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SCHOOL ADMINISTRATION VIEWED VIA SELF-REPORTED
PUPIL ATTITUDES

A Thesis

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Master of Arts

by

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

There has been, during the last few years, an increasing awareness of the importance of attitudes as they affect the child and his ability to learn. The educator has come more and more to realize that attitudes play a vital part in this total learning process. Therefore, if the school is to accept the responsibility for teaching the whole child, there would appear to be a need for the study of attitudes and their relationship to learning. The growing demands on the administrator have created additional problems in the area of the teaching principal. Attitudes conducive to a wholesome co-operation and acceptance of responsibility have shown the need for a better understanding of and the work with attitudes.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to attempt to assess whether the attitudes of eighth grade students over a period of eight years affected their behavior and learning in school. Answers to questions concerning attitudes were to be evaluated in terms of student self-reports. Questions relating to the problem of investigation were concerned with (1) whether the attitudes affected

the behavior and learning of the students; (2) whether they believe that negative attitudes were changed toward the positive; (3) whether the attitudes changed so that each child benefitted; and (4) whether the work with attitudes was of value to the teaching principal.

Significance of the problem. The development of character along with a desire for knowledge is a prerequisite for each individual who would mature to the fullest extent. Attitudes "actually are a part of an individual's own personality", as the Crows have observed.¹ They are broader in scope and more passive in nature than are interests. They are set responses, but more or less persistent sets to respond in given ways to objects or situations. Therefore, the concept of attitudes would relate the individual to any aspect of his environment which has values for him, values either positive or negative.²

In the teaching program which preceded the study an attempt was made to give value to situations such as the relegating of responsibility to pupils, discussion of personal

¹Lester D. Crow and Alice Crow, Educational Psychology (New York: American Book Company, 1948), pp. 240-41.

²Karl C. Garrison and J. Stanley Gray, Educational Psychology (New York: Appleton-Century-Crofts, Incorporated, 1955), p. 162.

problems of pupils, school-wide policies considered with the pupils, and participation in self-discipline. These would call for definite responses over a period of time, increasing desirable sets or changing undesirable and negative sets. Emphasis was placed upon learning within all areas, for it was felt that if attitudes could be assessed and guided in the positive direction, each child would progress more rapidly. The acceptance of each student by his peers and contemporaries was constantly kept in mind. Consequently observations, consultations, individual and group discussions were aimed toward the creation of confidence in the positive attitude for self-improvement.

Assumptions and limitations. This study was undertaken in two small elementary schools in Wilkes County, North Carolina. In general the communities seemed to take little interest in the schools or their programs. At the first school there was a brick veneer building with no central heating system, marked walls, torn up books, and a general disregard for property.

In the second school where the study was continued for the past four years, the community was generally opposed to the school as it existed. As a result of such opposition the children were being taken out during the year and often sent to a school in a neighboring county. The children

showed little pride in their school as a place of education.

It became the purpose of the teaching principal in each instance to find ways to improve the schools; the idea which was stressed was that a change in attitudes could create schools wherein the children would have pride. There was also a further belief that this pride and the attitudes of the children would reflect themselves in the community, and learning could become a pleasure by creating a desire in each individual to know.

Through the co-operation of the County Superintendent, the local committee of each school, the principal and the teachers, plans were worked out to improve the curriculum and the physical plant. Of most importance, however, was the decision to include the children and their ideas in each step. Each child was to be guided through the appraisal of his attitudes. An effort was to be made to find what effect the change in attitudes could have on students in the two schools and on the communities.

It was assumed that each individual connected with the school, and particularly each eighth grade child, wished to grow completely and that he wanted a school to which he could point with pride. It was assumed that each pupil, to his capacity, would like to learn if the learning were made practical and interesting. It was further assumed that the

administrative problem of student discipline would be of less consequence if the eighth grade pupils could assume the responsibilities of their seniority.

On the other hand, limitations because of background, mentality, and the prevailing negative attitudes were recognized, but these limitations were felt to be of minor importance. Insofar as assessing attitudes and helping students to incorporate new attitudes in the individual child there were no limitations except as some child might refuse to accept the thesis.

II. DEFINITIONS OF TERMS USED

Appraisal. As used herein, this term implies the seeking out, looking for, and striving to understand specific attitudes.

Attitudes. Attitudes are defined as those predispositions to act in certain ways because of a state of mind, and growing out of experience, background, and social relationships. As defined by Crow and Crow they "actually are a part of an individual's own personality but are affected by the attitudes and behavior of the group or groups with which he associates."³

³Crow, op. cit., p. 240.

Guidance. Merle M. Ohlsen has defined guidance as "a co-operative enterprise in which many people, working together, organize their knowledge to contribute to the solution of a student's problems and the development of his potentialities."⁴

Negative attitudes. For the purpose of this study, negative attitudes were considered as those which would tend to create in the child an unwillingness to cooperate or which would retard his growth intellectually or socially.

Positive attitudes. Such attitudes are those which were seen as beneficial to the individual, for they were seen to lead to maturity in all fields of growth and social adjustment. These would be a result of guidance as defined by Ohlsen.

⁴Merle M. Ohlsen, Guidance; an Introduction (New York: Harcourt, Brace and Company, 1955), p. 2.

CHAPTER II

REVIEW OF THE LITERATURE

Consideration of attitudes has assumed an increasing amount of space in literature, but as yet very little has been done to measure or pinpoint any phase of the subject. The importance of attitudes in motivation, in retardation, in social acceptance, and in moral and ethical values is recognized, and there is a growing interest in research in all phases of their ramifications. A brief summary of the literature as it applied to the problems of this study will be noted.

Investigating attitudes. In order to guide children it was necessary to study attitudes as they were manifested in various ways. As Rivlin has pointed out:

The teacher . . . who would treat the child with a problem must know him, not merely as a pupil . . . but as an individual with a past and a future, who has hopes and aspirations, likes and dislikes, fears and aversions. The teacher must understand the youngster's attitudes toward his school, his parents, the other members of the family, his playmates, his teacher, and himself.⁵

Consequently, if the child and his attitudes were

⁵Harry N. Rivlin, Educating for Adjustment (New York: D. Appleton-Century Company, 1936), p. 101.

to be investigated, a knowledge of each child was of primary importance.

In his book, Educational Psychology, Stephens says:

Although there is less experimental work on the acquisition of attitudes, it is more than probable that many attitudes are learned without any intention whatever. Children learn to like dogs or hate them, to loathe spinach or love carrots without any intention on their part. It is also most probable that they learn to suspect foreigners, to hate people of other religions, or to love their own locality without ever intending that this should come about.⁶

Understanding the attitudes. In order to appraise the attitudes, it was necessary that each child's attitudes be understood insofar as it was possible. Attitudes, as Trow has pointed out, "are acquired states of readiness for positive or negative behavior", and they are maintained only if the attitudes and the following responses to them satisfy the individual.⁷

An attitude is not a response but a more or less persistent set to respond in a given way to an object or situation. The concept of attitude relates the individual to any aspect of his environment which has positive or negative value for him.⁸

⁶John Mortimer Stephens, Educational Psychology (New York: Henry Holt and Company, 1951), p. 317.

⁷William Clark Trow, Educational Psychology (Boston: Houghton Mifflin Company, 1950), p. 143.

⁸Garrison, op. cit., p. 162.

Trow has further made the point that children may have attitudes in favor of, but do nothing about some things. He listed the attitudes toward cheating, popularity, good scholarship, other races, and scientific understanding.⁹ Once these were seen, such attitudes could be used for motivation.

The character and personality of each child was carefully observed in assessment of his attitudes. This was felt to be of importance, for as Kelly observed:

Emotions also determine to a large extent what the attitudes of the individual toward his experiences are, and attitudes in turn affect the emotions. One of the fundamental factors in character formation, which is often neglected, is the building of proper attitudes in children. Attitudes are essential to the development of character, for the fact that one possesses character is proved by the attitude which he exhibits when confronted by situations.¹⁰

Crow, too, has noted that attitudes actually are a part of an individual's personality, but that they are affected by the behavior and attitudes of his group.¹¹

The result of understanding the importance played by others on the child's attitudes, made observation of each

⁹Trow, op. cit., p. 109.

¹⁰William A. Kelly, Educational Psychology (Milwaukee: The Bruce Publishing Company, 1956), pp. 531-32.

