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A STUDY IN INTEGRITY AMONG
HIGH SCHOOL STUDENTS

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Pen Lile Pittard
July 1961

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Statement of the problem. This study is an effort toward the acquisition of an accurate tabulation of actual human behavior in terms of direction, force and volume, and in relation to certain hereditary and environmental factors, in order to arrive at a reasonably accurate estimate of the general level of integrity as well as the sources of specific types of behavior and the best procedure for raising the level of integrity among public high school students.

The problem as concerned in this study has been limited to an attempt to portray the general level of integrity among students in public high schools in three areas: (1) honesty; (2) acknowledgement and performance of personal obligations; (3) social responsibility.

Definition of terms.

Integrity. According to Webster, integrity includes in its scope moral soundness; honesty; freedom from corrupting influence or practice, strictness in the fulfillment of contracts, and the discharge of agencies, trusts and the like.

Honesty. truthfulness, trustworthiness, sincerity, fairness, genuineness, frankness, openness.

Personal Obligations. shall refer to individual relationships, duties, and responsibilities.

Social responsibility. shall refer to participation in broader civic, cultural, economic and religious activities of the community.

Conclusions.

Honesty. Most students lack a well-defined concept of what is honest and what is not; they tend to be more demanding of honor for themselves than for others; they are not usually consistently honest or dishonest, but are more likely to be consistently honest than consistently dishonest.

Personal Obligations. In this area, survey results showed students had reached a higher level than in either of the other two areas studied.

Social Responsibility. In the area of social responsibility, the level of students surveyed is the lowest of the three. Even in cases where an unobjectionable attitude might be observed, it is more likely to be passive than positive.

Resources for Research. The research was based largely upon the previous findings of Hartshorne and May, Dimock and Hendry, Voelker, and others; and personal survey projects among three high school test groups, two anonymous and one at the Appalachian High School Camp, Banner Elk, North Carolina.

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CHAPTER I

INTRODUCTION

The spectacle of a civilization such as the American democracy, based upon the assumption that human beings can be trusted, while the most flagrant frauds, deceptions and untrustworthiness are consistently and openly practiced, even condoned, or at least not overtly disapproved, is evidence of a need for assessment of our current behavior trends.¹

Churches, schools, and other institutions annually invest millions of dollars in so-called "character education," but little has been done to produce tangible estimates of the results in terms of over-all integrity in individuals.

Obviously, integrity cannot be reduced to a specific algebraic sum of tendencies, attitudes or behavior. However, as Theodore Lentz, Jr., has suggested, "Character education without character measurement would appear to be

¹This is not, of course, presented as a 20th Century phenomenon - or exclusively an American one. It has obviously been a perennial one from the earlier civilizations.

as logical as target practice in the dark, good shots and poor ones being equally gratifying."²

If we can get an accurate tabulation of actual human behavior in terms of direction, force and volume and in relation to hereditary and environmental factors, it should give a reasonably accurate estimate of the general level of integrity as well as the sources of specific types of behavior and the best procedure for raising the level of integrity.

Statement of the Problem. Since the public schools are most directly involved with the training of the greatest number of people; and since by their high school years, students usually have a relatively well-defined pattern of behavior as well as reasonably conscious standards or codes of ethics, the problem as concerned in this study has been limited to an attempt to portray the general level of integrity among students in public high schools in three areas: (1) honesty; (2) acknowledgment and performance of personal obligations; and (3) social responsibility.

²Theodore Lentz, Jr., An Experimental Method for the Discovery and Development of Tests of Character (New York: Bureau of Publications, Teachers College, Columbia University, 1925), p. 2.

Definition of terms

Integrity. According to Webster, integrity includes in its scope moral soundness; honesty; freedom from corrupting influences or practice; strictness in the fulfillment of contracts and discharge of agencies, trusts, and the like.³

Honesty. Honesty includes truthfulness, trustworthiness, sincerity, fairness, genuineness, frankness, openness.⁴

Personal Obligations. This term shall refer to individual relationships, duties and responsibilities.

Social Responsibility. This term shall refer to participation in broader civic, cultural, economic and religious activities of the community.

Control Group. For want of a better term, this shall be used to refer to a group of students subjected to a number of tests and special observations for research

³Webster's International Dictionary of the English Language, Unabridged.

⁴David B. Guralnik, (ed.), Webster's New World Dictionary of the American Language. (New York: Popular

purposes rather than simply to one type of test in which other testees were given the privilege of anonymity.⁵

Significance of the Study. Both animals and primitive man survived largely through their success in deceiving their enemies. However, when men come to live together in groups - family, nation, tribe - and become mutually dependent through each one's specializing and doing some part of the work for the common group, truth in dealing with one's fellows becomes necessary.

We must know the facts of conduct, specific behavior tendencies, before we can intelligently deal with causes and consequences.

"Only by building a broad foundation of statistically usable data can the science of human behavior...be developed."⁶

The gap between professed ideals and actual practices among American people is so glaringly apparent, constituting a kind of societal neuroticism, that youth participants (i.e., high school and college students) in the Golden Anniversary White House Conference on Children and Youth,

⁵Hugh Hartshorne and Mark A. May, Studies in Deceit. (New York: The Macmillan Company, 1930), p. 7.

⁶William B. Pittard, "Integrity," a term paper, unpublished: 1938.

in March of 1960, repeatedly stressed their need for adults to lead them to a meeting of standards and practices in matters of personal integrity and public responsibility.

Specifically they pointed up that adult counselors, including school, church, and family authorities, (1) teach them that "honesty is the best policy," yet simultaneously demonstrate by their own dishonesty that they do not believe this, even teach young people to lie in certain circumstances;⁷ (2) teach them that "all men are created equal," yet do not behave as if this were true, nor will they permit their youth to behave as if it were; (3) teach them that American citizenship is one of the most highly prized heritages worth the dedication of each person's life, yet they avoid any kind of government service, military or civil, as long as possible and complain of every tax or activity required of them which they cannot evade or out of which defraud their way; (4) teach them that spiritual matters are of all things most important; yet pay so little attention to religious truth that they cannot even state their beliefs, if indeed they have any specific ones.

⁷In a special investigation of 49 high school seniors, reported elsewhere in this thesis, 19 (almost 26%) stated that their parents had instructed them or suggested to them to lie at one time or another.

The formal recommendation of that conference was that "...priority be given to promoting those moral and spiritual values which are unique to the dignity of the individual, and to encouraging high standards of personal and group integrity and conduct, and service to God and to fellowmen. That youth be encouraged to study the great ethical, moral, and religious truths, as a basis for formulating codes of conduct to guide them toward good citizenship; and that they be encouraged to make, with knowledge, conviction, and courage the free choices which are their right to make...that research be undertaken into the origin of values and the nature and development of ethical principles and codes of conduct in children."⁸

This recommendation was the specific stimulus toward the undertaking of this project.

Review of the Organization of the Remainder of this Thesis. This study will attempt to report the major findings of previous research regarding the nature of integrity in the three areas specified, the circumstances which seem to relate to certain behavioral characteristics and the relation of the behavior to probable causative factors.

⁸Golden Anniversary White House Conference on Children and Youth, Recommendations (Washington, D. C.: United States Government Printing Office, 1960), pp. 56-67.

It will also report certain findings from the writer's independent research among 1960-61 high school students and faculty members. This research was in three parts:

- (1) the administration of an original structured, situation-type test to students in class groups, but with complete anonymity except for certain classifications,⁹ such as sex, grade, type of community, etc.;
- (2) the administration of a different test of the same type, also prepared by the writer, to teachers in class groups in the Graduate School at Appalachian State Teachers College in Boone, North Carolina;
- (3) a much more thorough investigation, without the anonymity, of 49 students, representing many types of communities and backgrounds, who were enrolled in the summer session at Appalachian High School Camp, at Banner Elk, North Carolina.

This latter investigation included, in addition to the situation test, an intelligence test and an inventory of social and economic background data designed to: (1) discover whether there is evidence of any correlation between intelligence and integrity (as Hartshorne and May have suggested, among others); (2) discover whether there is evidence of measurable correlation between social and economic factors and integrity; and (3) discover whether facade answers

⁹See Appendix, p. 96

may be more typical in a written character test than truthful ones.

The limitations of such a project are readily apparent. In the first place, no pencil and paper test of character can be conclusive. Also, there is the problem of facade answers, even on pencil and paper tests which might be most revealing if answered truthfully. Further, and this is more significant, integrity is a quality which finds expression in every aspect of living and which is composed of the interweaving of knowledge and attitudes with needs, pressures, and mores. Therefore, to get a genuinely accurate assessment of the integrity of the subjects would require more carefully validated tests of a much wider variety and covering a much longer period of time.

However, the ultimate difficulty presented in such a study is the fact that in the final analysis, the standard of what is good and what is not good, rests upon no absolute authority, such as a scientific principle or a mathematical formula, but upon the judgment of those recognized (by whom?) as "experts." Thus, no matter if the standard be the combined judgment of a thousand "experts," there could probably be found a thousand more who would agree on a divergent judgment.

For the purposes of this limited study, however, no attempt will be made to "grade" the subjects tested as to

their level of integrity. Rather, it will simply report the summary of its current findings as to what the behavior trends and attitudes of high school students are in matters reflecting integrity, with some suggestive reflections upon its correlary circumstances and/or causes.

Resume of the History and Present Status of the Problem. As early as the 1920's, Hugh Hartshorne and Mark A. May, of Columbia University, conducted extensive studies into the organization of character and its multiple expressions in the conduct and attitudes of children and youth. Reports of these investigations appeared in three volumes: Studies in Service and Self-Control, 1929; Studies in Deceit, and Studies in the Organization of Character, both in 1930. All three were published by the Macmillan Company, New York.

In preparation for this thesis, the writer corresponded with eight leading colleges and universities: viz., Duke University, Purdue University, University of Illinois, Columbia University, Peabody Teachers College, University of Chicago, and Stanford University, as well as state departments of public education in Arkansas, Missouri, Montana, New York, North Carolina, Virginia, and Illinois, in the effort to discover whether or not any recent studies in this field have been conducted or were in the process of being conducted

currently. None of those consulted was aware of any major studies since the Hartshorne and May work.

Interviews with principals and guidance directors in various North Carolina high schools - city, town, and rural - have revealed not one situation in which there is a clear-cut standard for character evaluation or establishment of moral responsibility. Yet all, without exception, expressed great need for such a standard and for some system of raising the general level of integrity among students.

A number of relatively unsatisfactory tests devised for character measurement and ethical evaluation have been published, but the value of these tests has been negligible.

This does not, of course, mean that there have not been thousands of more or less amateur "character-builders" at work on the problem of raising the level of integrity as they understand it and by whatever methods some combination of haphazard training and personal experience may suggest. The remarkable thing is that such efforts do often, like the weird concoctions of witch doctors in primitive societies, prove effectual. However, the great waste of human resources and potential which reliance upon unscientific approaches to a problem so basic involves is unwarranted and inexcusable.

A basic premise of this study is that a society which can find basis and tools for measuring intellect and ability

can also discover measuring instruments and exact patterns for producing desirable qualities of personality.

CHAPTER II

REVIEW OF THE LITERATURE OF THE FIELD

Hartshorne and May based their investigations on the following outline of the mental content and skills involved in ethical behavior:

- A. Certain tools needed for the intelligent consideration of problems of social adjustment
 - 1. Adequate social-ethical vocabulary
 - 2. Adequate control of language - the ability to say the right thing and to understand the more subtle nuances of delicate social adjustment
 - 3. Assimilation of the fundamental ideas or generalizations in terms of which life is coming increasingly to be understood, such as
 - The idea of sex
 - The idea of God
 - The idea of right and wrong
 - The idea of natural law
 - The idea of growth
 - The idea of evolution
 - The idea of cooperation
 - The idea of personality
 - The idea of custom
 - The idea of design
 - The idea of legislation
 - The idea of education
 - The idea of work
 - The idea of fun
 - The idea of the machine
 - The idea of self-forgetting service
- B. Particular knowledges and skills needed for making social adjustments
 - 1. Knowledge of natural law, physical and biological, and the limitations and possibilities of experience

2. Knowledge of body and mind in general and of oneself in particular: to understand the causes and consequences of certain kinds of behavior in oneself and others, the nature of temptation, reasons for social and legal requirements and desiderata, to control self for growth
3. Knowledge of race experience in solving problems of social adjustment, as recorded in history, folklore, fiction, biography, poetry; particularly, knowledge of motives and purposes and their consequences
4. Knowledge of how people behave toward one another in all sorts of situations: home, school, church, public meetings, committee meetings, discussion groups, play groups, emergencies, studying, visiting, etc.; the significance of this behavior for the life of the groups concerned
5. Knowledge of moral principles held by different groups and their implications and applications in concrete situations
6. Knowledge of constitutional rights and obligations, legislative enactments, and sanctions affecting oneself and one's groups
7. Knowledge of institutions and other cooperative bodies and movements affecting oneself or needed as instruments of social adjustment, such as the church, the school, the home, the state, the town or city or community or block or neighborhood and its government, community agencies of welfare and safety, such as the police department, national associations such as the Child Labor Committee and Red Cross, the movie, the playground, the library, the museum, local industries, the jail, the hospital, the court, the clinic; what they do, their history, their value, their address, how to cooperate.

