity as to order of importance of the objectives of the auditorium plan.

A questionnaire based on the predetermined objectives of the auditorium plan was submitted to five hundred and twenty-two pupils of the schools of Brush, Colorado, and Dubuque, Iowa, who had received three years' training in auditorium procedure. These pupils were asked to express their opinion as to the value of this training by placing check marks after listed items in specified columns which indicated the degree of value of each item.

To secure the opinions of parents as to the value of auditorium training as compared with other school subjects, a questionnaire was submitted to two hundred seventy, who expressed their opinion by means of check marks placed in specified columns.

The tabulated findings of both questionnaires indicated that auditorium training was of significant value to those who expressed their opinion.

A tabulation of the opinion expressed by the majority of the pupils indicated that the auditorium training as given in Brush, Colorado, and Dubuque, Iowa, was successful in training individuals to participate effectively in group activities, and that as a motivating source it functioned effectively in stimulating interest in other subjects of the curriculum; and that it provided a self-

expression and guidance.

It was the opinion of from 93 percent to 98 percent of the parents that all other subjects offered by the school were of less value than character education, training in cooperation, training to overcome self-consciousness and to acquire poise, personality, courtesy, ability to think constructively, and other auditorium objectives such as leadership, and the ability to meet people favorably. Forty-two to sixty-two percent of the parents who answered the questionnaire listed Latin, Geometry and Algebra as being of least usefulness.

To secure an objective evaluation of the comparative value of the auditorium plan as compared with the regular type of classroom teaching, an experimental group was established. Seventeen pairs of pupils were secured who were approximately equal in ability as based on their I.Q., yearly average scholarship and attendance.

An objective test, consisting of ninety-eight true - false and multiple choice items covering the Constitution of the United States was constructed and the reliability of the test determined by securing the coefficient of correlation between the number of odd questions answered correctly as compared with the number of even questions correct.

All thirty-four pupils in the paired experimental group were subjected for two hours a week to the same auditorium projects as participators and auditors from

September 15, 1932, to May 15, 1933. Seventeen of the thirty-four received an additional five hours instruction in civics each week. The same objective test covering the Constitution of the United States which had been given to these paired pupils September 15, 1932, was repeated May 15, 1933.

A quantitative statistical evaluation determined that 69 percent of the progress made by each pupil of the paired group was due to auditorium training, and 26 percent to classroom instruction.

CHAPTER VIII

CONCLUSION

The results of the study of the subjective phase of auditorium procedure indicates that although there is considerable variation as to objectives, the fourteen schools studied recognize a three fold plan for education; namely, knowing, doing and being, and that these schools place greater emphasis upon doing and being; and that the purpose of this emphasis is training and practice in the social arts of living effectively together. It also reveals that it is the opinion of five hundred twenty-two pupils who received auditorium training that this training has been effective in varying degrees in developing personality, self-control, leadership, group consciousness, group cooperation, tolerance, self-expression, and that it has enabled all of them to overcome some of their anti-social traits.

Since the results of the questionnaire to pupils indicates that they received practice and training in these qualities which benefited them, we therefore conclude that the auditorium plan of organization and procedure, as maintained in Brush, Colorado, and Dubuque, Iowa, is adequate as a means to carry out the commonly accepted objectives of the auditorium.

Since the results of the questionnaire to parents indicates, in the opinion of a reasonably large proportion

of the parents that there is a need for training in these personality qualities effective in meeting life situations we can conclude that auditorium objectives have been well chosen.

The results of the objective phase of this study indicate the value of auditorium procedure as a teaching medium. Since the gain made by the paired experimental group, as indicated in the tabulation given on page 55, shows 69 percent of the progress made was due to auditorium training and 26 percent to classroom instruction, we conclude that the auditorium plan as a teaching medium ranks high. When we compare the experimental group by taking the composite score for those who received civics and auditorium with the composite scores of those who received auditorium only, we conclude that auditorium procedure has a significant value as compared with the regular type of classroom teaching procedure; that auditorium procedure is of more value than regular classroom instruction as based upon this small sample as statistically evaluated on page 55.