¹¹Crow, op. cit., pp. 240-41.

particular individual within the group a necessity. William A. Kelly commented that children

. . . are developing attitudes in favor of or against the subject, the teacher, the methods of teaching, the school, and even life itself. . . . Not so much what one knows, but rather his attitude toward himself and others, is the mainspring of behavior. It would, therefore, be a great step forward if the school were to endeavor to handle the problems of behavior with the same energy as has characterized its efforts to understand and develop the intellectual and physical capacities of children.¹²

Francis J. Brown, in *Educational Sociology*, has made the point that each institution of which the child is a part, has made its contribution to his attitudes. The family, the gang, the school, and the church have been responsible for acceptance of behavior and attitude. "Because attitudes are acquired, they cannot be studied except in the light of knowledge and understanding of the cultural pattern", is the way Brown put it. He further states that the attitude of the person toward himself is that which he assumes to be the attitude of others toward him.¹³

In order to understand the attitudes, it would be necessary, according to Rivlin, to try to see the reasons in background and environment for attitudes, not just to see the annoying conduct patterns. He went on to list some of the

¹²Kelly, op. cit., p. 532.

¹³Francis J. Brown, Educational Sociology (New York: Prentice-Hall, Incorporated, 1947), pp. 526-27.

attitudes which a child might adopt as a result of the home environment. They are:

- Attitude toward child
 - Too indulgent
 - Lack of supervision
 - Too severe
 - Partiality to particular children
- Attitude toward the school
 - Lack of cooperation
 - Lack of ambition
 - Overambition
- Conditions in the home
 - Lack of harmony
 - Improper diet
 - Lack of opportunities for study
 - Lack of opportunities for play
 - Inadequate opportunities for sleep
 - Broken home
 - Immoral conditions
 - Alcoholic parents
- Family status
 - Chronic poverty
 - Periodic economic strain
 - Maladjustment due to foreign-born parents
 - Temporary economic strain¹⁴

Incomplete knowledge of the child and a lack of understanding his attitudes would have resulted had not the home from which the child came been visited, talks held with his parents, and the socio-economic status observed. Through such visitations evaluation of the child as he saw himself came to be meaningful. As Foshay and Wann observed:

People are inveterate evaluators. Attitudes toward things, courses of action, people, and all the infinite number of possible referents are constantly developed in individuals as a consequence of their own evaluation

¹⁴Rivlin, op. cit., pp. 98-114.

of their conscious or unconscious, direct or indirect experience with these referents.¹⁵

Attitudes for the good of the child. Those attitudes which would make for better learning and better social adjustment were accepted as those as being good for the child. Such a theory was summed up by Jersild in this way:

What are the ideas that we wish children not only to comprehend with their intellects but to embrace in their emotions? This raises further questions: What are the characteristics of the citizen and of the society that education is seeking to help preserve or build? . . . It is necessary to combine the child development approach with a sociological approach in the broadest sense of that term in order to take account not only of the opportunities of the growing child but also of the problems faced by the society in which he lives and the values to which this society is committed.¹⁶

According to Garrison there are three ways in which teachers may teach attitudes. First of all, attitudes are taught through attitudes and behavior of the teacher. This way was found to be of major importance in this study. The second way, a planned program of instruction was utilized. The final suggestion by Garrison was that of teaching attitudes as a by-product of the total school program.¹⁷

¹⁵Arthur W. Foshay and Kenneth D. Wann and Associates, Children's Social Values (New York: Teachers College, Columbia University, 1954), p. 28.

¹⁶Arthur T. Jersild, Child Development and Curriculum (New York: Bureau of Publications, Teachers College, Columbia University, 1946), p. 119.

¹⁷Garrison, op. cit., p. 166.

Brown was found to be in agreement with Jersild, for he says that attitudes "are acquired also as a result of deliberately planned education, from that which is pure propaganda to a carefully organized schoolroom situation."¹⁸

Arthur W. Foshay and Kenneth D. Wann, in their book Children's Social Values, state:

Attitudes are learned, not 'caught'. The more we studied the matter, the less confidence we had in the maxim, 'Attitudes are caught, not taught.' Everything we have done and thought suggests that they can be taught, and not only unwittingly--that the teaching of attitudes can be structured so as to produce one learning rather than another.

Teachers have a powerful effect on children's social attitudes and values in school. Our children told us in every way they could that what they saw as our appraisals of them, and our activities on their behalf, have a real effect on their social behavior in school. Probably we also have an effect on their behavior out of school, too.¹⁹

Changing the attitudes. The change in negative attitudes was undertaken by recognition of certain basic fundamentals. James Stroud, in his book, Psychology in Education, clearly pointed out that aspirations must be kept within ability. If such were the case, there would be a pride in meeting obligations.²⁰

¹⁸Brown, op. cit., p. 528.

¹⁹Foshay, op. cit., pp. 6-9.

²⁰James B. Stroud, Psychology in Education (New York: Longmans, Green and Company, 1946), pp. 230-61.

Realistic attitudes toward accomplishment had to be accepted. It was necessary to guide the child in the development and modification of his attitudes through careful appraisal of the available information rather than through emotional responses. This was a concept held by Garrison.²¹

Further was the recognition of the need to help children see how they might achieve satisfaction. Combs and Snygg in Individual Behavior, give four principles as major sources of need satisfaction in some kind of group setting. These are:

Principle I--Individuals tend to seek adequacy through identification with people seeking need satisfaction in ways similar to their own.

Principle II--Persons banded together in groups for the mutual satisfaction of need find their group purposes most effectively advanced by the development of group organization.

Principle III--People tend to withdraw from groups whose approval they are unable to win or which no longer satisfy need.

Principle IV--Identification of an individual with a group leads him to adopt and defend the standards and behavior of that group.²²

Continuing, "the first step in achieving a field open to change is the feeling that it is an important, enhancing, and desirable goal to accomplish."²³ The teacher, within this

²¹Garrison, op. cit., pp. 162-63.

²²Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper & Brothers, c1959, rev. ed.), pp. 327-331.

²³Ibid., p. 352.

framework found the necessity for helping each child to comprehend the worthwhileness of the goal.

Positive approaches were, in so far as possible and practical, always utilized. The classroom and the school were set up to satisfy as many of the pupil needs as might be feasible.

If the school program is so set up that parts of it provide for the satisfaction of pupil needs, the other parts will tend to produce the desired attitudes also. . . . The key is to be found in the positive approach in the satisfaction of the basic needs.²⁴

The researcher, having accepted Stephens' theory that attitudes change as we grow and learn, believed that such change could, if guided, be for the good of each child.²⁵ "An essential feature of the child's world," according to Jersild, "is the support and guidance which his elders can provide by virtue of their greater strength and knowledge."²⁶

Limitations of Previous Studies. The lack of literature on any type of attitude testing, and the research done in this field, have left a void from which to obtain methods. Most of the literature obtainable was in the realm of

²⁴Trow, op. cit., p. 439.

²⁵Stephens, op. cit., p. 579.

²⁶Jersild, op. cit., p. 2.

psychology and a recognition by education of the importance of attitudes to learning.

Combs and Snygg make this statement:

In the 70-odd years of psychological analyzation and delving into all realms of the human beings, there has been much written on the subject of human behavior. Most of the data is from the objective, however--the data are observations made from the point of view of outsiders--not from the behavior. Regardless of how the observations are made, there is the constant striving to find why people behave as they do and to predict how they probably will behave under certain conditions.²⁷

Continuing further, we find the idea that "good theory is only the best approximation of meaning we can make in our time."²⁸

To deal with the problems of individual behavior another frame of reference has emerged more recently, called the 'personal'. . . . This approach seeks to understand the behavior of the individual from his own point of view. It attempts to observe people, not as they seem to outsiders, but as they seem to themselves.²⁹

Summary. In summarizing the literature, it may be stated that work with attitudes is, so far, merely a scratching of the surface. The foundations for defining and limiting have been laid, and studies have been made. These studies

²⁷Combs, op. cit., pp. 6-7.

²⁸Ibid., p. 8.

²⁹Ibid., p. 11.

have viewed human behavior from the outside by observers and from the inside by the individuals who are being studied.

Conclusions. The conclusions to be drawn from the available literature are: (1) Attitudes exist and we can see the results of attitudes; (2) we can, to some extent, understand attitudes; (3) changes can be made in attitudes; (4) we can obtain information by observation and by use of the "personal" frame of reference wherein the individual is seen from his own point of view; and most important, probably is (5) attitudes should have a much greater share in the educational goals of today.