8. Knowledge of how the work of the world is carried on in mining, agriculture, industry, commerce, finance, transportation, communication, the trades and professions; mechanical and social aspects
9. Knowledge of contemporary peoples, races, nations, their contacts, conflicting interests, efforts toward peaceful settlement of disputes and world organization, effects of war and armament, historical and current utopias
10. Knowledge of the trend of evolution, theories of the universe, and the place of man in the universe
11. Knowledge of how men have experienced God in connection with nature and in the control and development of self and society; prayer, reflection, retrospect, valuation, foresight, repentance, forgiveness, aspiration, unification
12. Knowledge of causes and consequences of social behavior, the habit of foresight and valuation, the recognition of personal and social responsibility, the habit of moral thoughtfulness
13. Knowledge of how to think with the materials of social action, the habit of inhibition, abstraction from prejudice, gathering and weighing of evidence, use of past experience, willingness to experiment, discipline of group thinking, open-minded consideration of differences, respect for self and others, freedom from social suggestion, social perception and imagination
14. Knowledge of the sources of information needed and the habit of making constant reference to them.¹¹

¹¹Hugh Hartshorne and Mark A. May, Studies in the Organization of Character (New York: The Macmillan Company, 1930), pp. 34-37.

*They used about 80 tests in all, some in two forms, in the study of three population groups over a period of years. These included classroom tests, individual tests, party tests, evaluation by teacher and associates, and others. Some were pencil and paper tests; some were puzzle-type tests, some were games with and without opportunity to cheat; some were opinion.

In one, each child was presented with a test sheet so constructed that although his sheet resembled his neighbors, they differed in content; hence the child who copied his neighbor's paper was almost sure to have the wrong answer. The duplication plan was highly effective. Accordingly, information tests were given with items as the following: (1) Brussels is a city in Germany, Belgium, Denmark, or the Netherlands. (2) Australia is a continent, an island, a sea or an ocean. The students were instructed to underline the correct answers. After collecting the papers, copies of the answers were tabulated and the sheets returned for individual corrections. The duplicates detected all cases of changed answers. The third dealt with the improvable in which the child was given a sheet on which was drawn a maze. After observing for thirty seconds he was asked to place his pencil on point "A", to close his eyes, and to draw a line, according to the pattern of the maze, to

*Hartshorne and May

point "B" at the center of the diagram. Since success was impossible, a correct order was taken as evidence of cheating.¹²

The methods used in athletic situations comprised such tests as the dynamometer, chinning a bar, broad jump, with and without opportunity to pad the score. The parlor tests comprised games such as pinning the tail on the donkey, with a good chance to peep, and a bean relay in which each runner picked up one bean at a time. If a child had more beans than runs, which were checked, he was clearly guilty of deception.¹³

Lying was tested by asking numerous questions concerning matters which the instructor was able to check, as "Did you ever cheat on any sort of test?", "Do you always apologize when you have been rude and discourteous?", "Do you report other pupils when you see them cheating?". Any child who answered more than a standard number of these questions, the standard having been determined by a control group, was classified as a prevaricator.¹⁴

Hartshorne and May also devised methods for detecting tendencies to steal. At parties a game was played in which

¹²Herbert Gurnee, Elements of Social Psychology. (New York: Farrar and Rhinehart, Inc., 1936), p. 348.

¹³Ibid., p. 349.

¹⁴Ibid., p. 349.

each child had an excellent opportunity to steal a dime used in the game. In the classroom test a box of puzzles was presented to the child; therein was a dime which apparently was not supposed to be there, and which, from the instructions and other remarks of the teacher, might be removed without detection.¹⁵

The tests revealed:

(1) Honesty is not a general trait. A child who is honest in one situation is not likely to be honest in all situations. However, of the rare instances in which a child is consistently honest or consistently dishonest, more are consistently honest.

(2) Tendencies toward lying vary with the maturity of the person. In Ackerson's analysis of 5,000 cases, lying was found to increase from less than .05 at 4 or 5 years to a peak of more than .30 at 9 years for boys and to .40 for girls at 17 years.¹⁶

(3) Lying, cheating and stealing are only loosely related.

(4) Cheating tends to run in families very much

¹⁵Gurnee, op. cit., p. 349.

¹⁶C. M. Louttit, Clinical Psychology (New York: Harper and Brothers Publishers, and Company, 1936).

like eye color, with a correlation of .30 to .40 among siblings, which could not be ascribable to environmental factors alone.

(5) No great differences among members of various religious sects was discernible except that children enrolled in Protestant Sunday Schools were somewhat less inclined to cheat than those not enrolled.

(6) Bright children are less likely to cheat than dull ones, and emotionally stable than emotionally unstable.

(7) Children with better manners, more cultural backgrounds, and more concordant families are generally more honest than those from poorer backgrounds.

(8) Children of North European stock show less deception than those of South European stock.

(9) Children from families whose parents are in the professional group showed a ratio of only 1 out of 3 in cheating (score obtained by dividing the amount of deception by the amount of opportunity to deceive); the children of unskilled parents showed a ratio of more than 1 out of 2.

(10) The correlation of cheating between friends is .49. Correlation of all individuals in a community is .65.¹⁷

¹⁷Gurnee, op. cit., p. 350.

(11) Generosity and cooperation, also, tend to run in families.

(12) Children of native-born parents made higher "service" scores than those of foreign-born parents. Only twenty-eight percent of those born in Italy reached the median of those born in the United States. In one test, only twenty-six percent of children of foreign-born parents reached the median of children of native-born parents.

(13) Children of Protestant parents displayed a higher degree of cooperativeness than those of either Jews or Catholics, with Catholics at the lowest point.

(14) There are only slight tendencies for service scores to increase with intelligence, deportment, scholastic advancement, or other forms of classroom superiority.

(15) Most of the subjects were neither especially selfish nor exceptionally generous.

(16) Girls were apt to be more cooperative than boys, but the difference was slight.

GENERAL CONCLUSIONS

(1) Low intelligence, inferior home background, and suggestibility were among the most important factors conditioning the tendency toward dishonesty as reported in

Studies in Deceit.¹⁸ The correlation, in one population studied, between intelligence and honesty was .308 and in another .369, the weighted arithmetical average being .344. The mean correlation is .344. Moreover, there is a negative correlation between intelligence and deception of .40 to -.60. The discrepancy may be partially explained by the fact that the latter is a theoretical determination and omits at least one of the tests used in the first correlation, and does not always give equal weight to the tests used.

(2) Service tendencies are specific in character and seem to have no relation to general ideals, and many of the other tendencies measured appear to be more related to interest than to character.

(3) Insofar as situations are alike, the conduct and responses of a student will be alike; and insofar as situations are different, the conduct of the same student may be different. In other words, "integration," or the transference of general ideals and principles from one type of situation to another is achieved by most students only to a very small degree.

(4) Contradictory demands made upon a child by the varied situations in which he must function and the varied

¹⁸H. Hartshorne and M. May, Studies in Deceit (New York: The Macmillan Company, 1930), p. 344.

notions of an ideal family, an ideal school, an ideal community, and the like, which various groups in which he moves may teach, make it necessary for him to employ varied standards of behavior.

(5) Unified demands upon a child are possible only in a twenty-four hour controlled environment, which, in itself, is so artificial that its accomplishments might not carry over into practice after the child is returned to the normal channels of life in human society again.

(6) It cannot be expected that students will conform to standards not supported by community code and practice. Therefore, a unified, functioning ideal for the entire community must be achieved if we are to produce such unity in individual students.

Numerous research projects in the field of integrity have been undertaken on a limited basis since the Hartshorne and May reports, most of them based directly upon the former study and many of them using only slightly varied techniques and identical instruments. (Though only a small proportion of the tests were available in printed form, an appreciable number of them are easily improvised.) Those researchers who have devised their own instruments have usually only made original versions of essentially the same type. Most of their conclusions have been roughly identical, although

a few, because of the specialized nature of their testing situations, have produced slight differences.

H. S. Dimock and C. E. Hendry, Y. M. C. A. camping leaders, placed stress upon the validity of Hartshorne and May's suggestion that since much of any child's behavioral problems are directly related to environmental pressures, maladjustments, rejections, hostilities, and other specifically localized phenomena, a prime advantage in both evaluating and correcting them could be obtained by removing him bodily from the adverse environment into an artificially controlled atmosphere in their camp program for a period of weeks. They could achieve the twenty-four hour supervision and observation, where not only could more accurate behavior measurements be obtained, but adverse factors could be either eliminated or vastly neutralized and constructive social pressures substituted for destructive ones.¹⁹

They devised a set of measurements, in which a thorough inventory on each child was obtained at the beginning of camp and a succession of reports on his behavior from each of three counselors compiled. A final test and

¹⁹H. S. Dimock and C. E. Hendry, Camping and Character (New York: Association Press, 1947), p. 128.

evaluation at the conclusion of camp was followed by parental reports after a stated interval, following camp, and the total record of progress or retrogression in each area given.

Their major conclusion seems to have been that character training has greatest practical results among students up to 12 years of age, and least among older campers. The question as to what the implication of this conclusion for camp planning should be is not clearly answered.

Voelker performed a project with 57 boys, 10-14 years old, of whom 36 were given thorough Boy Scout training in trustworthiness, honesty, codes and related matters pertaining to integrity for a period of 7 weeks. Twenty-one were held as a control group and given no such training. They all were given ten performance tests at the beginning of the 7 weeks and 10 at the end. In the final testing, the control group showed an average per-pupil loss of 8.5 per cent, whereas an average gain of 1.7 per cent occurred with the trained group.

However, the number of cases was too small for conclusive results and the lack of consistency from child to child makes reliability questionable. Voelker does make

one significant conclusion, however: that the leadership counts very much more than the methods of training.

This conclusion seems to be amply borne out in the findings of Dr. Vernon Jones, who, after years of research in character measurement and education, concluded that the greatest single factor in the integrity of students is the personality of the teacher, and that its effects do not necessarily carry over from class to class. By the same token, he feels that results of character tests are affected by the teacher's personality to such an extent as to make them less than valid.²⁰

In an experiment in the effectiveness of training in correcting cheating, Claire Zyves demonstrated that cheating is appreciably reduced by specific training, but is not appreciably affected by non-specific character training.²¹

All of the foregoing seems to suggest that not much progress in raising the level of integrity among students will be made until much more thorough scientific knowledge is obtained on the sources of behavior.

²⁰Vernon Jones, Character and Citizenship Training in the Public Schools (Chicago: University of Chicago Press, 1936)

²¹Claire Zyves, "Experiments in the Teaching of Integrity," Teachers College Record, XXXII, (1931), pp. 359-374.

Although Hartshorne and May have placed preponderant importance upon environmental factors, especially within the family, for character formation, more recent writers have gone further, to the extent of suggesting almost total determination of behavior patterns, social attitudes, and personal ideals by the nesting situation of the infant.

In an article entitled "Life's Hardest Year," J. D. Ratcliff says:

Life's hardest year is the first. In the first year of infancy, having entered this world as a completely helpless human being, not very pretty, with eyes that won't focus, ears that hear only fuzzily, arms and legs that won't maneuver at will or support a body, and a tongue that will not shape words to develop into a human being who can crawl, walk, talk some, see and hear clearly, and even play simple games is a mammoth task. There is never another year like it in the history of a man.²²

Patty and Johnson say that the way in which an infant is enabled to cope with these mammoth problems--the friendliness or unfriendliness he finds in his environment--and the satisfaction or lack of it which he is able to achieve in meeting the urgencies within himself--very largely determines the pattern of personality development of his entire life. The relative frequency, intensity and duration

²²J. D. Ratcliff, "Life's Hardest Year," Readers' Digest, September, 1960, p. 54.

of his moods of fear, rage and joy, along with his experiences of extremes of overstimulation and understimulation are major factors in the development of future behavior patterns.

Finding one's environment unacceptable means to an infant that he is unacceptable to his environment and lays the foundation for hostility and defense toward a supposedly alien world.