APPENDIX

Citizenship

Auditorium training helped me as follows:

Mark X in proper square	Some	Greatly	None
1. Understanding of parliamentary procedure, how to conduct a meeting, how to take part in a meeting	255	238	19
2. How to work with others in group projects or programs.	269	208	45
3. How to organize and direct others in group projects or programs.	283	127	104
4. Training in self-control, and a better understanding of self government.	268	163	68
5. A better understanding of why we need rules of conduct to regulate large groups of people.	197	251	39
6. A better understanding of the source of law, who makes the law.	223	147	145
7. Training in self responsibility in caring for school property.	196	260	34
8. Developed better school spirit, better understanding of the school.	200	259	37
9. Helped to form worthwhile friendships.	212	207	75
10. Helpful influence through suggestions and association with auditorium teachers.	252	163	70
11. A better spirit of fair play	209	236	64
12. Developed leadership, the ability to control groups and conduct meetings.	266	183	58
13. A better understanding of courts and court trials.	223	112	170

	Some	Greatly	None
14. A better understanding of the responsibilities of a leader, a better understanding of how people regard or act towards those placed in a position of authority.	228	208	35
15. A better understanding of how to cooperate, to overcome and give up selfish interests for the welfare of the majority.	234	182	43
16. A better understanding of the government and constitution of the United States	233	118	136
17. A better understanding of city government and welfare agencies through committee trips down town, reports and current events.	241	117	131
18. Developed interest in city, school, state and national problems of government.	247	119	126
<u>Motivation</u>			
1. More time and opportunity to use library.	165	146	165
2. Made other studies more interesting by writing plays covering things studied, arranging demonstrations and illustrated lectures, debates, etc.	205	182	122
3. Helped to acquire more interesting information about things studied in other classes by hearing reports, book reviews, etc.	265	172	53

	Some	Greatly	None
4. Helped to acquire more information by seeing slides, and preparing slides for use on the screen, moving pictures, etc.	205	172	112
5. Increased interest in general knowledge of current events.	256	147	71
6. The use of various devices such as slides, illustrated lectures, oral reports, dramatizations, debates, radio programs, etc., helped fix knowledge of classroom subjects in mind so they were easier to remember.	223	198	68
7. Helped to find new interests for use of leisure time.	250	151	95
8. Increased desire to continue to attend school.	194	182	109
9. Increased understanding of why other studies were important.	278	143	73
10. Better understanding of the importance of acquiring a good education.	221	223	47
11. Better understanding of why school			
<u>Self-Expression</u>			
1. Increased ability to speak before an audience.	159	301	38
2. Helped over-come self consciousness so that you felt more at ease when giving floor talks in other classes	173	274	49
3. Helped to over-come stage fright	151	311	48
4. Developed ability to meet people.	226	179	82
5. Provided opportunity to display, and cultivate special talents such as dancing, music, acting, debating, etc.	218	174	107

	Some	Greatly	None
6. Helped over-come defects of speech.	253	161	75
7. Improved ability to organize programs and materials and present in an interesting manner.	258	176	55
8. Developed self-confidence.	272	174	52
9. Improved oral use of English	236	204	56
10. Provided opportunity for initiative, to be original, to do things for yourself.	238	194	53
11. Made good poise a desirable thing so that you took pleasure in appearing presentable in dress and manner before an audience.	228	213	52
12. Improved voice quality and power.	260	161	71
13. Helped acquire better vocabulary.	250	148	75
14. Helped to learn to think and to express thoughts while standing before a group.	258	179	52
<u>Guidance</u>			
15. Provided greater knowledge of different types of work, trades, professions, etc.	194	202	84
16. Provided better understanding of how people earn a living.	203	198	94
17. Aroused interest in some special vocation.	179	179	99
18. Provided opportunity to visit and observe workers and tradesmen engaged in their work, and to hear reports made by other pupils.	225	146	98
19. A better understanding of your abilities, interests, talents and opportunities.	260	145	69

	Some	Greatly	None
20. Provided opportunity to hear speakers discuss their trades and professions.	222	170	78
21. Opportunity to secure information and advice regarding courses offered at senior high by hearing principals discuss your problems.	195	195	104
22. Made you think about what type of work you would like to enter, its advantages and disadvantages.	186	179	94
23. Caused you to change your attitude towards some type of work you wanted to enter.	163	117	175
24. Caused you to change your attitude toward school so that you had a better appreciation of the value of a good education; so that you wished to go to senior high school.	180	202	69

Dear Parent:

You have been out of school for many years. You have faced the realities of life. You have been trying to attain success and happiness. You have had to deal both with yourself and others. How well prepared for life were you as a result of your school training? If you could begin all over again, what changes in the courses offered by the school would you demand? Kindly indicate your choice below:

In column I check those which have been of least use to you. In column II check those in which you think more training would have helped you to make more progress in life. In column III check those in which you think training for everyone should be given more time and consideration as a means of making this world a better place to live in and in which all may live to their fullest capacity.