CHAPTER III

THE MATERIALS USED AND GROUPS STUDIED

Test Materials and Methods Used. Data for this investigation were obtained during the last week of the 1962-63 school year and the week following by means of a questionnaire of 122 items. This questionnaire was formulated and placed in the hands of 167 of 209 former students. Efforts to reach the remaining 42 were unsuccessful because of removal, marriage, and inability to locate addresses. A deadline of two weeks was placed on returning the questionnaires. Of the 167 which were distributed, 135 or 81% were returned. From the group of fifty mailed to those farthest away, thirty, or sixty per cent, were returned. Twenty-seven of the thirty discussed the open-end questions or wrote notes concerning the questionnaire or did both. Those former students farthest removed in time from the eighth grade discussed more readily and fully the open-end questions.

Categories of the Questionnaire. Nine areas were included for measurement within the scope of the questionnaire. These were (1) care of property, (2) honesty, (3) attendance, (4) respect for law and order, (5) scholarship, (6) duties of citizenship within the school and community, (7) broader

interests, (8) sportsmanship, and (9) general.

Beginning on page 21 charts, giving results of the answers in percentages, will show the questions as they were numbered within the questionnaire.

Findings. The findings are given by charts which follow the questions within each area measured. Within the charts the replies are shown in three distinct categories. The first category, "High School Graduates", is that of the thirty high school graduates and includes those in college, those working, and those married and raising families. The second category, the "High School Age Group", included eighty students who were either still in high school or who are working near their homes. Category three, "Class of 1963", includes twenty-five of the twenty-eight students of the last eighth grade included in the study.

The three categories were believed by the researcher to be necessary to give a more comprehensive view of the experiment by showing differences and/or similarities of the range of eight years. A generalization which might be inserted here is that the answers given show more differences within the high school age group than is evidenced by the answers of the post graduates and the class of 1963.

I. Care of Property

2. Did the stress of proper attitudes help you to desire to take better care of school books?
10. Did the stress of attitudes help you to see the value of respecting and keeping school grounds neater?
19. Did the work on attitudes help you to take a greater interest in the looks of your school?
28. Did you become more conscious of the need to take care of your property as an outgrowth of the work on attitudes?
37. Did you learn to respect the property of others more?
45. Could you, because of the stress on attitudes, see the importance of better care of instructional equipment, such as microscopes, maps, etc.?
54. Did you develop an increasing awareness of respect for public buildings and grounds?
63. Did you develop consideration for neighbors' yards and shrubs?
71. Did you become conscious of the importance of not being a litter-bug?
79. Has concern for the need of conservation been developed?
86. Did you write on desks?
94. Would you now write on desks?
101. Did you learn to respect the papers and works of others?
107. Did you develop any appreciation for the good work of others?

The high percentage of affirmative answers throughout the area of Care of Property tend to show a growth in the attitude of concern for property. This, certainly, was of value to the teaching principal, as any increase in the care of school property or community property would diminish the need for extra vigilance in such an area.

Questions 86 and 94, "Did you write on desks?" and "Would you now write on desks?" were ambiguous, leading to some confusion of answers. Comments were given that desks were necessary to write on. Questions such as "did or would you deface, scratch, or injure the surface of your desk by marking on the wood?" could have eliminated the uncertainty of what was meant.

II. Honesty

3. Did the stress on attitudes help to teach you the value of not cheating?
11. Was there any desire on your part to find the owner of lost property?
20. Did you learn to accept the responsibility of reporting dishonesty?
29. Did you have a desire to discuss honesty with your teacher?
47. Did you resent those who seemed to try to be completely honest?
55. Did you cheat in any games?
64. Did you approve of officials or players who tried to win, no matter how, so long as not caught?
72. Is honesty always the best policy?
87. Did you want your teacher to be completely honest in giving you low grades?
88. Do you consider a feeble excuse for absence from class honest?
95. Do you think copying another's work is honest?
102. Would you be willing to accept help on a test?
108. Did accent on attitudes help you to desire to be more honest?

II. Honesty

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
3	100%	0%	0%	90%	9%	1%	84%	4%	12%	91%	6%	3%
11	90	3	7	77	13	10	72	20	8	79	12	9
20	63	17	20	60	25	15	64	4	32	62	19	19
29	53	24	20	58	24	17	52	32	16	55	25	18
47	7	90	3	26	68	6	20	72	8	21	73	6
55	20	67	13	23	69	8	48	48	4	27	64	9
64	0	93	7	7	90	3	0	92	8	4	91	5
72	100	0	0	74	16	10	76	16	8	81	12	7
87	90	7	3	73	17	8	60	28	8	74	17	8
88	10	87	3	28	64	8	12	76	12	21	71	8
95	3	97	0	5	89	6	4	88	8	4	90	6
102	24	70	6	38	50	12	44	36	20	36	52	12
108	100	0	0	85	1	13	72	4	24	86	2	12

N = 30

N = 80

N = 25

N = 135

In answers to question #55, "Did you cheat in any games?", the "Class of 1963" was evenly divided on "yes" and "no" answers, as contrasted with the one out of three "yes" for the other two groups.

Question 72, "Is honesty always the best policy?" received 100% "yes" from the "High School Graduates", but only a 5-1 "yes" from the other two groups.

Question 102, "Would you be willing to accept help on a test?" shows an increase in "yes" answers in each succeeding group.

The conclusion is that the work on attitudes in the area of honesty did result in improved concern for being honest, although there is some indication that the older groups see more clearly the value of attitudes leading to honesty.

The effect of an increased awareness of and an increased honesty within the schools is of obvious advantage to the teaching principal.

III. Attendance

4. Did the stress on attitudes give you a desire to be present in school?
12. Did your attitude toward attendance improve?
21. Did you think your attendance was of any value to the teacher?
30. Did you think your attendance was of any value to your fellow students?
38. Did your attitude toward attendance cause you to attend school at times when you might have given a good excuse for staying away?
46. If you had not been regular in school attendance, did you plan with your family to make attendance at school possible more often?
56. Did you see the value of being on time?
65. Did you want your school and your teacher to feel that you were dependable?
73. Did the attitude toward your teacher affect your attendance?
80. Did the attitude towards fellow students affect your attendance?
89. Did your attitude toward home conditions affect your attendance?

96. Did your attitude toward extra-curricular activities cause you to want to be in school?
103. Did you feel that you missed anything worthwhile when you were absent?
109. Did you consider attendance at school as helping you to mature?
113. Would you be willing to attend an integrated school and sit next to a Negro?
117. Do you feel that you could become a good citizen and student without regular school attendance?

III. Attendance

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
4	87%	7%	6%	85%	11%	4%	84%	4%	12%	85%	9%	6%
12	84	16	0	81	13	6	84	8	4	82	13	4
21	90	3	7	85	7	8	72	12	16	84	7	9
30	67	7	16	69	13	18	64	16	20	68	12	20
38	84	7	7	70	21	9	80	16	4	75	17	8
46	60	17	13	56	15	25	68	12	12	59	15	19
56	100	0	0	90	5	5	96	4	0	93	4	3
65	100	0	0	96	0	3	92	4	4	96	1	2
73	80	17	3	81	14	5	78	28	4	79	17	4
80	67	33	0	63	21	15	60	28	12	63	25	11
89	60	33	7	44	36	20	56	28	16	50	34	16
96	57	26	17	73	10	16	48	12	40	64	14	20
103	93	0	7	80	9	10	64	16	12	80	8	10
109	84	0	16	82	4	13	84	12	4	83	4	12
113	50	30	20	45	30	24	56	20	24	48	28	23
117	3	97	0	30	55	14	16	72	12	21	67	10

N = 30

N = 80

N = 25

N = 135

Question 21, "Did you think your attendance was of any value to the teacher?" Whereas the "High School Graduates" gave a 90% "yes" answer, the "High School Age Group" gave an 85% "yes" and the "Class of 1963" a 72% "yes" answer.

Question 46, "If you had not been regular in school attendance, did you plan with your family to make attendance at school possible more often?" This question was poorly worded and ambiguous.

Question 113, "Would you be willing to attend an integrated school and sit next to a Negro?" Answers for the entire group were 48% "yes", 28% "no" and 23% "don't know". There is, because of the number who gave no answer within the "High School Age Group", a surprisingly even distribution of answers.