It is here in the nesting situation that the individual's core values are formed--his basic affection-security relationship. The personality whose core values are characterized by insecurity and inadequacy--the conviction that it will be necessary to wrench from an unwilling environment the warmth, the reassurances, the satisfaction it requires, although it fears it is basically inadequate to secure satisfaction by any means--will seek the security and adequacy it lacks in a pattern of behavior motivated by this unhealthy situation which can only produce unsatisfactory results.

Around the personal values of an individual, his more specific motives cluster, and the stability of habit patterns is primarily due to the stability of the individual's scheme of values.

In the architecture of personality, the structural frame consists, in progressive order of (1) core values; (2) source traits (mostly hostility--friendliness feelings); (3) trait sectors (expression of source traits in typical behavior); (4) surface behavior (the actual experience has formed it). Commonly observed specific acts, which may be meaningless by themselves, yet when studied with their relation one to the other, furnish clues to the values and motives which have produced them.

Hartshorne and May have finally concluded that "Such consistency of character as pupils have achieved is the product of experience preceding the 5th grade in school, and does not materially increase as they move up through the 8th. It would seem to be implied that radical changes were called for in our prevailing methods of character education."²³

Although the realm of literature specifically on the subject of testing for integrity is exceedingly limited, an almost unlimited amount of literature exists in directly related fields which are necessarily integral in the development of integrity or the measurement of it.

²³H. Hartshorne and M. May, Studies in the Organization of Character (New York: The Macmillan Company, 1930), p. 376.

Basic to the study of any mental or behavioral problem is a reference to Sigmund Freud's Outline of Psychoanalysis.²⁴

Most important for the student of integrity is the treatment of the various levels of the mind of an individual: i.e., the unconscious, the pre-conscious, and the conscious. The detailed distinctions between the ego, the super-ego, and the id, with Freud's interpretations and simplifications are significant clues to the nature of the development of values, the strength of certain types of motivation as well as their origin, and many other important factors.²⁵

Another volume extremely helpful in the same area is A. A. Brill's Basic Principles of Psychoanalysis, with emphasis upon making the principles which he discusses clear to psychologists and educators not trained in the technical terms of psychoanalysis. Brill was the first practising American psychoanalyst. He was careful to

²⁴Sigmund Freud, An Outline of Psychoanalysis (New York: W. W. Norton and Company, Inc., 1956).

²⁵A. A. Brill, Basic Principles of Psychoanalysis (Garden City, New York: Doubleday and Company, Inc., 1949).

catalog numerous things which psychoanalysis cannot perform, but made primary reference to "normal" people, and shed much light upon the nature of human behavior in its causes and effects, as did Freud.²⁶

The recognition of the strategic nature of the relationship between teacher and student in producing acceptable behavior and influencing the development of integrity is thoroughly borne out in numerous volumes, two of the best of which are The Teacher and the Child, by Clark E. Moustakas, of the Merrill-Palmer School, in Detroit; and Meeting Children's Emotional Needs, by Katherine E. D'Evelyn.²⁷

A major conclusion of the research, the necessity for every thoroughly integrated and poised individual to find identity with the cosmos and a comfortable relationship outward with other people and ultimately with God Himself, is amply attested by many authors in many excellent volumes. Among these, one of the best is The Exploration of the Inner World, by Anton D. Boisen.

²⁶Clark E. Moustakas, The Teacher and the Child (New York: McGraw-Hill Book Company, Inc., 1956).

²⁷Katherine E. D'Evelyn, Meeting Children's Emotional Needs (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957).

Boisen refers to the profound relation of "social salvation" to personal salvation" - the close and direct relationship of social factors and social consciousness of belonging and of obligation to mental soundness and personal wholeness. This matter of belongingness or the lack of it runs like a thread of steel through the entirety of the scheme of motivations and behavior, and its expressions in the acknowledgement and performance of personal obligations and social responsibility form a major part of the pattern of a person's integrity as it is defined in this study.²⁸

A wealth of materials was produced by the Golden Anniversary White House Conference on Children and Youth in 1960, to which the writer was a delegate. One of the superb papers is "The Development of Behavior and Personality," by John E. Anderson, Director of the Institute of Child Development and Welfare and Professor of Psychology at the University of Minnesota. Of particular interest to this study is Dr. Anderson's treatment of the self-concept and personality, conformity and independence, much of which was amply borne out by the findings of the research for this study.²⁹

²⁸ Anton D. Boisen, The Exploration of the Inner World (New York: Harper and Brothers, 1936).

²⁹ John E. Anderson, "The Development of Behavior and Personality," The Nation's Children, Vol. I, (New York: Columbia, 1960).

Numerous articles appear in popular magazines, designed for common consumption, but pertinent alike for the professional student of behavior, character, personality and integrity. It will suffice only to list several recent ones:

(1) Spock, Benjamin. "Are We Bringing Up Our Children Too Soft for the Stern Realities They Must Face," from Ladies' Home Journal, September, 1960.

(2) Banks, Murray. "How to Overcome an Inferiority Complex," McCall's Magazine, July, 1960.

(3) Banks, Murray. "How to Live With Yourself," McCall's Magazine, March, 1960.

(4) Boone, Pat. "Are You A Pioneer?" Ladies' Home Journal, July, 1960, posing the significant point: The real question for us is not our courage or daring, but whether we are able to face sacrifices or hardships in order to keep our freedom. Are we too soft to care? (Note the title of the Spock article.) Are things more important than prayer?

In addition, numerous articles on the matter of educational testing itself had a direct relation to the conduct of this research. Three of these were:

(1) "On Rating and Testing," from the Editorial Page (24) of North Carolina Education, April, 1961. This article

stressed the obligation of the education profession to evaluate the quality of its services as evidenced in the quality of its products.

(2) McIntosh, Stephen B. "Tips for Testers," North Carolina Education, May, 1961, stressing the necessity for respecting confidentiality, among other things.

(3) Daly, William C. "Test Scores: Fragment of a Picture," Test Service Notebook #24. (Yonkers-on-Hudson, New York: Division of Test Research and Service, World Book Company, 1960, which emphasizes the necessity of seeing a student's personality whole in interpreting data.

CHAPTER III

PLAN OF PERSONAL RESEARCH PROJECT

In the effort to get a reasonable sampling of current behavior trends in honesty, personal responsibility, and social obligations, the writer surveyed the area of printed tests for this purpose. Therefore, it appeared necessary to construct an original instrument of some kind which could be easily administered without undue expense of time, especially for the subjects of their schools, and which would simultaneously yield reasonable revealing information in all three areas.

*The result was a 26-item, structured, situation-type test for students and another for faculty members, since it is clear that the level of integrity among faculty members is a prime factor in the level of integrity of students. Each item in each portrayed a specific situation in which high school student or faculty members might typically find himself, and four alternative responses. The testee was instructed to indicate which of the four alternatives he would be most likely to choose if he were the person indicated and he had to do one of the four. It was carefully acknowledged that in any given situation a person might do something else entirely rather than what was suggested.

*See Appendix, p. 97.

However, it was felt that these four illustrated the major types of behavior responses which might normally occur, even though they might not be the specific acts which would be chosen. Testees were also urged not to respond with what they felt would be the right thing to do or what they felt the administrator would consider right, but only what they honestly felt they would personally be most likely to do. No attempt was made to differentiate among the items as to which of personal obligation and which of social responsibility, or to group them in any way.

The faculty test, however, was carried through only the preliminary stages, since it became apparent that this study would have to be confined to an investigation among students only, for the sake of economy of time and funds. The test was administered to 154 teachers from all types of schools and communities, through graduate classes at Appalachian State Teachers College. These teachers were anonymous except for such identification as sex, type of work (teaching, administration, guidance), years of experience, and level of work (primary, elementary, secondary, college). They not only took the test as subjects but also gave free, clear, appropriate criticisms and suggestions, many of which would have been incorporated into the revised draft of the test had it been continued. The results, as

far as compiled, were quite pertinent to the study, and, if complete compilations and correlative valuations worked out, would have yielded much value to the study. Indications were strong that a definite correlation exists between faculty and student integrity. The partially compiled findings were reported (at a later date), to about one third of those who took the test, and further discussion and suggestions followed, which greatly benefited the author in the conduct of the project.

The original draft of the behavior test for students was administered to 49 graduate students in two classes at Appalachian State Teachers College, most of whom were experienced teachers. As in the faculty test, the testees not only answered questions, but they evaluated items, point by point, and made valuable suggestions and comments which were used in the revision of the test before it was administered to high school students.

Among the suggestions used were such as the comment that on several items, more than one response was possible at the same time; one item, in fact, could have been answered quite properly by all four responses by the same person, although they illustrated different approaches to the situation. The latter item along with several others was completely deleted and the ones in the former category were

reworded. The final form of the test included only 20 items.

Two suggestions frequently made which were discarded as not practical for a project so limited, although they had merit, were: (1) that space be provided for alternate responses to each item in addition to those suggested, since hundreds of responses are theoretically possible; and (2) that some means of ascertaining the student's reason for his response be devised. The principal reason for discarding these was the enormous amount of book work which each would necessitate for tabulation and analysis. However, both suggestions would, if used, have yielded enormously more insight into the factors to be analyzed.

After the tests were prepared and the project in progress, the writer considered using as a supplementary test the Behavior Preference Record, published by California Test Bureau which is a roughly similar test and does provide opportunity for expression of the reasons for a student's various choices. However, it was not incorporated into the study, since the writer felt the California test was not sufficiently broad in its scope. For instance, in eight of twenty items, a principal issue was whether or not a student would tattle. The test is a relatively good one in some respects, and the manual has thorough suggestions for

compilation, interpretation and use of results. Its validity is relatively high, but based upon the shaky foundation of faculty opinion, and its reliability is also high, based upon correlation of the scores from various forms of the same test, according to the manual.

The situation tests were administered to 155 twelfth grade students in three groups. The first group were entirely rural, in a school community with no town students. These students were asked, in addition to the test items, to write in their own words on what basis they customarily decide whether a thing is "right" or "wrong."

The second group also took the test anonymously, but it was administered by a local teacher, not by the writer. This group of 72 twelfth graders were all town students.³⁰

As it became impossible to administer the tests in a city school, the only sampling of city students as a group was obtained in the third group of 51 twelfth grade students at Appalachian High School Camp, a summer program in which students are upper middle class, though there are

³⁰Residents of a community of 1,000-20,000 residents.

representatives of all classes economically and most classes socially except the very lowest.

These students were used as a control group and were not given the privilege of anonymity, except for the assurance that only the writer would see their answers. They were given three types of tests: (1) the Peabody Picture Inventory for intelligence quotient; (2) the writer's behavior test; and (3) a socio-economic background questionnaire which each one filled out with a combination of factual data, personal opinion, and attitudes. These three instruments produced material for a slight insight into their behavior trends in relation to intelligence and background. This information, along with a twenty-four-hour association with them in all types of situations, social, academic, and counseling for eight weeks, have yielded interesting results which will be reviewed in the following chapters.

CHAPTER IV

PROFILE OF STUDENTS TESTED IN PERSONAL RESEARCH

The students in Anonymous Group I attended an all-rural high school in a farming community of Northwest North Carolina. Their I. Q. ratings were all in a range of 85-113, and their socio-economic backgrounds were all either middle or lower middle class. Their parents are from old-line families, mostly farming land which has been passed from one generation to another for many years and to which the people are almost fanatically devoted. They are solid, conservative, frugal people, intensely religious, but with little enlightenment. Not one father of the testees has had more than a high school education and only two mothers have attended, but not graduated from, college. Both of these mothers have taught in the community's elementary school.

The students themselves dress moderately, are characteristically respectful to teachers and other elders, are serious-minded, hard-working, but not highly ambitious. Incongruously, one of the most lucrative businesses in the community is bootlegging, which is actually open knowledge to all. The parents of one of the students tested were arrested during the year for a fantastically elaborate

bootlegging establishment about which everyone had known for years. The girl showed no emotional reaction whatever, and no one expects the parents to be jailed, though apparently no disgrace would be felt in case they should be.

The students in Anonymous Group II are personally unknown to the writer, but they are students in a town comprising mainly middle class residents, both upper and lower, and a few very wealthy and very poor. Since it is a college community, a slightly higher than average proportion of them come from professional families. The community itself is a conservative one, though not in the extreme-conservative class represented by Anonymous Group I. The people are religious, serious minded, though with much more light-hearted, normal social life than the first group, and they have generally much broader and higher ambitions and more enlightenment, but probably less family stability.

In the Control Group, the students are in a camping situation where their own attitudes and behavior are well known, but their family backgrounds are known only indirectly. Since the camp is a relatively expensive one, not many low-income families are represented. However, some have sent students at great sacrifice and at least one is an orphan who supports himself by working from 4:00 p.m. until midnight.

He pays his own expenses, and attends camp at great inconvenience, since he has to drive approximately 40 miles daily and attend his first class at 7:45 a.m.