	I	II	III
English -----	16	124	117
Latin or other language -----	102	74	68
Arithmetic -----	41	75	85
Science -----	49	95	87
History, American, European or other -----	60	69	84
Geography -----	40	60	140
Civil government, civics, citizenship, etc. -----	23	80	137
Social problems -----	23	73	121
Economics -----	29	71	111
Vocational, commercial, shop, mechanical drawing -----	68	91	59
Music -----	65	66	86
Art -----	81	62	62

	I	II	III
Health-----	31	67	132
Home economics, cooking, sewing, etc. -----	46	53	89
Physical education, gymnasium games, exercise, etc. -----	43	60	102
Algebra -----	124	42	36
Geometry -----	119	46	26
Public speaking -----	24	113	110
Journalism -----	70	54	26
Commercial law -----	60	46	59
Parliamentary law -----	52	64	69
Leadership, how to organize and direct others -----	11	85	110
Cooperation, willingness and power to work with others -----	5	70	143
Character education, training in self-con- trol and self-responsibility -----	4	64	179
More training to overcome self-consciousness	8	89	139
More training to overcome undesirable social traits -----	14	56	123
More training in ability to meet people favorably -----	13	98	154
More training in initiative and originality	11	87	144
More training in constructive thinking ---	10	91	109
More training in poise and personality ---	8	89	157
Vocational guidance, and understanding of the advantages and disadvantages of the different vocations -----	31	83	121
Educational guidance, an understanding of where and how to secure needed training	14	62	115
More training in ability to apply book- learning to real life situations -----	16	64	151
More training in how to participate effec- tively in group organizations, clubs, etc	24	63	116
More training in community interests -----	20	48	131
More training in powers of self-expression	24	78	167
More training in how to do research work, how to find needed information -----	19	71	104
Training in safety education, prevention of accidents -----	16	47	132
More training in broad-mindedness, toler- ance, etc. -----	10	50	155
More training in courtesy and orderliness	8	44	149
Worthy use of leisure time -----	17	28	40
More training in understanding in methods of public health, fire prevention, etc.	19	40	124
More opportunity for training in special talents -----	19	67	130

Do not sign your name, but please indicate your occupation

My occupation is _____

ABSTRACT

A STUDY OF THE AUDITORIUM PLAN OF PROCEDURE

W. Howard Bateson

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.

INTRODUCTION

Until recently, the American system of education was confined to teaching of subjects. Little was said about the need for social training; the development of attitudes, ideals and skills was either entirely omitted or submerged as a secondary product.

Gradually through the efforts of educational leaders a change was brought about which centered around a recommendation made by the National Educational Association committee on re-organization of the curriculum of the secondary school, that these activities be made an integral part of the program of studies.

To carry out this recommendation, the schools of Kansas City, Missouri, in 1925, and the schools of Dallas, Texas, in 1922, organized their work, up to and inclusive of the eighth grade, around the auditorium, using it as a unifying and correlating agency of all of the school's efforts toward socialization. This auditorium plan continued to grow, until today, two hundred and seventeen cities in the United States and Hawaii have organized auditorium procedure.

The plan as organized centers around pupil-organized and directed activities such as dramatizations, debates and illustrated lectures. A plan of administration is provided wherein pupils work under project leaders in

committees and under other class officers such as a chairman and secretary. The teacher in charge of the auditorium keeps in contact with the classroom teachers and leads and supervises the activities of the pupils which are drawn largely from the subjects covered in their regular classes.

These project groups present the results of their effort in the form of auditorium programs during the auditorium period which in most schools is one hour twice a week.

During the time a program is being presented, a second project group may meet in the practice room to organize another program. Preparation of programs is also secured through the co-operation of the librarian, club directors, and homeroom teachers.