Generally, the attitudes toward the teacher had more effect on attendance than did the attitudes toward fellow students, while home conditions had least effect.

Attendance answers indicate the importance of the teacher's relationship to the students.

The administration, as seen from the answers given, would have less attendance problems if the teacher is liked. Furthermore, if the answers are to be accepted at their face value, this study would show that these particular groups co-operated well in attendance.

IV. Respect for Law and Order

1. Do you resent any of the rules set up during your eighth grade year?
13. Were you willing to cooperate?
22. Do you feel that the teacher needed to discipline pupils?
31. Did you see any value in learning to discipline yourself in your actions and speech?
39. Did you come to see any need for local, state, and federal laws?
48. Does democracy have any real meaning as a way of life?
57. Do you think that law is necessary for liberty?
66. Do you think that order is necessary for greater effectiveness in learning?
74. Did you come to understand the need for rules and regulations in such things as field trips, etc.?
81. Do you think you should obey all laws?
90. Do you believe that laws should be changed?
97. Did you learn to respect those in authority?
104. Do you think you should obey just because the teacher says so?
110. Do you feel that the teacher should talk possible regulations over with the class?

114. Do you think the entire school should work out laws and regulations through the entire faculty?
118. Do you believe that eighth grade children would cooperate if they are shown the reasons behind laws and regulations?
121. Did you resent having to obey certain regulations in your eighth grade?
122. Did you resent strict regulations if there was fairness to all?

IV. Respect for Law and Order

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
1	100%	87%	3%	8%	86%	6%	16%	76%	8%	10%	85%	5%
13	100	0	0	95	1	4	84	4	12	94	2	4
22	100	0	0	81	6	13	76	12	12	84	6	10
31	97	0	3	90	9	1	92	0	8	92	5	3
39	87	3	10	74	6	20	56	12	32	73	7	20
48	97	0	3	83	5	11	68	4	28	83	4	12
57	97	0	3	95	0	5	84	0	16	93	0	7
66	97	0	3	94	1	5	76	0	0	91	4	4
74	93	0	7	94	3	3	100	0	0	95	2	3
81	90	7	3	74	16	10	56	24	20	74	16	10
90	70	17	13	51	24	25	44	32	24	54	24	22
97	100	0	0	94	1	5	96	4	0	95	2	3
104	23	74	0	25	65	9	4	92	4	21	72	6
110	97	0	3	85	6	8	92	0	8	89	4	6
114	84	3	13	81	9	9	68	20	12	79	10	10
118	100	0	0	95	3	0	92	4	4	95	2	1
121	33	53	14	38	50	11	40	48	12	37	50	12
122	7	93	0	19	76	4	20	68	12	16	78	4

N = 135

N = 25

N = 80

N = 30

Answers within the area of Respect for Law and Order tended to be relatively alike. Exceptions which were of interest were:

Question 39, "Did you come to see any need for local, state, and federal laws?" The greatest percentage of "yes" answers occurred within the graduates, while each succeeding group gave a smaller "yes" answer. Maturity doubtless entered into answers given.

Question 48, "Does democracy have any real meaning as a way of life?" The answers would indicate that age and maturity definitely lead to the answers given.

Question 90, "Do you believe that laws should be changed?" This question, by not going into explanations, was ambiguous.

Question 104, "Do you think you should obey just because the teacher says so?" The extremely small percentage of "yes" answers (4%) by the "Class of 1963" is of interest.

The conclusion was reached that respect is given to law and order when an understanding for the reason behind them is clearly defined. Further, if there is fairness, there is greater co-operation.

There is benefit to the teaching principal in understanding the answers in this area.

V. Scholarship

5. Did the attitude you had toward reading help you to develop an understanding of the need for using different books in order to locate facts?
14. Did your attitude towards history improve?
23. Did you come to want to improve your community because of learning the reasons for community betterment?
32. Did the stress on attitudes have any effect on your desire to learn?
40. Did you learn to see the value of homework?
49. Did you develop any pride in improved workmanship in school?
58. Was there any development of the real meaning of education?
67. Were you willing to try harder to learn?
75. Did you develop any greater desire to know things?
82. Did you learn to want to continue your education in high school and afterwards?
91. Was your attitude toward learning any particular subject improved in your eighth grade? Please comment on the answer sheet as to subject, and in what way if the answer is "yes".

98. Was there any development of a greater understanding of the need for the subjects you were taught?
105. Were you made aware of the difference in learning for grades or for knowledge?
111. Did you honestly get any joy or satisfaction from learning?
115. Did your attitude toward having to do school work improve?
119. Was your attitude improved toward doing work when it was required?

V. Scholarship

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
5	97%	3%	0%	86%	9%	5%	80%	16%	4%	87%	9%	4%
14	50	23	27	58	24	18	68	24	8	58	24	18
23	67	17	16	69	13	18	56	4	40	65	12	23
32	90	0	10	79	6	14	92	0	8	84	5	10
40	90	7	3	61	26	11	72	16	12	70	18	10
49	90	0	10	89	3	8	92	4	4	90	2	8
58	84	0	16	82	1	17	80	0	20	81	1	18
67	97	0	3	85	11	4	88	12	0	88	9	3
75	93	0	7	94	0	6	84	8	8	92	2	6
82	90	3	7	81	10	8	68	4	28	80	7	11
91	60	17	23	37	25	38	44	28	28	43	23	34
98	97	0	3	89	5	6	88	4	8	91	4	5
105	87	3	10	82	4	13	84	4	12	83	4	12
111	93	0	3	91	3	5	92	0	8	92	2	5
115	87	0	13	83	7	9	100	0	0	86	5	8
119	90	3	7	74	7	18	92	4	4	81	6	12

N = 135

N = 25

N = 80

N = 30

Question 91, "Was your attitude toward learning any particular subject improved in your eighth grade?" produced various answers which are to be found in the Appendix, on pages 66, 73, and 76. The answers indicate a variety of interests and the appeal of the well-rounded curriculum to students who were a part of this study.

Replies given lead to a conclusion that scholarship can be improved by emphasis on a well-rounded curriculum, work on attitudes, a personal interest in each child, and an enrichment program. As a result, the teaching principal would find the time given to an endeavor to meet the needs of each individual child of inestimable value within the school program.

VI. Duties of Citizenship--School and Community

6. Did your desire towards becoming a more dependable pupil improve?
15. Did you come to want to accept more responsibility for improving your community?
24. Did your attitude towards a need for politics and your place in them grow?
33. Did you become more interested in your government?
41. Did you learn to see the value of your vote?
50. Did your attitude toward co-operation in the classroom and your school improve?
59. Did field trips help to change your attitude toward pride in your community and state?
68. Do you think all races should have a fair share in government?
76. Did your attitude toward other economic groups improve?
83. Was there a desire to spend any of your own time in school improvement?
92. Did you consider helping others a part of a good citizen?
99. Did you learn to enjoy group work more?
106. Was there a desire to work with your teacher in planning for better classroom learning?

112. Did you develop in your attitudes of courtesy and consideration?
116. Did your attitude change toward your respect for fellow students?
120. Did you see any value in disciplining yourself?

VI. Duties of Citizenship--School and Community

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
6	97%	3%	0%	91%	4%	5%	84%	0%	16%	91%	3%	6%
15	57	13	30	76	9	15	76	8	16	72	7	21
24	67	17	16	64	17	17	52	24	20	61	20	18
33	74	10	16	67	19	14	84	16	0	71	16	13
41	97	0	3	88	0	12	80	0	20	88	0	12
50	97	0	3	91	3	6	92	0	8	92	2	6
59	70	13	17	65	17	16	80	8	12	69	15	15
68	67	13	20	65	17	16	64	16	20	65	16	18
76	77	0	20	67	8	25	56	12	32	66	6	26
83	90	3	7	73	15	12	64	20	16	75	13	12
92	100	0	0	96	1	3	88	8	4	96	2	2
99	97	3	0	99	0	1	100	0	0	98	1	1
106	84	7	9	81	10	9	64	20	16	78	11	9
112	97	0	3	85	0	14	96	0	4	90	0	9
116	87	7	6	81	13	5	92	0	8	83	9	7
120	93	0	7	81	6	12	72	8	20	82	5	12

N = 30

N = 80

N = 25

N = 135

Answers within the area of the duties of citizenship had a relatively heavy "don't know" percentage in all categories. Perhaps the questions were not specific enough, or there may have been less consideration given these questions which called for more thought than did some of the other groupings.