As a group, these students are dignified, somewhat sophisticated, mature beyond their years. They have strict regulations in some areas of camp life, but much greater freedom in others than is usually the case. Almost all the students, ninth through twelfth grades, smoke excessively outside of class time. The sexes are quite free with each other and open and unselfconscious in their "love-making." If any question of morals is involved, they seem unaware of it.

On the other hand, their respect for authority is unusually great and consistent, and their instant obedience to any instruction would suggest a much more rigid type of discipline than what actually obtains.

Some of these students are wrestling with the emotional burden of broken homes, the consciousness of having been sent to camp to get them out of the way of parents who want to seem concerned about them but do not wish to be bothered with them. Some seem to feel a closer attachment to servants than to family and have made long-distance calls across four states to speak to their maids. But most of them represent normal middle class American families, with parents who

genuinely love them and have provided this special opportunity for them because of the advantage they expect it to provide.

In the test group there are 11 rural students, 16 town students (meaning residents of communities with populations of 1,000-20,000), and 22 city students. Seventeen of them come from families of which at least one parent has only high school education or less, and 32 from families in which both parents have had some type of post-high-school education, either college, nurses' training, business or technical school. In 15 cases, the father is a professional man, and in 18, both mother and father are employed.

The average number of children in the families represented is $2 \frac{1}{2}$ and the average size home is $8 \frac{1}{2}$ rooms. Thirty-one students report that their families own at least two cars, and all but 18 say they feel their allowances (or in the case of those who have no regular allowance, their spending money) is adequate.

Only 10 students stated that either parent was not active in any civic, cultural, recreational or religious organization, and most listed three or more for each parent.

Twenty-eight reported that there are many books in their homes, and only 5 stated that there are few. Twenty stated that their families read together, and 36 that their

parents read to them a great deal when they were small children. Only 3 were unable to list any periodicals which come regularly to their homes, and the lists typically included family magazines, religious periodicals and news or professional publications. One of the three has no home, simply rents a room.

Forty-one say their parents attend church regularly and 37 have some form of religious activities as a family. Forty-six are church members; only 3 are not.

Forty-four state that they feel one or both of their parents would be greatly upset to discover that they had told a lie or cheated to any extent at all even if they were not in trouble about it and no one else seemed to be hurt by it. Yet, 17 acknowledged frankly that their parents have, in the past, overtly instructed them to tell things not strictly the truth or suggested that they do. Of special interest on this point is the fact that only $1/4$ the rural students made this statement; but $1/2$ the city students made the acknowledgement.

Students were not at all clear as to the bases upon which they determine what is right and what is wrong, most of them readily admitting they had never really thought about the matter. However, 29 indicated that they base their

decisions upon the teachings of Christ as they understand them; four, upon what is commonly practiced by other people around them; three, upon what will be most profitable to them; five, upon what seems most likely to make people happy, including themselves; seven, upon other things not listed.

Since the nature of the individual's core values, or basic emotional needs, is in the last analysis the principal factor in the determination of surface behavior, an attempt was made to get a clue to fundamental, over-all desires and fears of the students studied by asking each one to list the three things he most desires in life and the three things he most fears. Significantly, the list of desires is only a little over one third as long as the list of fears, and is nothing like so specific. It contains little in the way of exact ambition or feeling of purpose in life, almost no evidence of dedication to any cause, ideal, or achievement. Twenty-four said vaguely that they wanted happiness; twenty-eight, that they wanted happy marriages and family life; thirteen listed love as a primary desire, and sixteen want knowledge or education; eleven mentioned "success," though, without any reference as to what it is in which they would like to succeed. Interestingly, only

four mentioned security and only three listed insecurity as a fear.

In spite of the fact that adolescence is generally presumed to be the age of idealism, only one person said he desired "to make the world a better place in which to live." One said he wanted "to live a life worth living (not just to have existed)," and three said their desire was "to serve Christ." This is more interesting in view of the fact that all but three are professed Christians. Only six stated a desire to be "good" in a specific occupation: one, to be a good teacher, one, to be a good politician, and four, to be good doctors.

On the other hand, the 73 items listed among their fears are very definite. Nineteen listed fears concerning their relationship with other people and the dread of loneliness; nine mentioned fear of death, and three, of Hell; eight, fear a war that will destroy the earth, and fourteen mentioned some form of physical violence or hurt. Other items referred to a broad range of individual fears from needles, spiders, snakes and the like through such entities as heights and darkness; from failures in school and not taking full advantage of opportunities to fear of imprisonment and fear of God.

A complete list of desires and fears with the number of students expressing each is as follows:

<u>Desires</u>	<u>Fears</u>
1. fine family (and wife or husband) (28)	1. death (9)
2. happiness (24)	2. war that will destroy the earth (nuclear war) (8)
3. knowledge (education) (16)	3. car accidents (7)
4. love (13)	4. snakes (5)
5. success (11)	5. height (4)
6. good health (5)	6. tests (4)
7. a good medical practice (4)	7. spiders (3)
8. good job (4)	8. dislike by others (3)
9. security (4)	9. failure (3)
10. respect (4)	10. (after marriage), death or injury to some member of the family (3)
11. to serve Christ (3)	11. God (3)
12. to have a long life (3)	12. insecurity (3)
13. to help others (2)	13. fires (3)
14. peace of mind (2)	14. disease (from teeth) (3)
15. friends (2)	15. gossip (2)
16. finer things of life (1)	16. forgetting God (2)
17. to live a life worth living (not just to have existed) (1)	17. fear itself (2)
	18. being alone (2)

18. to be a good father and husband (1)
19. live my days in a house I like (1)
20. ability to apply what I know (1)
21. to make the world a better place in which to live (1)
22. to enjoy my entire life (1)
23. horses (1)
24. beautiful surroundings (1)
25. to be a good politician (1)
26. good relations with people around me (1)
27. entertainment (1)
28. flying (1)
29. position (1)
30. Christian home (1)
31. give my family a big gift, such as a trip to Europe (1)
32. to be a teacher (1)
19. Russia (2)
20. torture and physical pain (2)
21. drowning (2)
22. college (2)
23. loss of friends and loved ones in any manner (2)
24. closing my eyes and letting somebody do something to me (1)
25. rope (1)
26. low standard of living (1)
27. people (1)
28. that I will lead a life that is not beneficial (1)
29. not taking full advantage of my opportunities in education (1)
30. something happening to my parents (1)
31. not passing in school (1)
32. being scolded (1)
33. losing something I want (1)
34. deceit (1)
35. anger (1)
36. high speeds (1)
37. the way our country is doing less work for more money (1)

38. shyness (1)
39. my driving (1)
40. lack of intelligence (1)
41. the things the government lets go on at places like Cape Canaveral (1)
42. getting into trouble from trivial things (1)
43. being overly dramatic (1)
44. the blindness of some of our leaders (1)
45. what I might do to hurt somebody's feelings (1)
46. not being accepted into the group (1)
47. not accomplishing goals in life (1)
48. bad grades (1)
49. world situations (1)
50. dentist (1)
51. poverty (1)
52. false friends (1)
53. germs (1)
54. Negroes (1)
55. the future (1)
56. growing old (1)
57. imprisonment (1)

58. needles (1)
59. lack of desire (1)
60. oneself (1)
61. water (1)
62. the end of the world (1)
63. going out into the
world on my own (1)
64. embarrassment (1)
65. darkness (1)
66. lonely life (1)
67. to live away from my
parents (1)
68. meeting people (1)
69. trouble (1)
70. ice (1)
71. hatred (1)

Another factor basic in the determination of individual and group behavior is what the person or persons conceives to be advantageous or disadvantageous to himself. It should be recognized that these conceptions are very often mistaken, but they do reflect conscious valuations whereas so-called "core values" are most often either unconscious or subconscious.

Therefore, each student in this group was asked to state what he considered his three greatest assets and his three greatest weaknesses. Again, as in the case of desires and fears, the positive factors were much less specific and the list was shorter: 46 items as compared to 66. In the case of both assets and weaknesses, the valuation ascribed to the item was likely to be realistic; however, there were numerous instances of students who rated themselves excessively low in terms of the weaknesses they ascribed to themselves. These weaknesses correlated closely with the enumeration of fears in the other list and reflected personality complexes in individuals, and perhaps even group complexes which are more or less a characteristic of their generation in America. No mathematical estimate of the correlation was obtained, however.

The complete list of assets and weaknesses with the

number of cases in which each was mentioned follows.

(Since not everyone listed three of each, the numbers cannot be balanced by getting totals.)

<u>Assets</u>	<u>Weaknesses</u>
1. Friendship (13)	1. Talking (7)
2. Parents (13)	2. Inferiority Complex (6)
3. Family (11)	3. Not studying (5)
4. Good mind (10)	4. Temper (5)
5. Personality (8)	5. Shyness (4)
6. Health (7)	6. Lack of "brains" (4)
7. Home (6)	7. Being easily influenced (4)
8. Education (6)	8. Inability to learn new things fast (3)
9. Good looks (5)	9. Nervousness before a crowd (3)
10. Being easy to get along with (5)	10. Following the crowd (3)
11. Athletic ability (3)	11. Overeating (3)
12. Christian living (3)	12. Nervousness (2)
13. Desire (3)	13. Inability to finish a job (2)
14. Training (3)	14. Size (2)
15. Common sense (3)	15. Laziness (2)
16. Happiness (3)	16. Poor grades (2)
17. Scholastic ability (2)	17. Poor personality (2)
18. Musical ability (2)	18. Lack of strength (2)
19. Love (2)	

20. God (2)
21. Ability to love (2)
22. Good mood (2)
23. Soft heart (1)
24. All the good people in the world (1)
25. Money (1)
26. Ability to make the most out of what I have (1)
27. Church (1)
28. Books at home (1)
29. Teachers (1)
30. Love for people (1)
31. Sense of humor (1)
32. Love between my parents (1)
33. Faith in others (1)
34. Security (1)
35. Being an American (1)
36. High morals (1)
37. Ability to apply what I know (1)
38. Excellent environment (1)
39. Smile (1)
40. Ability to cool off (1)
41. Ambition (1)
19. Doing wrong things in the wrong places (2)
20. Wanting too much (2)
21. Fear to tell people what I really think (2)
22. Susceptibility to hurt (2)
23. Bad habits (1)
24. Serving favors (1)
25. Lack of family life (1)
26. Poor vocabulary (1)
27. Lack in social life (1)
28. Disobedience (1)
29. Attitude (1)
30. Selfishness (1)
31. Curiosity (1)
32. Lack of concentration (1)
33. Morals (1)
34. Carelessness (1)
35. Intolerance (1)
36. Bad language (1)
37. Poor conversation (1)
38. Driving too fast (1)
39. Sex (1)
40. Conceit (1)
41. Poor spelling (1)

42. Ability to understand others (1)
43. Ability to hope for better things (1)
44. Ability to meet people (1)
45. Ability to talk (1)
46. Trying not to feel superior (1)
42. Inability to face real life (1)
43. My make-believe world (1)
44. Military school (1)
45. Not being sure what I want out of life (1)
46. Impatience (1)
47. Lack of enthusiasm (1)
48. Easily side-tracked mind (1)
49. Lack of looks (1)
50. Dislike of certain people (1)
51. Not eating (1)
52. Having disrespect for my parents (1)
53. Wanting to be liked at any cost (1)
54. Not applying myself the way I should (1)
55. Poor writing and reading (1)
56. Slowness in doing something (1)
57. Lack of self-control (1)
58. Spending money on things I do not need (1)
59. Not appreciative (1)
60. Like to hurt people I don't like (1)

61. Gullibility (1)
62. I give the wrong impression (1)
63. Lack of grammar (1)
64. Volunteering too much (1)
65. Finding it hard to stick to a decision (1)

In intelligence, as might be expected, these students ranked higher than average as a group. Their intelligence quotients ranked as follows:

below 90	--	2
90-99	--	8
100-109	--	18
110-119	--	10
120 and over	--	10

CHAPTER V

ITEM ANALYSIS OF SURVEY RESULTS AND CONCLUSIONS

The results of this writer's behavior survey showed interesting commentaries from responses to individual items as well as from general over-all patterns of response.

Item Analysis

Item 1.

Carol is on the fringes of the "best" crowd in her school, and she wants very much to be included securely. Sam, definitely one of the crowd, has asked her to the Christmas party. Carol had a date with him back in the summer, and she spent most of the evening trying to ward off his advances, because all he wanted to do was "pitch woo." Carol not only has scruples against this, but to her it is stupid and Sam is hardly less than revolting. Nevertheless, he would give her an entre to the crowd.