The time has come when there is a need to determine whether the objectives are the same for the various school systems that have organized auditorium procedure and whether the objectives are being attained.

The different phases of the problem of the present thesis are:

- (1) To determine whether there are auditorium objectives in common.
- (2) To determine the value of auditorium training as estimated by pupils who have had this training.
- (3) To determine the value of training such as the auditorium offers, in meeting problems of life, as estimated by parents.

- (4) To determine, by means of experimental groups, the probable value of the auditorium plan as a teaching medium as compared with the regular classroom type of teaching procedure.

In carrying out the present study, fourteen representative cities were selected, and their auditorium objectives were secured by means of a study of available literature, correspondence, and a personal visit. The objectives were compiled, and evaluated subjectively by the writer and E. R. Lorenz. Although there was considerable variation in the objectives of the auditorium plan of the fourteen schools, it was found that there was a uniform agreement so that the objectives could be arranged into groups as follows:

- (1) Citizenship training
- (2) Training in self-expression
- (3) Motivation
- (4) Guidance

A questionnaire based on the predetermined objectives of the auditorium plan was submitted to five hundred and twenty-two pupils of the schools of Brush, Colorado, and Dubuque, Iowa, who had received three years' training in auditorium procedure. These pupils were asked to express their opinion as to the value of this training by placing check marks after listed items in specified columns which indicated the degree of value of each item.

To secure the opinions of parents as to the value of auditorium training as compared with other school subjects,

a questionnaire was submitted to two hundred seventy parents, who expressed their opinion by means of check marks placed in specified columns. All of the parents were, themselves, high school graduates.

The tabulated findings of both questionnaires indicated that auditorium training was of significant value to those who expressed their opinion.

To secure an objective evaluation of the comparative value of the auditorium plan as compared with the regular type of classroom teaching, an experimental group was established. Seventeen pairs of pupils were secured who were approximately equal in ability as based on their I.Q. yearly average scholarship and attendance. One pupil in each pair was given, during the school year, five hours a week of regular classroom civics instruction and two hours a week in auditorium training. The other pupil of each pair received only the two hours in auditorium training. Each pupil of each pair was given a true - false and multiple choice objective test covering the Constitution of the United States at the beginning of the school year to determine his knowledge of this unit of work. This test was repeated at the close of the school year to determine the progress made by each pupil of each pair.

All pupils in this experimental group were under the direction of the same teacher, and each pupil was given the same amount and opportunity for participation in the same auditorium activities. One third of the year's work in the

auditorium class was devoted to pupil organized projects centering around the Constitution of the United States, while one third of the year's work in civics was devoted to a study of the Federal Government and the Constitution of the United States.

The method used in civics and auditorium were essentially different. In civics emphasis was placed on instruction through teaching methods, while in the auditorium the emphasis was placed upon methods of learning based upon pupil activities.

SUMMARY AND CONCLUSION

The results of the study of the subjective phase of auditorium procedure indicates that although there is considerable variation in the objectives of the auditorium plan of procedure the modern school of today in offering auditorium training recognizes a three-fold plan for education; namely, knowing, doing, and being; and places emphasis upon doing and being; for the purpose of providing training and practice in the social arts of living effectively together.

It also shows that in the opinion of five hundred and twenty-two pupils auditorium training as given in the schools of Brush, Colorado, and Dubuque, Iowa, was effective in developing personality, self-control and leadership, and that it enabled them to overcome anti-social traits by providing training in the social arts of living together.

Since the results of the questionnaire to two hundred and seventy parents indicated that they felt the need of training in these social arts in meeting life situations, the writer therefore concludes that auditorium objectives have been well chosen.

Since the results of the questionnaire to pupils indicated that they received practice and training in these social arts which benefited them, the writer, therefore, concludes that the auditorium plan of organization

and procedure as maintained in the schools of Brush, Colorado, and Dubuque, Iowa, is adequate as a means to carry out the objectives of the auditorium.

The tabulated results statistically compiled showed that as a teaching medium the auditorium plan is more effective than the regular type of classroom instruction. It was determined that in the case of the experimental group, 69 percent of the progress was due to auditorium procedure and 26 percent to regular classroom instruction.