Question 99, "Did you learn to enjoy group work more?" shows that all three groups of students gave one of the highest "yes" percentage to this query.

Question 106, "Was there a desire to work with your teacher in planning for better classroom learning?" began with a percentage of 84% "yes" for the "High School Graduates", dropped to 81% "yes" for the "High School Age Group", and skidded to 64% "yes" for the "Class of 1963".

Question 76, "Did your attitude toward other economic groups improve?" began with a 77% "yes" for the high school graduates, dropped to 67% "yes" for the "High School Age Group", and down to 56% "yes" for the "Class of 1963".

Question 83, "Was there a desire to spend any of your own time in school improvement?" began with a 90% "yes" for the "High School Graduates", dropped to 73% "yes" for the "High School Group", and continued downward to a 64% "yes" for the "Class of 1963".

The trend, generally, for each succeeding group leads to a conclusion that citizenship may be deteriorating. There

was a higher percentage of uncertainty ("don't know") evidenced by the "Class of 1963". The observation must be made, however, that the answers within this category might be a matter of immaturity rather than a trend toward poor citizenship.

VII. Broader Interests

7. Did the discussions in class help you to take a greater interest in improving yourself? If the answer is "yes", please state how on your answer sheet.
16. Did your attitude toward family living improve?
25. Did you come to realize the importance of trying to improve your personality?
34. Did your attitude change toward helping slower classmates?
42. Did you become any more self-reliant?
51. Did your attitude toward music and art change? Please state how on the answer sheet if the answer is "yes".
60. Did your interests in subject matter change? If "yes", please state what and how.
69. Did your attitude toward other races change?
77. Did your attitude toward school as an institution change? If "yes", please tell in what way.
84. Did your attitude toward responsibility for others change? If "yes", please state in what ways.

VII. Broader Interests

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
7	67%	0%	33%	66%	4%	29%	44%	4%	48%	62%	3%	33%
16	84	0	16	71	13	16	84	8	8	76	9	15
25	97	0	3	97	0	3	100	0	0	97	0	2
34	70	3	*	70	10	20	68	16	16	70	9	20
42	87	3	10	70	2	27	84	0	16	76	2	21
51	67	17	16	39	48	11	60	28	12	49	37	13
60	23	7	63	25	25	48	24	16	60	26	18	52
69	50	26	24	54	28	18	56	28	16	52	28	20
77	41	20	24	31	14	53	28	20	52	33	17	46
84	50	17	26	39	11	48	40	16	36	41	13	41

N = 30

N = 80

N = 25

N = 135

Within the area of Broader Interests there was found the largest percentage of "don't know" answers. For example, question 7, "Did the discussions in class help you to take a greater interest in improving yourself?" received a 33% "don't know" answer for the total of three groups. Question 77, "Did your attitude toward school as an institution change?" received a total of 46% "don't know" answers.

The one big exception to the uncertain answers was to be found in question 25, "Did you come to realize the importance of trying to improve your personality?" The total answers here were 97% "yes", and a very small 2% "don't know", the remainder not voting.

The researcher received the impression that often there were "no" answers given to open-end questions which asked for a discussion if a "yes" answer were to be given.

Answers to question 51, "Did your attitude toward music and art change?" which are to be found in the Appendix, lead to a conclusion that within this area there was an increased appreciation for a better type of music and art. Also, this appreciation has carried on and in instances has been developed.

A conclusion that attitudes and changes in them do lead to broader interests was reached as a result of the answers given. Examples are to be found in those given to

question 77, "Did your attitude toward school as an institution change?", and to question 84, "Did your attitude toward responsibility for others change?" (See Appendix, pages 63-64, 71-72, and 75-76)

VIII. Sportsmanship

8. Did your attitude towards participating in sports change?
17. Did you play for the fun of the game?
26. Did you learn to see the value of good sportsmanship?
35. Did you learn better how to co-operate?
43. Did your attitude toward being a part of the team change?
52. Did you take an interest in more types of sports?
61. Do you believe that criticism is necessary in life?

Answers concerning sportsmanship indicate an increased awareness, during the study, of the importance of good sportsmanship.

Questions requiring more definite answers would have been valuable in the sportsmanship category. There was a tendency to give "yes" or "no" answers more so than in other categories. The question having the most "don't know" answers was number 43, "Did your attitude toward being a part of the team change?", which received a total 18% "don't know".

Under question 52, "Did you learn to take an interest in more types of sports?" is to be found an increasing "yes" per cent for each succeeding group.

Also, question 61, "Do you believe that criticism is necessary in life?" begins with a 77% "yes" for the first group, raises to 86% "yes" for group ii, and is 100% for group iii.

Answers within this category indicate that more and better work could be done with attitudes through sportsmanship. All teachers, and particularly coaches have a large and important area herein.

IX. General

9. Did the work on attitudes in your eighth grade carry over into high school or beyond?
18. Do you think the work on attitudes in the eighth grade was important?
27. Would you recommend that more work be done with upper elementary school children on attitudes?
36. Would you recommend that more work be done with high school ages on attitudes?
44. Do you resent any of the attempts to help you to change your attitudes?
53. Do you approve of trying to change attitudes?
62. Did the attitude of your teacher affect you?
70. Did the stress on attitudes help you to strive to consider more carefully your politics?
78. Did the stress on attitudes cause you to want to consider more carefully yourself as a citizen?
85. Do you have wider interests today because of the work on attitudes? If "yes", please explain.
93. Would you recommend that a school faculty work more with attitudes?
100. Do you think that a more enriched curriculum would grow out of a consideration of attitudes?

IX. General

#	High School Graduates			High School Age Group			Class of 1963			Totals		
	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.	Yes	No	D.K.
9	100%	0%	0%	84%	10%	5% *	12%	0%	56% *	74%	6%	16% *
18	100	0	0	99	0	1	96	0	4	98	0	2
27	100	0	0	94	6	0	96	4	0	95	5	0
36	100	0	0	86	6	8	80	0	12	88	4	7
44	10	87	3	21	65	14	28	64	8	20	70	10
53	90	3	7	91	3	6	84	8	8	89	4	7
62	100	0	0	94	4	2	92	8	0	94	2	4
70	67	10	23	70	8	22	64	12	20	68	9	22
78	87	0	13	90	3	7	72	4	24	86	2	12
85	50	17	30 *	38	16	43 *	36	8	40	40	15	39
93	100	0	0	93	5	2	96	4	0	94	4	2
100	87	3	10	70	2	28	56	12	32	71	5	24

N = 30

N = 80

N = 25

N = 135

The answers returned to general questions are perhaps more consistent than in the majority of other categories. Of special interest are:

#9. Did the work on attitudes in your eighth grade carry over into high school or beyond? The "Class of 1963" showed a 56% "don't know", a 12% "yes", and no answers for the remainder of the class. The "yes" answers were of necessity a mere guess or desire to please, since this group had not yet entered high school.

#18. Do you think the work on attitudes in the eighth grade was important? 98% answered "yes", which was one of the two receiving such a preponderance of "yes" answers, the other question, #99 in Category VI, concerning group work.

#27. Would you recommend that more work be done with high school ages on attitudes? The percentage of "yes" answers was 95.

#44. Do you resent any of the attempts to help you to change your attitudes? 70% "no", 20% "yes", and 10% uncertain.

#85. Do you have wider interests today because of the work on attitudes? 40% "yes", 39% "don't know". See Appendix.

From answers to questions in this area, the students who were a part of this study overwhelmingly approve of work

with attitudes and feel that such work is of value to each individual child.

The conclusion would be that the teaching principal would do well to seriously consider the value of work with attitudes in any endeavor to provide the leadership which would improve the school.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary. This study has gathered data from 135 of 209 pupils who have been a part of an experiment with attitudes. The pupils studied were asked to reply to questions dealing with nine categories. By the type of questionnaire used, it was hoped to obtain the personal view of the pupils. How did the pupil view attempts to change his attitude, and whether and/or did it affect his behavior? The answers, it was believed, would give an overall view of how the three groups reacted. The pupils were separated into three distinct categories, "High School Graduates", "High School Age Group", and "Class of 1963". School administration was to be viewed via self-reported pupil attitudes.

Answers given within each of the nine areas were generally consistent within the groups, Groups I and III being more closely related than Group II. Exceptions and a discussion of these exceptions are given following each area. The answers to open-end questions are to be found in the Appendix.