If you were Carol, would you:

- (a) let Sam alone regardless, knowing that "there are plenty of other fish in the sea," and getting into the crowd isn't worth it?
- (b) accept the date, but make a point of keeping in a group and paying as little attention to Sam as possible?
- (c) go ahead and enjoy yourself, letting Sam get by with as little as possible?
- (d) give up on getting into the crowd?

In this item, which poses the question whether a student would be firm in social rejection of a person morally

unacceptable regardless of consequences; or compromise convictions in order to gain social status; or be totally passive, taking no action at all and expecting nothing.

The passive response was least popular. In the Control Group, no city students, no rural students, and no boys in any category so responded. However, small percentages of this group in two categories took this position, and 23 per cent of girls and a small number of boys in Anonymous Group I said they would so react.

Large percentages of students in several categories would compromise. However, the preponderance of students, as high as 72 per cent to 78 per cent of: (1) boys in Anonymous Group II; rural students in the Control Group, and students with I. Q.'s in the 90-99 and 110-119, indicated they would stand firmly on principle, regardless.

Item 2.

Fred's school has accepted two Negro students, and both of them are in his class. All of Fred's associates - his close ones, that is - are very much opposed to integration. Fred himself is not sure how he feels, though he has not been able to detect anything personally objectionable about the two Negro boys. Nevertheless, the white boys have made a pact not to sit next to the Negroes nor to take them into any clubs or activities they can help taking them into.

If you were Fred, would you:

- (a) go along with your friends, regardless of how you felt personally?

- (b) accept the Negro boys just like any other students, regardless of opinions of others?
- (c) try to stay neutral, and neither become friends with the Negroes nor ostracize them deliberately - just let them alone?
- (d) make a special effort to get acquainted with the Negro boys and discover for yourself whether or not there was anything bad about having them in your school?

In this item concerning attitudes toward Negro students admitted to a previously all-white school, the passively acquiescent response was least popular. Only a few more said they would attempt to learn the facts in the case and act accordingly. A slightly higher proportion said they would treat the Negro students exactly like everyone else. But the overwhelming majority would try to compromise by staying neutral, which is an even more passive response than the willingness to go along with one's friends regardless of his own feelings about the matter.

In this passive group were: 88 per cent of all students in Anonymous Group I; 80 per cent of students (in Control Group) both of whose parents have more than high school education; 61 per cent of those with at least one parent having no more than high school education; and 82 per cent of students with I. Q.'s 110-119.

Item 3.

Stella is a new member of the Beta Club. One of the first assignments for the new members was to sell chances on a record player, from which proceeds would be obtained to help finance a club project. Stella has conscientious scruples against selling chances, she says, no matter how

Item 1

A	46	44	38	68	59	43	73	31	59	53	50	50	78	36	73	40
B	36		24	21	11	24	18	19	14	14	24			24		40
C	12	33	38	09	30	24	09	37	27	33	20	50	11	35	27	20
D	06	23		02		09		13			06		11	05		
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

*Numbers on all charts indicate percentage

Item 2

A		12	08	06	11		09	07	04	13			11		09	10
B	06		12	24	11	14	09	13	14	13	15	50	11	12	09	10
C	88	88	76	53	59	72	73	67	68	61	80	50	67	65	82	70
D	06		04	17	19	14	09	13	14	13	05		11	23		10
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

small nor how good the cause. She, therefore, has declined to do this first thing asked of her.

If you were one of the other new members, who had to do the work Stella declined to do, would you:

- (a) tell Stella in no uncertain terms that you didn't believe for a minute she really thought it was wrong to sell chances, but she was just trying to chicken out of something she didn't want to do?
- (b) try to get the club to vote that anyone who failed to perform club duties would be put out?
- (c) accept the fact that people of worth have to abide by their scruples and though you do not agree with her, Stella has a right to hers?
- (d) offer to swap out with Stella for a future assignment and do her selling on this one?

On item 3, a situation is depicted in which a girl declines on the basis of principle to sell chances on a record player for her club. The question is concerned with the possible response of other members to this action. Only an exceedingly small percentage of students in any category indicated an attitude of intolerance or active resistance. Eighty-six per cent of girls in the Control Group indicated a passive response, saying they would recognize the girl's necessity to act according to her convictions. However, 44 per cent of the boys in this group and 82 per cent of boys in Anonymous Group I stated that they would actively assist the girl by offering to do the work for her. The largest percentage of girls who would do this was 39 per cent in Anonymous Group II and of the girls in the Control Group, only 14 per cent would offer any active assistance.

Item 4.

Andy is on a committee of the Student Council to judge class entries in a poster contest. The posters are all exceedingly good, but most of the committee favors Mrs. Eastman's class entry for first place. Andy, however, knows that Mrs. Martin's class needs the \$5.00 award to complete funds for a class project they have been planning a long time. More than that, Mrs. Martin is Andy's English teacher, and his English grade is more or less in the balance.

If you were Andy, would you:

- (a) insist on giving the award to Mrs. Martin's class, since it really is a good entry, anyway?
- (b) be strictly objective about the matter and refuse to consider the needs of the class or yourself?
- (c) concede the award to Mrs. Eastman's class, but register your vote for the English teacher's class?
- (d) decide that the majority opinion must be right and vote with them?

On Item 4, the question is of the probability of objective action in a matter of decision, as differentiated from passivity or action on a basis of personal advantage to be derived. Responses were more evenly distributed than on previous items.

Up to 18 per cent in one category (Students with I. Q.'s 110-119) said frankly they would insist on making the decision in the way which would give greatest personal advantage to the student in question, regardless of facts in the case. Appreciable proportions in 13 of the 16 categories of students tested agreed on this.

However, the largest proportion stated that they would be strictly objective, regardless of personal advantage

or disadvantage, ranging up to 80 per cent among students with highest I. Q.'s.

Appreciable numbers in 15 of the categories would compromise the issue, the highest being 41 per cent of boys in Anonymous Group I.

However, up to 40 per cent of students in the Control Group having at least one parent with no more than high school education took the completely passive position that they would go along with majority opinion, regardless.

Item 5.

Joe entered the Soap Box Derby with four other boys from his community. Mr. Zimmerman, who took the boys with their cars through the inspection lines on the day before the race, was a well-known businessman. One boy's car was overweight, and the inspection agent removed a heavy board from the seat. Joe was astonished when they returned their cars to their places to see Mr. Zimmerman laughingly place the board where it had been. He then produced graphite with which to "doctor" the wheels of all the boys' cars - an illegal procedure designed to make the wheels much faster than normal.

If you were Joe, would you:

- (a) let him go ahead and put graphite in your wheels, since you had nothing to do with it?
- (b) report the entire procedure to authorities?
- (c) refuse to let your wheels be doctored?
- (d) give the group a lecture on competing honestly?

In Item 5, the issue is: would a student accept an unfair advantage if he had nothing to do with the action which gave it to him, or would he take some kind of action in the matter?

The passive response again was very popular. In all

Item 3

		08		04				04	07				06		
	11	12	04	15			12	09		09		22		18	
18	55	52	57	37	86	55	69	55	60	59	50	67	71	37	60
82	34	28	39	44	14	45	19	32	33	32	50	11	23	45	40
Anonymous Group I -- Boys															
Anonymous Group I -- Girls															
Anonymous Group II -- Boys															
Anonymous Group II -- Girls															
Boys															
Girls															
Rural Students															
Town Students															
City Students															
Students having at least one par. with hi. sch. ed. or less															
Students, both of whose parents had more than high school education															
Students with I. Q. under 90															
Students with I. Q. 90-99															
Students with I. Q. 100-109															
Students with I. Q. 110-120															
Students with I. Q. 120 or over															

Control Group

*Numbers on all charts indicate percentages

Item 4

06	11	12	06	11	05		06	14	07	12		11	18	09	
41	56	25	34	63	43	64	44	59	53	47	50	56	35	55	80
41	22	20	21	07	24	09	25	09		23	50	22	12	18	10
12	11	43	39	19	28	27	25	18	40	18		11	35	18	10
Anonymous Group I -- Boys															
Anonymous Group I -- Girls															
Anonymous Group II -- Boys															
Anonymous Group II -- Girls															
Boys															
Girls															
Rural Students															
Town Students															
City Students															
Students having at least one parent who had only high school education or less															
Students both of whose parents had more than high school education															
Students with I. Q. less than 90															
Students with I. Q. 90-99															
Students with I. Q. 100-109															
Students with I. Q. 110-119															
Students with I. Q. 120 or over															

Control Group

but one category (students with less than 90 I. Q.) large proportions so responded, as high as 46 per cent of students with I. Q.'s of 110-119. Not more than 12 per cent of students in any other I. Q. group responded passively.

Nearly half the girls in Anonymous Group I would report the matter to authorities, and a third of students with I. Q.'s 90-99 would give the group a lecture on honesty.

By far the majority would simply refuse to allow the dishonest act to be performed, but take no further action, disclaiming any responsibility for the actions of others. The percentages giving this response ranged from 23 to 70, including some in every category. The highest percentage was among students with I. Q.'s of 110-119 and 120 or more.

Item 6.

Joan's parents are unable to give her the \$40 necessary for her to go to the beach. Joan's parents are not apparently hard up any more than other parents, and so far as she can see, there is no reason other than stinginess to keep them from giving her this money. They have told her, however, that they have heavy debts which prevent it. All her "set" is going the day after school closes.

If you were Joan, would you:

- (a) condemn your parents for poor management and tell them that you are thoroughly ashamed that they cannot afford the things your friends have?
- (b) take the money out of the piggy bank and go on when the time comes, leaving a note for your stingy parents?
- (c) low-rate your parents to your friends and blame them for your inability to go with the others?
- (d) accept the explanation your parents have given you in good faith, and try to help cut expenses so that their financial burden will be less?

On Item 6, which dealt with a girl's attitude toward parents who declined to give her a sum of money which she felt they could have afforded had they wanted to do it, impressive majorities in every category indicated they would accept the parental decision as being in good faith, up to 100 per cent in 4 categories.

Item 7.

John quickly made friends with Darrell, a new student who had just moved to town. John liked the new boy's parents, too. One day, however, word leaked out that Darrell's father had served time before moving to this town, and that he had to change jobs very often because of this.

If you were John, would you:

- (a) drop Darrell like a hot brick, for fear of ruining your reputation?
- (b) spread word of this as quickly as possible so that others would realize you had not known about it before and would not connect you with such a person?
- (c) ignore the rumor entirely, feeling that whether or not it was true, it had nothing to do with your friendship with Darrell?
- (d) champion Darrell even more, openly enlisting your friends to help him weather this difficulty?

Item 7, involving probable attitude toward a boy about whose parents a malicious rumor was spreading, got virtual unanimity on an attitude of tolerance toward the boy. The division of response was simply between passivity--up to 100 per cent of students with I. Q.'s from 110-119--and active championship of the offended student by a high of 50 per cent of students in the highest I. Q. group.

Item 5

A	06	11	31	11	26	09	09	19	23	20	17		11	12	46	10
B	24	45	17	35	22	09	27	06	23	20	17		33	12	18	20
C	52	33	40	45	45	67	55	56	54	47	59	50	23	70	36	70
D	18	11	12	09	07	15	09	19		13	07	50	33	06		
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents had more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

*Numbers on all charts indicate percentages

Item 6

A			04	02												
B			08	02		05										
C			11	07	15	09		06	18	07	09		21	09	10	
D	100	100	77	89	85	86	100	94	82	93	91	100	100	75	81	90
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

Item 8.

Dick was quarter-back on the football team. The new coach had been brought to the school primarily because the school had had several losing seasons and he intended to beat the team's arch-rival this year at all costs. From the first, he made it clear that, as the boys on the rival team had consistently played rough ball, the latter would employ any possible techniques - legal or illegal - to defeat them. He even showed them how to employ illegal tactics without detection.

If you were Dick, would you:

- (a) go along with the team and figure the rival team had it coming?
- (b) state positively and openly that you considered such an attitude unsportsmanlike and disgraceful and you would not participate in illegal tactics?
- (c) try to get other members of the team to play strictly by the rules?
- (d) resign from the team?

Item 8 deals with a student's willingness to cheat in a sport, if so directed by a coach.

From 6 per cent to 55 per cent of students in 14 categories readily acknowledged they would passively go along with the cheating. The two groups that rejected the cheating entirely were boys in Anonymous Group I and students with I. Q.'s less than 90.

Approximately equal proportions of students said that they would not go along with such tactics or that they would actively try to persuade others to this position. A slightly higher percentage favored the latter response.

However, a considerable number, representing all but

one category, said they would resign from such a team. The highest percentages giving this response were approximately a fourth of boys in Anonymous Group I and city students in the Control Group.

Item 9.

The F. H. A. members have been asked to assist with door-to-door canvassing in the March-of-Dimes Campaign. It was obvious that no one really wanted to undertake the task and no one volunteered when the president asked about it.