Ways in which attitudes affected behavior were shown in replies given to the questions of each of the nine areas included in the questionnaire. Care of property,

honesty, attendance, respect for law and order, scholarship, duties of citizenship, the broader interests of personality development, sportsmanship, and the general area of consideration of attitudes themselves; replies within each area show how attitudes affected behavior. The answers reported indicate a change to positive attitudes; and, attitudes were changed, benefitting practically every child in some way. Specific answers will be found and evidence to support the statement is given in the tables following each of the nine areas measured. The changes made came about through discovery of interests, and the changes led to fewer problems for the administration.

Conclusions. This study was of specific schools and has value to the administration of the schools studied. While it cannot predict the results in any other situation, there is to be found the trend toward better schools and a lessening of administrative problems by the teaching principal if attitudes are considered in the educational set-up.

Specific questions which needed answers were:

- (1) could the pupil's attitude be assessed?
- (2) could the attitude be changed to help in attendance, discipline, learning?
- (3) would the pupils accept greater responsibility?
- (4) was there an increase in pride of school, community, self?

(5) did the work with attitudes help the teaching principal in areas of attendance, home work, discipline, sportsmanship, and the overall school program of selling school to the pupils and to the communities involved?

The answers are that the pupil's attitudes can be assessed by way of questionnaires wherein the self-reporting of the pupils supply the information. The attitudes can be changed, thereby helping create better attendance, improved discipline, and better learning. Pupils would and did accept greater responsibility. There was an increase in pride of school, community, and most important of all, there was increased pride in self.

The teaching principal benefitted as a result of improved attendance, better home work, less disciplinary problems, better sportsmanship, and pride in self, school, and community.

There was a definite interest in the work on attitudes. Not only can attitudes be changed positively, but those who were a part of this study approved the changes. Attitudes leading to self-realization were of benefit to each child. Answers indicate improved co-operation, scholarship, attendance, and citizenship.

It is concluded, therefore, that the administrative

problems in all areas would be fewer if attitudes are geared towards a positive desire for responsibility and good citizenship.

A recommendation for further studies of attitudes and their value to schools is made. Studies of the relationship of attitudes to attendance, scholarship, and citizenship, it is felt, would be of particular value. The measurement of attitudes and their effect on learning at different levels of maturity would benefit the educator. Also, it is believed that a continuing study, along with such studies of curriculum, would have value in the field of attitudes.

In future studies, further categories, such as age, sex, and economic status would add, it is believed, to valuable data. More specific questions and other categories could add to the value of such surveys.

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APPENDIX

ELWOOD H. HARRIS - BOUND

Answers from the "High School Graduates"
to Open-End questions

7. Did the discussions in class help you to take a greater interest in improving yourself?
- a. Yes, because we heard the different opinions of others.
 - b. Yes, to see other's points of view.
 - c. Yes, because I wanted to study more, so I would know how to answer all questions in class.
 - d. Yes, it helped me to see my mistakes and improve.
 - e. They made me want to improve; to better myself in order to get ahead.
 - f. Yes, by learning more about other people and how they have done things to improve themselves; help to take a greater interest in myself.
 - g. When things can be discussed openly, greater interest is taken and more improvement can be made.
 - h. Yes, I got more ideas for improvement.
 - i. Yes, to finish school.
 - j. Yes, to study more.
 - k. Yes, it showed us our mistakes.
 - l. Yes, I wanted to improve my attitude towards our classroom work, on sports and on attendance.
 - m. Yes, by discussing in class, I saw some of my faults and tried to improve.
 - n. It helped me to try to improve my personality and to try to get along with my fellowman better.
 - o. Yes, because we got to openly discuss our problems, and if we had any friendly criticisms about each other, we all got a chance to discuss it to and with each other.
 - p. Yes, the class brought out several points in which I was weak, and it helped me to realize my weaknesses and to improve.
 - q. Yes, I tried harder to be a person people would enjoy talking to and being around. It has been so important getting along with people and I think that is one great thing we learned in your class and in our discussions (not arguments).
 - r. I wanted to be a better person.
 - s. Yes, how to go about trying to improve myself, by listening to what others were doing and how they were doing it. I was willing to try because as we all know, all of us want attention and to be wanted.

13. Were you willing to co-operate?
- a. Yes, it helped me to improve.
18. Do you think the work on attitudes in the eighth grade was important?
- a. Yes, very.
 - b. Yes, very.
29. Did you have a desire to discuss honesty with your teacher?
- a. Yes, but didn't.
32. Did the stress on attitudes have any effect on your desire to learn?
- a. Yes, in order to learn you have to want to learn.
 - b. Yes, to see the need of learning more.
 - c. Yes, to make it more interesting.
 - d. Yes, it helped to show what was wrong with me.
51. Did your attitude toward music and art change?
- a. Yes, music mainly, because we were taught the meaning of some music that we had never tried to understand.
 - b. Yes, to like different kinds.
 - c. Yes, helped me to appreciate more than one type of music.
 - d. Yes, you have to feel and know its beauty to accept it.
 - e. Yes, there is more to music and art than actually "meets the eye". I have to learn what is behind it.
 - f. Yes, learned to appreciate finer music and art than before. More able to understand.
 - g. Yes, to appreciate them more.
 - h. Yes, the more I learned about music, the more I appreciated it.
 - i. Yes, I learned to enjoy better music; operettas, classical and semi-classical.
 - j. Yes, learned that it wasn't 'sissy' to like them.
 - k. I learned more about them and learned to like them.
 - l. I think art and music should be taught and studied more in elementary schools today.
 - m. Yes, my taste for art and music changed some, because always before we had never had a variety of these things.

- n. Yes, because we got a greater chance to enjoy different and better music and art, because of the stress on art and music appreciation.
 - o. Yes, other music than rock and roll.
 - p. Yes, I learned to love music and to appreciate what sometimes I didn't understand.
 - q. There are different kinds of music and some are very good.
 - r. Yes, I learned the value of music; how it could help make my life happier. When one likes something well enough, he will do anything to learn it.
60. Did your interests in subject matter change? If "yes", please state what and how.
- a. Yes, Civics--usually the laws, the operation of the laws and how they developed was hard to understand.
 - b. Yes, to study more things.
 - c. I never cared for science and English before. I learned their importance.
 - d. Yes; I gained more interest in science, biology.
 - e. Yes, English and math became more important.
 - f. Yes, we learned how to stay on the subject.
 - g. Yes, English. I wanted to learn how to improve my speech and how to carry on conversations with others.
 - h. By studying more subjects I became interested in more fields.
68. Do you think all races should have a fair share in government?
- a. Yes, all races should have a fair share in government as long as the government is fair to everyone.
69. Did your attitude toward other races change?
- a. I answered "no", and it has not. I have never felt that the white and colored should mix in school or any social way.
77. Did your attitude toward school as an institution change?
- a. Yes, it was something to enjoy not because we had to; because we wanted to.
 - b. A place of higher learning.
 - c. No, it has not.
 - d. I finally realized the need and the importance of an education.

- e. Yes, that it is a place to learn with friends and people who help us learn.
 - f. Yes, school is not a place to "goof off". That rather it is a place of learning--a place of fellowship and gaining intellectual attitudes and ideas.
 - g. It became more a place that I could go and learn. Not a place I had to attend.
 - h. I learned more what a school is for--to learn.
 - i. Took school more seriously.
 - j. School became an opportunity instead of just a place one had to go.
 - k. I found it was a place to learn.
 - l. Yes, because we started to think of school, more of a privilege or a second home, rather than a drudgery as some schools seem to be.
 - m. It's a place where students and teachers really learn together. It unfolds one's beliefs, one's personality, and what attitude they take toward life.
82. Did you learn to want to continue your education in high school and afterwards?
- a. Yes, high school.
84. Did your attitude toward responsibility for others change?
- a. (1) Help on tests doesn't pay.
(2) Keeping things looking nice.
 - b. To help when I can.
 - c. Help those who needed help; be kind to everyone.
 - d. I think that when you promise someone you will do something that you should see that you do it.
 - e. The best way that I learned was to be honest and fair to one and all and you will learn to be responsible to others.
 - f. We aren't only responsible for our actions and attitudes, but for others, also.
 - g. I learned that most people feel about the same as I and expect about the same. Golden Rule.
 - h. I came to realize that I wasn't the only one.
 - i. Everyway they needed help.
 - j. We have a responsibility to others to be honest, respect their rights, etc.
 - k. Yes, because each student has a definite responsibility to each other--in coming to class, and participating in classwork itself.

- l. I should try my best to help them.
 - m. By doing, and taking on responsibility others could see just how much we were capable of doing--and how well.
85. Do you have wider interests today because of the work on attitudes?
- a. To learn what other people like and to learn to get along with other people. This way you can learn more about our world and what we can do to make it a better place to live.
 - b. Good attitudes taught me to learn things I didn't use to like.
 - c. I think I do. I think the work on attitudes we did in the eighth grade makes me look at life the way I do today. It helps me get along with people better, learn to try to understand each individual (because everyone has a different point of view) and enjoy life. Life is just what you make it.
 - d. In today's world we must show an interest in everything! Because, practically everything comes in contact with us, or we come in contact with everything! We must know how to deal with varying situations. Therefore, we must have wider interests today than even a year ago! I would say that because of our eighth grade work on attitudes, I now have a wider interest in today's world, our history, and our future!!
 - e. My interests have grown because I learned to understand other people and their feelings and became interested in the work of the ones surrounding me.
 - f. I became interested in biological science through classwork, but such things as music appreciation, improvement on buildings and grounds, art, etc., are actually "hobbies" of mine now.
 - g. Because I take more interest in the work of others and their attitudes toward certain things. I am more interested in what other people think, rather than trusting my own opinion on certain matters.
 - h. If I had not learned what the word attitude meant, while I had the chance, then I could not be where I am today. By observing and looking at life from the brighter side, my attitude towards life changed. By accepting responsibility and working with others I learned the value of work, the attitude to take to others and become more self-reliant. I firmly believe that attitudes should be expressed and discussed more.

86. Did you write on desks?
- a. I learned to take care of others' property, as well as my own.
88. Do you consider a feeble excuse for absence from class honest?
- a. A feeble excuse is, I think, honest, if the feeble one is the real one. You once explained the difference between 'excuses' and 'reasons'. If the reason is feeble it is an excuse, and one should have a reason.
91. Was your attitude toward learning any particular subject improved in your eighth grade?
- a. Civics, in learning more about the laws, and the functions of the government.
 - b. History--to learn about our world and our forefathers and what part they played.
 - c. I learned in the 8th grade that the way I spoke and expressed myself would be very important.
 - d. English; I knew I would need it in high school and all my life, so I studied more for it.
 - e. English--because it's our main way of communicating.
 - f. English is used every time a person says something and a good attitude is just as important.
 - g. (Answered "no"--says:) Yes, because it was carefully explained and you learn to take interest in a lot of things that you would have never thought of before.
 - h. Science--I learned the importance of this subject--and its relation to everyday life and habits.
 - i. In music. I had never before been exposed to fine music, and up until this time had not been interested. After being exposed, I liked it and was eager to learn more.
 - j. My interest grew in science mainly because the teacher took time with me and seemed as though he was interested also, and made me feel it was worthwhile.
 - k. English, math, music became more important.
 - l. The subject was N. C. history. Because of the way it was taught and the student's past.
 - m. English, but I didn't like it at first. When I started listening, I found it to be real interesting.

- m. I developed a greater interest in learning more about our country's mistakes and other country's mistakes and how we continue to live life much the same way century after century as far as mistakes are concerned.
- o. Music and English. Music--to hear something in music. English--to speak better.
- p. English. I wanted to learn how to improve my speech, and how to carry on conversations with others.
- q. I learned to like health better, because it discussed ways of improving ourselves.

Answers from the "High School Age Group"
to Open-End Questions

7. Did the discussions in class help you to take a greater interest in improving yourself?
- a. All the discussions we had in the 8th grade made me think about things and I do think some of them made me want to improve and have a wider interest.
 - b. We could learn how to express ourselves; improve ourselves.
 - c. You take more interest because you can express your opinions.
 - d. By gaining knowledge of people and personalities.
 - e. Because I learned a lot from the class discussions.
 - f. It made me realize the importance of being a good student in class.
 - g. It gave me a chance to talk better before the class and to give my opinions.
 - h. I think class discussions help to achieve greater interests.
 - i. Because the teacher knew more about it than I did, so it helped me.
 - j. They helped me improve myself--some of the very simple discussions and examples. These discussions have made me want to make something important of myself.
 - k. When we would discuss about being a better citizen, I thought I could do better by being one.
 - l. Because it has helped me to talk to people more freely.
 - m. Helped me to understand things better.
 - n. It showed me where I was falling short in my work. I was able to develop a better attitude toward my studies.
 - o. Because we all could improve together and learn as we did it.
 - p. I learned more about attitudes, co-operation, and leadership.
 - q. Yes, because when we talked, we talked about each other and that made me want to improve myself so the others would not have anything to talk about.
 - r. It made me want to improve my speech.
 - s. Yes, because I used to get mad when people kidded me, but now it doesn't bother me.
 - t. Discussions of personalities brought out the undesirable habits of others, as well as of myself, and thus I tried to avoid those habits and to improve my own personality.

- u. Yes, because the student may bring up some interesting ideas for discussion.
- v. Yes, it helps you to understand the problems.
- w. It helped to improve my English.
- x. Yes, it helps you to see where you stand and the things which need improving.
- y. Yes, to discuss things in class helps everyone.
- z. It helped me to take part in class discussion and talk with others more.
- ab. Yes, it helped to understand things better.
- ac. Yes, it helped to have a better understanding.
- ad. Yes, the discussions on other people gave me ideas. Ideas on what I should do to improve myself.
- ae. Yes, when you improve yourself, people like you better.
- af. Yes, helped us to have a greater understanding.
- ag. The discussions on better citizenship and how to live as a citizen helped me most of all.
- ah. Yes, talking about grooming and citizenship.
- ai. Yes, you can express yourself in classrooms better.
- aj. Well, when we had a discussion in class I wanted to carry on as well as the others, and in so doing I had to broaden my interests and become more aware of each subject that was discussed.
- ak. The discussions we had made me really enjoy class.
- al. Yes, discussing helps the understanding. They helped me by helping me to be able to speak out.
- am. Yes, because you told us how to do it.
- an. You can express yourself in a discussion because everyone is interested.
- ao. It did because you could express your own opinion about anything and others would at least listen.
- ap. It made me realize that if you aren't an "a" student you could improve and do the best you can.
- aq. Because some of the examples that were given in the discussions. I didn't want to be like those people. I wanted to make my life what I am capable of making it.
- ar. It improved my class work.
- as. In class we often had discussions and sometimes we learned ways to improve and this made me want to improve myself.
- at. Being a better person and improving myself is important.
- au. They made me understand that I wasn't the only person in the world who had problems.
- av. To show what's wrong.

51. Did your attitude toward music and art change?

- a. I learned to like different kinds of music.
- b. I learned to like music I had not before.
- c. Yes, you made me appreciate rock and roll and concert some.
- d. We saw the importance in them.
- e. We studied it in a different way than I have studied it before--yes.
- f. I saw a new--a great--need for music and art.
- g. I began to like it better.
- h. I came to appreciate the arts and music better.
- i. I learned to enjoy opera music more. I learned to like and appreciate other music as well.
- j. I learned to appreciate good opera singing.
- k. I learned to love classical music and I appreciate fine art.
- l. I learned more about them.
- m. Yes, I learned to like and appreciate music. That's why I joined the band.
- n. Yes, I have learned there are other kinds of good music besides rock and roll.
- o. I came to realize more clearly that there is more talent, hard work, and genius behind classical music (opera, etc.) than is behind mere jazz, or country music.
- p. Yes, because you learn the words and know how to carry a tune. Drawing is important so you can learn to appreciate art.
- q. I took more interest in music.
- r. Yes, we learned a lot about art and music by doing them.
- s. Yes, I appreciated more types of music.
- t. Yes, because I like music more.
- u. I liked to hear others, but it wasn't for me. I had a clarinet that I could play a little, but I hated to practice.
- v. Yes, we had music appreciation when I was there, and I think your interest rubbed off on me.
- w. Yes, because you played the piano.
- x. We saw the beauty and importance.
- y. Yes, I learned to appreciate different kinds of music.
- z. My teacher liked music and the arts and from him I learned to enjoy more the fine arts and music.
- ab. I found an interest in listening to good music and in seeing art.
- ac. I have always appreciated the value of music and art.