Granting that you were not personally opposed to the campaign on general principles, if you were a member, would you:

- (a) volunteer immediately as you feel this is everyone's responsibility?
- (b) decline and suggest that the people who are on the Campaign Committee do the solicitation?
- (c) wait and see if anyone else decided to help?
- (d) try to encourage everyone to help?

Item 9 portrayed student attitudes and probable behavior in a matter of social responsibility. This was reflected in relation to club work as well as a community project for charitable purposes.

The passive attitude is again apparent in the number of students representing all categories tested who said they would "wait and see" what others did and act accordingly. Almost half the students with I. Q.'s 110-119 and an equal percentage of city students so responded.

Only small percentages of students indicated that they would decline to participate entirely, the highest being 18 per cent of rural students in the Control Group.

Item 7

A	06		04		04											
B				02												
C	38	78	92	72	81	76	82	75	87	73	86	100	78	76	100	50
D	36	22	04	26	15	24	18	25	13	27	14		22	24		30
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

*Numbers on all charts indicate percentages

Item 8

A		55	53	06	18	19	37	19	14	20	21		22	12	27	30
B	35	23	08	40	30	24	18	12	37	13	29		33	18	46	10
C	40	22	31	43	37	38	18	69	22	47	32	50	33	47	18	40
D	25		08	11	15	19	27		27	20	18	50	12	23	09	20
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

However, from 24 per cent to 55 per cent, or roughly from one fourth to one half, the students in the various categories said they would actively try to enlist others in the project. The highest proportions who responded thus were the students in Anonymous Group I.

Item 10.

When Joe came to chemistry class Monday morning, he found a dollar bill on the floor by his chair. No one else had arrived, so it had been there all week-end. If you were Joe, would you:

- (a) announce that you had found some money and ask whose it was?
- (b) give it to the teacher?
- (c) put it into your pocket and say nothing to anyone about it?
- (d) put it into your pocket, and tell the teacher you had found some money in case anyone asked about it?

Only a very small proportion of students in any category indicated they would put the money in their pockets and say nothing, and none in Anonymous Group I, no girls in the Control Group, no rural students in the Control (corresponding to the same response among the all-rural Group I), none among students in the two lowest I. Q. groups. The highest proportion was 9 per cent among students with I.Q.'s 110-119. The largest proportions said they would give it to the teacher, and smaller proportions indicated that they would pocket the money, but let it be known that they had it.

Item 9

30		31	28	33	33	27	31	32	40	32	50	11	35	27	50
	11	08	06	07	05	18	06		07	07		11	06		10
18	34	37	21	30	29	18	25	45	33	29		33	35	45	10
52	55	24	45	30	33	37	38	23	20	32	50	45	24	28	30
Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students with at least one parent having more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

*Numbers on all charts indicate percentages

Item 10

29	11	17	43	19	33	36	19	18	33	21	100	44	12	18	10
75	44	24	40	52	48	28	56	60	33	33		12	64	55	70
		04	06	07			06	04	07	03			06	09	
06	45	55	11	22	19	36	19	18	27	23		44	18	18	20
Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students with at least one parent having more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	

Control Group

Item 11.

Ed and John were on the way home from school when they came on a revolting scene. Two of their friends had run down a newcomer - a Japanese boy - and cornered him, and they were beating him, apparently for no reason except that they did not want any foreigners in their school. Most of the other boys had picked at the "Jap" considerably, but this was the first time anyone had physically hurt him.

If you were Ed and John, would you:

- (a) run for the Principal?
- (b) pile in and stop the fight?
- (c) stand by and cheer for your friends?
- (d) go on by without doing anything, since it was none of your business?

Item 11 has to do with both racial attitudes and social responsibility for an anti-social act. In an unusual response among students in the survey, significant percentages of students in most of the categories said they would "run for the Principal." Preponderant majorities, ranging from 63 per cent for town students in the Control Group to 91 per cent for each of three groups in the Control Group: rural, city and I. Q. bracket 110-119, said they would "pitch in and stop the fight."

Only 8 per cent in one category - the boys in Anonymous Group II - said they would stand by and cheer for the bullies.

However, the passive attitude again claimed representatives in 11 categories. Almost one fourth of girls in

Anonymous Group I and nearly a fifth of boys in Anonymous Group II said they would pay no attention at all, since it was "none of their business."

Item 12.

Bob is water boy for the high school football team. After practice in the afternoon, everyone is hot and thirsty. Some of the players know how to get drinks out of a cold drink machine without using coins, and they always help themselves. The whole team knows it. Most of them do it.

If you were Bob, would you:

- (a) accept drinks from them and just be one of the fellows?
- (b) report them to the coach?
- (c) point out to them that it is dishonest and try to persuade them to use money?
- (d) ignore the matter entirely?

Item 12 portrays a boy confronted with a decision as to his response to the knowledge that other students habitually steal drinks.

Approximately one fourth of all students tested said they would go along with the "boys" and accept drinks from them, knowing they were stolen. In 12 categories of testees, appreciable numbers of students would report the students who stole: 22 per cent of students with I. Q.'s 110-119, and the same proportion of all boys in the Control Group.

The largest percentages in this item were of students who would try to persuade the "boys" to be honest. This is

unusual, as in most items, testees indicated clearly their reluctance to try to influence other people's behavior.

But half the students in two categories, and large numbers in most others, took the passive response again: they would ignore the whole business.

Item 13.

Burt had worked on the school newspaper three years, doing virtually every kind of work to be done on it at one time or another. Everyone expected him to be Editor for his senior year, but the sponsor named George, a gifted student who had shown little interest in the paper, but whom the sponsor thought to be the best potential Editor.

If you were Burt, would you:

- (a) resign entirely and have no more to do with the paper?
- (b) stay on the staff, but work against the Editor in every possible way?
- (c) protest to the sponsor and/or the Principal and try to bring pressure to change the decision?
- (d) recognize George's superiority and/or the sponsor's superiority?

Item 13 concerns how a student would react in the discharge of assigned responsibility who feels he has been unjustly by-passed for deserved recognition and position. Impressive majorities in all categories of students--up to 100 per cent of town students and students with I. Q.'s less than 90--said they would work on in good spirit regardless of the situation.

However, appreciable percentages said they would resign entirely from the paper, up to 25 per cent of boys in Anonymous Group II.

Item 11

A	48			17	11	19	09	25	09	13	15		11	24	09	10
B	40	77	76	81	85	76	91	63	91	80	82	100	89	70	91	80
C			17													
D	12	23	17	02	04	05		12		07	03			06		
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															

Control Group

*Numbers on all charts indicate percentages

Item 12

A	12	11	34	15	30	24	27	25	27	33	26		22	35	18	30
B	12	11		11	18	05	37	13		07	15		22		18	10
C	64	56	16	55	26	33	18	31	32	27	26	100	56	18	28	10
D	12	22	50	19	26	38	18	31	41	33	33			47	36	50
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															

Control Group

A much smaller proportion acknowledged they would stay on, but work against the new editor, and a slightly larger group--but not in the neighborhood of a majority--said they would try to bring pressure to get the decision changed. The largest percentage in this group was 18 per cent of students with I. Q.'s between 110-119.

Item 14.

The end of the term is here. Mark has not had time to prepare all his outside reading reports which are due tomorrow. The time cannot be extended.

If you were Mark, would you:

- (a) get a friend to let you use his notes and make the reports as if you had read all the books and articles?
- (b) quite school because there was no use in continuing if you couldn't finish the work?
- (c) read all you could, report on it, and take whatever cut in your grade was necessary because of the things you couldn't read?
- (d) ask the Principal to require the teacher to give you more time?

Item 14 deals with the matter of cheating again and asks what a student would do if he found it impossible to meet course requirements honestly.

A preponderant majority said they would simply do all they could and turn it in. In fact, 100 per cent of each of three groups so stated: boys in Anonymous Group I, students with I. Q.'s less than 90 and students with I. Q.'s 120 and over.

However, 54 per cent of boys in Anonymous Group II plainly acknowledged they would get a friend to allow them

to copy his reports and turn them in as if they had read the books and articles. Much smaller proportions in 11 other groups said the same, and still smaller proportions would ask the Principal to intervene and extend the deadline. No one in any category suggested that he would just quit altogether since he could not do the work.

Item 15.

Jack's crowd got in trouble for leaving school to go to the drug store during the lunch period. Everyone but Jack was given a three-day suspension, according to school regulations. Jack, however, was not caught, as he managed to duck out of sight at the crucial moment.

If you were Jack, would you:

- (a) turn yourself in and take your punishment?
- (b) thank your lucky stars and keep mum?
- (c) make atonement by working especially hard from now on?
- (d) bribe the rest of the gang not to squeal on you?

In Item 15, a boy is the only one not caught in a group who broke an important school regulation. Approximately equal proportions of students in all categories responded that they would turn themselves in and that they would "thank their lucky stars and keep mum." The number who would turn themselves in is in impressive contrast to the small numbers who would "tattle" on another person.

Only 4 per cent in one category of testees suggested that they would bribe the rest to keep quiet, but significant percentages would work especially hard to atone for

Item 13

A	18		25	11	07	14	18		13	07	12			06	18	10
B	06	11		06	07	05	09		09		09		11			20
C	06	11	08	04	07	09	09		13	07	09			12	18	
D	70	78	67	79	79	72	64	100	65	86	70	100	89	82	64	70
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	Students with I. Q. 120 or over

Control Group

*Numbers on all charts indicate percentages

Item 14

A			54	15	15	09	09	06	18	20	12		22	12	18	
B																
C	88	100	46	81	81	82	91	75	82	73	82	100	78	76	73	100
D	12			04	04	09		19		07	06			12	09	
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	Students with I. Q. 120 or over

Control Group

the wrong: approximately one fourth, each of boys in Anonymous Group I and students with I. Q.'s 100-109, students with 100-119, of town students in the Control Group and slightly less in each of three other categories.

Item 16.

Martha comes from a home where money is scarce. In order to have money for books, incidentals and even some of her clothing, Martha has taken a job as secretary to an English teacher, who turns in a monthly report on the hours Martha works. On the basis of this report, Martha receives a check from the Principal's office. After the third month, Martha discovered that the teacher had been padding her report in order to make the check bigger, because she knew Martha needed the money.

If you were Martha, would you:

- (a) ignore the matter as not your responsibility?
- (b) return the amount not due you?
- (c) ask the Principal to check into it?
- (d) tell the English teacher as graciously as possible that you appreciated her gesture, but would like it better if she reported only the hours you actually worked?

In Item 16, a student again must decide whether or not she will accept a dishonest advantage acquired through no act of her own, this time involving money, rather than a sport.

Sizeable percentages of students would respond totally passively, feeling it was not their responsibility: 40 per cent of boys in Anonymous Group I, 27 per cent of students with I. Q.'s ranging from 110-119.

A very small proportion of students in several categories would return the excess money. A much smaller group would ask the Principal to check into the matter, but the preponderance would express gracious appreciation to the person responsible and suggest that they would rather collect only what was due.

Item 17.

Sarah's father believes dancing is wrong. In fact, he believes it so strongly that he has expressed himself openly on the subject and the entire community is well aware of his position. Sarah disagrees with her father and feels that the most crucial matter in her life at this moment is whether or not she shall be able to attend the Junior Prom.

If you were Sarah, would you:

- (a) defy your father openly and attend the Prom?
- (b) sneak out and attend the Prom without his knowledge?
- (c) accept your father's ruling as inescapable but "get even" with him some other way?
- (d) acknowledge your father's authority and respect his position?

Item 17 returns to attitudes toward parents and depicts a girl whose father openly disapproves of a social activity she feels is "the most important thing in life,"-- the Junior Prom. A majority in every category but one-- boys in Anonymous Group II--stated that they would conform to the father's feelings.

However, 44 per cent of students with I. Q. 90-99, 44 per cent of students with I. Q. 100-109, 42 per cent of boys in Anonymous Group II, 40 per cent of students having

Item 15

A	30		08	56	30	52	55	44	32	40	41	100	56	35	09	60
B	40	89	76	22	48	29	36	31	46	47	35		33	35	64	30
C	30	11	12	22	22	19	09	25	22	13	24		11	30	27	10
D			04													
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students having at least one parent with no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

*Numbers on all charts indicate percentages

Item 16

A		34	40	12	15	14	18	13	14	13	15		11	12	27	10
B	18		04	06	11		09	06	04		03			06		10
C				04		05		06			03					
D	82	56	56	78	74	81	73	75	82	87	79	100	89	82	73	80
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students having at least one parent with no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

at least one parent with no more than high school education-- and others in lesser proportions--stated that they would defy their fathers and go anyway. Only small percentages stated that they would either "sneak" and go, or stay at home, but "get even" with their fathers in some way.

Item 18.

Tom is a high school senior. His grades have been only slightly above average, but he needs to make the highest marks he can in order to obtain admission to the college of his choice. His classmate, Joe, has managed to filch a copy of the final math exam from the teacher's desk, and offered to show it to Tom.

If you were Tom, would you:

- (a) gladly accept the chance to see the questions?
- (b) either report Joe to the teacher or infer to the teacher that there might be a copy of the questions circulating without identifying Joe as the one responsible?
- (c) try to persuade Joe to rerutn the stolen paper to the teacher?
- (d) decline, but say nothing to anyone about it?

Item 18 deals with a boy having a struggle to make sufficiently high marks to enter the college of his choice, who must decide whether or not he will cheat to improve his grades. Thirty-eight per cent of boys in Anonymous Group II would gladly accept the chance to cheat and lesser percentage in other groups.

A smaller proportion (the highest percentage being 20 per cent of students in the highest I. Q. bracket) said they would at least infer to the teacher that cheating was going on. A very large proportion--more than half of students

with I. Q.'s 90-99 and of boys in Anonymous Group I--said they would try to persuade the boy who took the examination questions to give them to the teacher.

But, the largest group took the passive attitude. They would not look at the questions, but would say nothing to anyone about the business: 82 per cent of students with I. Q.'s 100-109, and 64 per cent of city students in Control Group.

Item 19.

Alice and Mary have been friends since first grade days. Alice has always found school work easy; Mary, not so easy. At last, the time has come when Mary can no longer keep up with the class without help. She deliberately looks on Alice's test papers for her answers, and copies her home work when possible.

If you were Alice, would you:

- (a) make it as easy as possible for Mary to copy without getting caught?
- (b) report the matter to school authorities?
- (c) discuss the matter with Mary, telling her firmly you will not tolerate such behavior?
- (d) have nothing to say, but cover your papers as well as possible and consider that beyond that it was Mary's business if she wanted to cheat?

Item 19 deals with attitudes toward someone else who copied from the student in question.

As many as 23 per cent of city students in the Control Group and 22 per cent of students in 3 other categories: boys in Anonymous Group II, boys in the Control Group and students with I. Q.'s 90-99--would make it as easy as

Item 17

A	24	34	42	20	33	29	36	25	32	40	27		44	41	27	10
B	06		15	11	07		09	06	04	07	03			06		10
C			12	06		09			09		06				09	10
D	70	56	31	63	60	62	55	69	55	53	64	100	56	53	64	80
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	Students with I. Q. 120 or over

Control Group

*Numbers on all charts indicate percentages

Item 18

A		11	38	09	15	05	09	06	14	14	09		22		18	
B	06	11	04	13	04	05	19				09					20
C	52	22	04	40	29	38	36	44	22	33	32	50	56	18	36	30
D	42	56	54	38	52	52	56	50	64	53	50	50	22	82	46	50
	Anonymous Group I -- Boys	Anonymous Group I -- Girls	Anonymous Group II -- Boys	Anonymous Group II -- Girls	Boys	Girls	Rural Students	Town Students	City Students	Students having at least one parent with no more than high school education	Students both of whose parents have more than high school education	Students with I. Q. less than 90	Students with I. Q. 90-99	Students with I. Q. 100-109	Students with I. Q. 110-119	Students with I. Q. 120 or over

Control Group

possible for a friend to copy.

Only a very small percentage of students in 4 of 16 categories would report the matter to authorities.

Approximately equal proportions over-all would either tell the friend in certain terms that they would not tolerate the copying, or simply cover their work the best they could and consider that beyond this it was none of their business--a passive response again. The highest percentage on the former response was 64 per cent of students with I. Q.'s 110-119, and in the latter 84 per cent of students in the highest I. Q. brackets and 70 per cent of boys in Anonymous Group II.

Item 20.

Student elections were being held and among the candidates for president were Eileen Appling and Bill Snyder. Eileen was not much of a student, but she was the outstanding basketball player, having been chosen for all-state teams three years. Her character was even less than her scholastic record, and it was well known that most students would have been expelled for some of the things she had done. In spite of all this, her fans were many, and it was apparent that Bill Snyder, whose grades and character were both top bracket, along with his leadership ability, did not have sufficient glamour and political prowess to win the election.

If you were a student, would you:

- (a) vote for Bill on the basis of his obvious superiority?
- (b) vote for Eileen because it was the thing to do and she was going to win anyway?
- (c) refuse to vote, since to vote for Eileen would be against your conscience and to vote against her might be to lose friendship?
- (d) get out and work to put Bill Snyder in?

In Item 20, the situation is a student election in which the popular thing to do is to vote for a very unworthy girl as opposed to a really worthy, but not so popular boy. Only a small percentage of students would react passively in this case and either vote with the majority for practical reasons or decline to vote at all on the same basis. A large proportion would vote for the better candidate regardless.

But the preponderance stated that they would actively work to put the worthy candidate into office: from 18 per cent of students with I. Q.'s 100-109 to 89 per cent of girls in Anonymous Group I.

CONCLUSIONS

Honesty. Most students lack a well-defined concept of what is honesty and what is not. This is illustrated by the fact that all but 4 of them stated that their parents would be very much upset to discover that they had lied or cheated to any degree, regardless of consequences; yet 17 acknowledged frankly that their parents had in the past either instructed them to tell something not strictly the truth or suggested that they do. In other words, in their concept, there are times when "a lie is not a lie." Moreover, in choices involving overt dishonesty, such as copying

Item 19

A		22	04	22		09		23	13	12		22	12	09		
B	11	04	02						07							
C	48	22	04	40	37	57	55	56	31	60	38	100	56	41	64	20
D	52	67	70	54	41	43	36	44	46	20	50		22	47	27	80
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

*Numbers on all charts indicate percentages

Item 20

A	53		62	38	56	52	45	56	59	60	56	100	66	59	45	40
B				02	04				04					18		
C	12	11	04	04		05		06			03			06		
D	35	89	34	56	40	43	55	38	37	40	41		34	17	55	60
	Anonymous Group I -- Boys															
	Anonymous Group I -- Girls															
	Anonymous Group II -- Boys															
	Anonymous Group II -- Girls															
	Boys															
	Girls															
	Rural Students															
	Town Students															
	City Students															
	Students with at least one parent having no more than high school education															
	Students both of whose parents have more than high school education															
	Students with I. Q. less than 90															
	Students with I. Q. 90-99															
	Students with I. Q. 100-109															
	Students with I. Q. 110-119															
	Students with I. Q. 120 or over															

Control Group

reports, keeping money one had found, and the like, most students were clear in rejecting dishonest actions. However, many students seemed to see no moral responsibility in a dishonest act performed either in their presence or even on their behalf.

Personal Obligations. In responses to items related to attitudes toward parents, personal responsibilities at school, such as work on the school paper, participation in the work of clubs, of assignments, performance, taking punishment for errors, cooperation with and assistance to friends, general attitudes are on the highest level of the three categories of integrity among the high school students tested.

Social Responsibility. In the area of social responsibility as illustrated in responses concerning attitudes toward members of other races, correcting wrong-doing on a school or community basis by reporting wrong-doing or by actively seeking to influence other people, the level is lowest of the three categories.

GENERAL

1. Where performance in honesty is poor, it seems likely that the great reason is the lack of specific interpretive training and example.

2. The basic value apparently most characteristic and compelling of all among testees seems to be immediate pleasure and comfort on the one hand and freedom from responsibility in creating displeasure or discomfort for anyone for any reason, regardless of other values that must be sacrificed to achieve this one.

3. Students generally seem surfeited with testing to such an extent that they are somewhat blase in their indifference toward testing or resentful of the much testing. However, from the limited survey included in this study, it appears that very little facade answering took place. Students feel little self-consciousness about being as they are, assuming a sophisticated air of complacency, with little or no drive to be different, even though they may readily acknowledge error and weakness.

4. The responses of students in the various Intelligence Quotient groups were so variable that a much more elaborate testing program would be necessary to establish a trend either a relation between intelligence and integrity or the absence of one. However, it does seem probable that the tendency for those in the highest I. Q. bracket--120 and above--is toward strict performance of duties and adherence to high principles in matters of honesty, personal obligation and social responsibility, and toward absolute avoidance of

the effort either to influence or to "recompense" others who presumably either "do wrong" or fail to do a positive thing which should be done. They appear to have an exacting concept of the limitations of moral responsibility and a determination to live within it.

5. On the whole, students in Anonymous Group II, which was composed almost entirely of town students, seem more likely than others to be governed by expediency and the goal of immediate pleasure in all three areas rather than by ethical standards.

6. Boys in all three groups showed evidence of being more likely to exert themselves for the assistance of others than girls: i. e., more altruistically socially responsible.

7. Although environment is undoubtedly a great determining factor in behavior trends, there seems to be less relationship between behavior and type of community, as rural, town, or city, than between children of parents in similar socio-economic groups. Hence, the rural students in Anonymous Group I, although all rural, were apt to differ widely in responses from rural students in the Control Group, whose experience is likely to be much broader than the rural communities in which they reside, and whose superior family background makes considerable difference. The same thing applies to the town students in Anonymous Group II and the town students in the Control Group.

8. The two groups of testees, those with at least one parent having no more than high school education and those both of whose parents have more than high school education, showed most divergence on questions involving race, social responsibility, and personal honesty. However, on some items the difference was slight and as with other judgments, many more cases need to be studied for conclusive evidence.

9. Although core values and basic motivation are acquired in the nesting situation, a difference between human beings and lower animals is the capacity for re-direction and self-discipline. The testees studied have revealed great capacity for adherence to principles consistent with their own value system. The great demand, therefore, is for a strong sense of value continuity in our society which will replace greatest value not upon the rationalization or realization of a personal emotional need nor equate it with the acceptance or non-acceptance of self. It must place greatest value upon that which conforms with consciously recognized and acknowledged eternal verity, in which the ethical, the democratic, the religious and the socially acceptable as well as the personally gratifying are consistent with each other.

10. The general lack of long-range purpose or integrating sense of identity with an authoritative, cosmic

force to give meaning to personal sacrifice or dedication seems to account for the social passivity.

11. The compulsion to be successful, evidenced by responses of testees in this study and confirmed by every day's observations may well be the explanation for the extreme determination to make oneself personally pleasing to other people and not to undertake any difficult-to-achieve, long-range, high ideal. If success, vaguely meaning acceptable performance of some activity which brings a sizeable financial return, is the number one requirement which our society makes of its constituents, we will deny to them their basic right to individuality--to the creativity within them, to the preservation of genuine homeostasis, rather than of an artificially nurtured concept of self adopted and protected solely as a defense against a society which will not tolerate the maintenance of a realistically achieved homeostasis. Indeed, we have here even in this very small range study abundant evidence that this is so.

12. The repeated reference of testees to a growing fear of estrangement from others, sometimes specific and sometimes general, and the exceedingly great lengths to which their behavior profiles have indicated they will go to protect themselves against alienation and, more positively, to achieve identity with others, illustrates a final,

ultimate basic truth: The abysmal loneliness of every human being on his separate island or in his private well is the most terrifying of all the verities an individual must confront. Indeed, this would seem to be the device by which the Creator assured man's recognition of his ultimate recourse to Him alone. For the only means by which the isolation becomes tolerable is the discernment that here in this abject detachment from any other living being there is still--in whatever depth of aloneness--the enveloping warmth of His Presence and the natural instinctual identity with Him.

COLLECTION CONTENTS

FRASER & BOND



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ERASABLE BOND

COTTON CONTENT

APPENDIX

In each of the situations described in the following pages, you are asked to consider four alternative responses. Obviously, in some cases there might be many possible responses other than these four. However, you are asked to indicate on your answer sheet, by writing the appropriate letter in the space indicated, which of the four suggested responses you would be most likely to make if you were the person involved. Note that in every case, you are asked what you would do, not what you think would be right to do. Ideally, the two are the same. Actually, they are not always. Your papers will be completely anonymous and there are no correct and incorrect answers.

1. Carol is on the fringes of the "best" crowd in her school, and she wants very much to be included securely. Sam, definitely one of the crowd, has asked her to the Christmas party. Carol had a date with him back in the summer, and she spent most of the evening trying to ward off his advances, because all he wanted to do was "pitch woo." Carol not only has scruples against this, but to her it is stupid and Sam is hardly less than revolting. Nevertheless, he would give her an entre to the crowd.

If you were Carol, would you:

- (a) let Sam alone regardless, knowing that "there are plenty of other fish in the sea," and getting into the crowd isn't worth it?
 - (b) accept the date, but make a point of keeping in a group and paying as little attention to Sam as possible?
 - (c) go ahead and enjoy yourself, letting Sam get by with as little as possible?
2. Fred's school has accepted two Negro students, and both of them are in his class. All of Fred's associates - his close ones, that is - are very much opposed to integration. Fred himself is not sure how he feels, though he has not been able to detect anything personally objectionable about the two Negro boys. Nevertheless, the white boys have made a pact not to sit next to the Negroes nor to take them into any clubs or activities they can help taking them into.