60. Did your interests in subject matter change?
- a. Yes, I wanted to write better papers.
 - b. Because I think study is something every student must do.
 - c. Yes--made me think more about the subjects, and made me try harder.
 - d. In math I realized how much it is needed and tried to understand it.
 - e. I learned to appreciate my subjects and knew more about what they meant.
 - f. I realized the necessity of a well-rounded education and also the responsibility of doing more than the required.
 - g. Yes, it became more interesting.
 - h. I began to realize I needed harder subjects.
 - i. I think studying is very important in every subject.
 - j. Yes, because you could learn a lot.
 - k. I changed from liking comic books to good literature.
 - l. I determined to take hard courses in high school and really try.
77. Did your attitude toward school as an institution change?
- a. I feel that school is very necessary.
 - b. Yes, because learning is so important.
 - c. Yes, because a school should have order.
 - d. It didn't seem like an institution to me. We worked and enjoyed having fun at the same time.
 - e. I learned that if you studied hard, school was more fun. I enjoyed school very much.
 - f. We came to learn and we must work hard to accomplish anything.
 - g. I learned that school is a privilege, and I learned to be loyal to the school after I left it.
 - h. I think it is a place to learn.
 - i. Yes, I started thinking of school as a place of learning instead of a prison, so to speak.
 - j. Yes, I think it's a place to learn and not a place to fool time away.
 - k. I realized that the school is for the benefit of the student and not a mere requirement of a means for punishment.
 - l. Yes, to know that there do have to be some rules.
 - m. I realized school was a place where we could learn instead of feeling we were being treated unjustly.

- n. I came to realize what school was for, a place for learning and education. It was not a place to have fun like at parties and it wasn't supposed to be a lover's lane. These things were mixed in in small amounts. Its main purpose was education.
 - o. Yes, I really enjoyed the eighth grade. It was the happiest year of my life. It changed my whole attitude toward school.
 - p. Because learning is so important.
 - q. Because it is considered an institution for learning.
 - r. I think you miss a great deal if you miss any.
 - s. Because a school should have order.
84. Did your attitude toward responsibility for others change?
- a. I learned that I must also help others.
 - b. Yes, because you are considerate of the others.
 - c. Now I know that it is not always yourself that counts.
 - d. I thought that I should be more responsible for others.
 - e. You had to be careful not to hurt other people's feelings by what you say or do.
 - f. I wanted to help others when I understood something I hadn't.
 - g. People always depend on us and we must be dependable if we want to depend on others.
 - h. I learned that responsibility for others is very important.
 - i. If someone needed help, I tried to give it to him.
 - j. Yes, I learned that we could help each other in things in class discussions.
 - k. I think older ones should look after the kids.
 - l. Yes--always know that they have feelings, too.
 - m. Yes, because I learned to like them.
 - n. Yes, I learned to take care of other's property and to respect them.
 - o. Yes, I could work without everyone telling me to. I think we should learn to be responsible for ourselves and others. It is best to learn in school instead of learning the hard way afterward.
 - p. Yes, I have learned to like some people better.
 - q. I wanted to help others if I could. It made me feel good.
 - r. We should be responsible for other people as well as ourselves.

85. Do you have wider interests today because of the work on attitudes?
- a. Yes, there are many more things for me to be interested in.
 - b. I think that on account of attitudes I have more interests and these interests are very important in my life now and in the future.
 - c. Yes, because of the work done on my attitudes during the 8th grade. I am interested in the attitudes of others, especially those in lower grades.
 - d. I have more interest in music and in art. I learned a great deal about classical music and I have grown to love it.
 - e. Yes, because I wanted what I deserved.
 - f. I have wider interests in music because we had music appreciation and I enjoyed and still enjoy open-minded thinking and conversations.
 - g. I developed an interest in the abstract phases of life: (1) moral character, (2) responsibility, (3) religion, (4) philosophy, etc.
 - h. By having a better attitude, I am able to get along with people and enjoy life more.
 - i. I want to know more about different fields.
 - j. I think my work in the eighth grade, most of all, made me think. Now I realize how much it really meant to me. It has made me have wider interests, because I developed them then.
 - k. I think the work on attitudes has helped me a lot and made things more interesting.
 - l. Because I want to have a better attitude toward people.
 - m. Yes, because attitudes cover a large field.
 - n. Attitudes made me understand that the world is a great storehouse of knowledge, ready to be learned.
 - o. I learned to try things before I decided I didn't like them.
91. Was your attitude toward learning any particular subject improved in your eighth grade?
- a. I learned to like history more.
 - b. I learned to improve myself and take responsibility and take care of things.
 - c. I took more interest in some subjects than I had before.

- d. In the 8th you told me I had an awful handwriting; now all the teachers think I have a nice handwriting, and if you hadn't told me I would have never improved.
- e. Science--I found it to be interesting.
- f. In English the way we learned to have English made me practically enjoy it.
- g. I became more interested in history and math than I had ever been before.
- h. English--I used to hate it, but I learned to like it.
- i. I learned to enjoy history better.
- j. My interest in English was greatly improved because my teacher helped me understand what I didn't know.
- k. I learned to love music and art.
- l. Yes, in spelling; I really need that.
- m. Reading--I learned to appreciate more books than I did before.
- n. English and science--I never liked either subject until the eighth grade. I can't explain in what way.
- o. Spelling. Spelling is important to life. It could cause you to fail a test.
- p. Science--a desire to know what the scientists don't know.
- q. Yes, algebra in the 8th helped me in the 9th.
- r. Yes, my attitude toward history.
- s. Yes, I didn't like a certain subject, but now I've taken it every year in high school so far--math.
- t. History, because history has always repeated itself.
- u. History; the short glimpses of N. C. State history made me more aware of our nation's history.

Answers from the "Class of 1963"
to Open-End Questions

7. Did the discussions in class help you to take a greater interest in improving yourself?
- a. I learned why you should improve yourself.
 - b. Yes, about using bad language and things like that.
 - c. Because I want to be something important when I grow up.
 - d. After knowing more about it, it makes me want to learn even more about it.
 - e. We all discussed it together and said what we wanted to.
 - f. The discussions made me feel like I should do this for the welfare of thers as well as myself.
 - g. It made me take pride in my work.
 - h. Made me realize I needed to have more ambition.
 - i. Yes, it made me want to know how and why something and all things work.
 - j. Yes, because it is more interesting and helps you want to know.
 - k. It made it more interesting.
51. Did your attitude toward music and art change?
- a. Yes, by learning more about them.
 - b. I came to like both better.
 - c. I learned to like and appreciate it.
 - d. I learned to like it more because I learned something about it.
 - e. Yes, because I did not have time for it and was not interested.
 - f. Yes, because we put up bulletin boards on them.
 - g. Yes, I learned that music and art were fun, and that both can express themselves in the way they look (as in art) and music tells you in pictures, too.
 - h. It made me more interested in art and the instrumental music.
 - i. I learned to appreciate them more.
 - j. Yes, it was different.
 - k. I began to like them better.
77. Did your attitude toward school as an instution change?
- a. I've started working for the learning, not the grades.
 - b. I learned to appreciate it more.

- c. Yes, it did not seem like a prison.
 - d. I began to feel that school was necessary in life for all.
84. Did your attitude toward responsibility for others change?
- a. It helped me to know more about people. I think this attitude is important.
 - b. I thought more of them.
 - c. I learned to respect them.
 - d. Helping others--co-operating.
 - e. Everyone should accept such responsibility.
 - f. It helped me to look out for others.
 - g. I wanted to be respected and liked, but I like everybody.
 - h. I should be careful not to do anything that would harm others.
 - i. I learned to look after them.
91. Was your attitude toward learning any particular subject improved in your eighth grade?
- a. My attitude toward arithmetic has changed because it is important.
 - b. History--I wanted to know more about my state.
 - c. History--I didn't like it before.
 - d. I wanted to learn more history.
 - e. I learned to appreciate math more.
 - f. Science, because it got to where I could understand it.
 - g. It was late, but the last few days of school I learned to like arithmetic.
 - h. English. It is a very important subject. I should know how to speak, read, and write it better.
 - i. Yes, science. I became more interested in science and all the sciences.
 - j. History. It was about North Carolina and was very interesting. It was the first year I liked history.
 - k. I learned to like science and English.
 - l. History was more interesting.