If you were Fred, would you:

- (a) go along with your friends, regardless of how you felt personally?
 - (b) accept the Negro boys just like any other students, regardless of opinions of others?
 - (c) try to stay neutral, and neither become friends with the Negroes nor ostracize them deliberately - just let them alone?
 - (d) make a special effort to get acquainted with the Negro boys and discover for yourself whether or not there was anything bad about having them in your school?
3. Stella is a new member of the Beta Club. One of the first assignments for the new members was to sell chances

on a record player, from which proceeds would be obtained to help finance a club project. Stella has conscientious scruples against selling chances, she says, no matter how small nor how good the cause. Therefore, she has declined to do this first thing asked of her.

If you were one of the other new members, who had to do the work Stella declined to do, would you:

- (a) tell Stella in no uncertain terms that you didn't believe for a minute she really thought it was wrong to sell chances, but she was just trying to chicken out of something she didn't want to do?
 - (b) try to get the club to vote that anyone who failed to perform club duties would be put out?
 - (c) accept the fact that people of worth have to abide by their scruples and though you do not agree with her, Stella has a right to hers?
 - (d) offer to swap out with Stella for a future assignment and do her selling on this one?
4. Andy is on a committee of the Student Council to judge class entries in a poster contest. The posters are all exceedingly good, but most of the committee favors Mrs. Eastman's class entry for first place. Andy, however, knows that Mrs. Martin's class needs the \$5.00 award to complete funds for a class project they have been planning a long time. More than that, Mrs. Martin is Andy's English teacher, and his English grade is more or less in the balance.

If you were Andy, would you:

- (a) insist on giving the award to Mrs. Martin's class, since it really is a good entry, anyway?
 - (b) be strictly objective about the matter and refuse to consider the needs of the class or yourself?
 - (c) concede the award to Mrs. Eastman's class, but register your vote for the English teacher's class?
 - (d) decide that the majority opinion must be right and vote with them?
5. Joe entered the Soap Box Derby with four other boys from his community. Mr. Zimmerman, who took the boys with their cars through the inspection lines on the day before the race, was a well-known businessman. One boy's car was overweight, and the inspection agent removed a heavy board from the seat. Joe was astonished

when they returned their cars to their places to see Mr. Zimmerman laughingly replace the board where it had been. He then produced graphite with which to "doctor" the wheels of all the boys' cars - an illegal procedure designed to make the wheels much faster than normal.

If you were Joe, would you:

- (a) let him go ahead and put graphite in your wheels, since you had nothing to do with it?
 - (b) report the entire procedure to authorities?
 - (c) refuse to let your wheels be doctored?
 - (d) give the group a lecture on competing honestly?
6. Joan's parents are unable to give her the \$40 necessary for her to go to the beach. Joan's parents are not apparently any harder up than any other parents, and so far as she can see, there is no reason other than stinginess to keep them from giving her this money. They have told her, however, that they have heavy debts which prevent it. All her "set" is going the day after school closes.

If you were Joan, would you:

- (a) condemn your parents for poor management and tell them that you are thoroughly ashamed that they cannot afford the things your friends have?
 - (b) take the money out of the piggy bank and go on when the time comes, leaving a note for your stingy parents?
 - (c) low-rate your parents to your friends and blame them for your inability to go along with the others?
 - (d) accept the explanation your parents have given you in good faith, and try to help cut expenses so that their financial burden will be less?
7. John quickly made friends with Darrell, a new student who had just moved to town. John liked the new boy's parents, too. One day, however, word leaked out that Darrell's father had served time before moving to this town, and that he had to change jobs very often because of this.

If you were John, would you:

- (a) drop Darrell like a hot brick, for fear of ruining your reputation?

- (b) spread word of this as quickly as possible so that others would realize you had not known about it before and would not connect you with such a person?
- (c) ignore the rumor entirely, feeling that whether or not it was true, it had nothing to do with your friendship with Darrell?
- (d) champion Darrell even more, openly enlisting your friends to help him weather this difficulty?

8. Dick was quarter-back on the football team. The new coach had been brought to the school primarily because the school had had several losing seasons and he intended to beat the team's arch-rival this year at all costs. From the first, he made it clear that, as the boys on the rival team had consistently played rough ball, the latter would employ any possible techniques - legal or illegal - to defeat them. He even showed them how to employ illegal tactics without detection.

If you were Dick, would you:

- (a) go along with the team and figure the rival team had it coming, if you could get away with it?
- (b) state positively and openly that you considered such an attitude unsportsmanlike and disgraceful and you would not participate in illegal tactics?
- (c) try to get other members of the team to play strictly by the rules?
- (d) resign from the team?

9. The F. H. A. members have been asked to assist with door-to-door canvassing in the March-of-Dimes Campaign. It was obvious that no one really wanted to undertake the task and no one volunteered when the president asked about it.

Granting that you were not personally opposed to the campaign on general principles, if you were a member, would you:

- (a) volunteer immediately as you felt this is everyone's responsibility?
- (b) decline and suggest that the people who are on the Campaign Committee do the solicitation?
- (c) wait and see if anyone else decided to help?
- (d) try to encourage everyone to help?

10. When Joe came to chemistry class Monday morning, he found a dollar bill on the floor by his chair. No one else had arrived, so it had been there all week-end. If you were Joe, would you:
- (a) announce that you had found some money and ask whose it was?
 - (b) give it to the teacher?
 - (c) put it into your pocket and say nothing to anyone about it?
 - (d) put it into your pocket, and tell the teacher you had found some money in case anyone asked about it?
11. Ed and John were on the way home from school when they came on a revolting scene. Two of their friends had run down a newcomer - a Japanese boy - and cornered him, and they were beating him, apparently for no reason except that they didn't want any foreigners in their school. Most of the other boys had picked at the "Jap" considerably, but this was the first time anyone had physically hurt him.
- If you were Ed and John, would you:
- (a) run for the Principal?
 - (b) pile in and stop the fight?
 - (c) stand by and cheer for your friends?
 - (d) go on by without doing anything, since it was none of your business?
12. Bob is water boy for the high school football team. After practice in the afternoon, everyone is hot and thirsty. Some of the players know how to get drinks out of a cold drink machine without using coins, and they always help themselves. The whole team knows it. Most of them do it.
- If you were Bob, would you:
- (a) accept drinks from them and just be one of the fellows?
 - (b) report them to the coach?
 - (c) point out to them that it is dishonest and try to persuade them to use money?
 - (d) ignore the matter entirely?
13. Burt had worked on the school newspaper three years, doing virtually every kind of work to be done on it at one time or another. Everyone expected him to be Editor

for his senior year, but the sponsor named George, a gifted student who had shown little interest in the paper, but whom the sponsor thought to be the best potential Editor.

If you were Burt, would you:

- (a) resign entirely and have no more to do with the paper?
- (b) stay on the staff, but work against the Editor in every possible way?
- (c) protest to the sponsor and/or the Principal and try to bring pressure to change the decision?
- (d) recognize George's superiority and/or the sponsor's authority, and continue as a subordinate on the staff?

14. The end of the term is here. Mark has not had time to prepare all his outside reading reports which are due tomorrow. The time cannot be extended.

If you were Mark, would you:

- (a) get a friend to let you use his notes and make the reports as if you had read all the books and articles?
- (b) quit school because there was no use in continuing if you couldn't finish the work?
- (c) read all you could, report on it, and take whatever cut in your grade was necessary because of the things you couldn't read?
- (d) ask the Principal to require the teacher to give you more time?

15. Jack's crowd got in trouble for leaving school to go to the drug store during the lunch period. Everyone but Jack was given a three-day suspension, according to school regulations. Jack, however, was not caught, as he managed to duck out of sight at the crucial moment.

If you were Jack, would you:

- (a) turn yourself in and take your punishment?
- (b) thank your lucky stars and keep mum?
- (c) make amonement by working especially hard from now on?
- (d) bribe the rest of the gang not to squeal on you?

16. Martha comes from a home where money is scarce. In order to have money for books, incidentals and even some of her clothing, Martha has taken a job as secretary to an English teacher, who turns in a monthly report on the hours Martha works. On the basis of this report, Martha receives a check from the Principal's office. After the third month, Martha discovered that the teacher had been padding her report in order to make the check bigger, because she knew Martha needed the money.

If you were Martha, would you:

- (a) ignore the matter as not your responsibility?
 - (b) return the amount not due you?
 - (c) ask the Principal to check into it?
 - (d) tell the English teacher as graciously as possible that you appreciated her gesture, but would like it better if she reported only the hours you actually worked?
17. Sarah's father believes dancing is wrong. In fact, he believes it so strongly that he has expressed himself openly on the subject and the entire community is well aware of his position. Sarah disagrees with her father and feels that the most crucial matter in her life at this moment is whether or not she shall be able to attend the Junior Prom.

If you were Sarah, would you:

- (a) defy your father openly and attend the Prom?
 - (b) sneak out and attend the Prom without his knowledge?
 - (c) accept your father's ruling as inescapable but "get even" with him some other way?
 - (d) acknowledge your father's authority and respect his position?
18. Tom is a high school senior. His grades have been only slightly above average, but he needs to make the highest marks he can in order to obtain admission to the college of his choice. His classmate, Joe, has managed to filch a copy of the final math exam from the teacher's desk, and offered to show it to Tom.

If you were Tom, would you:

- (a) gladly accept the chance to see the questions?

- (b) either report Joe to the teacher or infer to the teacher that there might be a copy of the questions circulating without identifying Joe as the one responsible?
- (c) try to persuade Joe to return the stolen paper to the teacher?
- (d) decline, but say nothing to anyone about it?

19. Alice and Mary have been friends since first grade days. Alice has always found school work easy; Mary, not so easy. At last, the time has come when Mary can no longer keep up with the class without help. She deliberately looks on Alice's test papers for her answers, and copies her homework when possible.

If you were Alice, would you:

- (a) make it as easy as possible for Mary to copy without getting caught?
- (b) report the matter to school authorities?
- (c) discuss the matter with Mary, telling her firmly you will not tolerate such behavior?
- (d) have nothing to say, but cover your papers as well as possible and consider that beyond that it was Mary's business if she wanted to cheat?

20. Student elections were being held and among the candidates for president were Eileen Appling and Bill Snyder. Eileen was not much of a student, but she was the outstanding basketball player, having been chosen for all-state teams three years. Her character was even less than her scholastic record, and it was well known that most students would have been expelled for some of the things she had done. In spite of all this, her fans were many, and it was apparent that Bill Snyder, whose grades and character were both top bracket, along with his leadership ability, did not have sufficient glamour and political prowess to win the election.

If you were a student, would you:

- (a) vote for Bill on the basis of his obvious superiority?
- (b) vote for Eileen because it was the thing to do and she was going to win anyway?
- (c) refuse to vote, since to vote for Eileen would be against your conscience and to vote against her might be to lose friends?
- (d) get out and work to put Bill Snyder in?

Name _____

Residence: city () town ()
country ()

1. How many children are there in your family? _____
2. How many rooms are there in your home? _____
3. What is your father's occupation? _____
4. What is your mother's occupation? _____
5. In what clubs or other such activities is your father active?

6. In what clubs or other such activities is your mother active?

7. How much formal education has your father? _____
8. How much formal education has your mother? _____
9. Does your family read together? _____
10. Do you observe any religious activities as a family? _____
11. Are you a church member? _____
12. Do your parents attend church regularly? _____
13. In your home, are there many books? () more than a verage? ()
few? ()
14. What periodicals come to your home regularly, either by sub-
scriptions or by regular purchase from the stands?

15. Has either of your parents ever instructed you to tell something
not strictly the truth for any reason, or suggested that you
do? _____
16. Do you feel your parents (either or both) would be upset to
discover that you had told a lie or cheated to any extent at all,
if you were not in trouble about it and no one else seemed to
be hurt by it? _____
17. What make and model cars does your family own? _____
18. Do you feel your allowance is adequate? _____

19. Upon what do you base your standard of right and wrong?
the teachings of Christ as you understand them? ()
what is commonly accepted by other people around you? ()
what will be most profitable to you? ()
what seems most likely to make people happy, including
yourself? () other? ()
20. What three things, in order of preference, do you want most
from life?
21. What three things do you most fear?
22. What do you consider your three greatest assets?
23. What do you consider your three greatest weaknesses?
24. What person whom you know or have known do you most admire?
Why?
25. What person, other than Christ, who has ever lived, do you
most admire?
Why?