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THE EVALUATION
OF CERTAIN SOCIAL ATTITUDES
IN
INDUSTRIAL ARTS

by
John Stanley Ratts

An extended paper
written in partial fulfillment of
the requirements for the degree of

MASTER OF SCIENCE
IN
EDUCATION

EASTERN ILLINOIS UNIVERSITY
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PREFACE

Studies have shown that as many as eighty per cent of first jobs and seventy-five per cent of promotions were due primarily to personality qualities. Another study showed that ninety per cent of dismissals were due, not to lack of skills, but to personality factors.¹ Consequently, a great part of the success and stability of students depends on teachers stressing those activities which promote the growth of desirable social attitudes.

When analyzing the type of culture in America, it becomes apparent that some important objectives need to be emphasized again. Some of the personality characteristics which are, and will be, so important for success in a democratic industrial society need to be stressed. Any slight improvement in teaching these personality traits must be evaluated to determine the progress made.

The purpose of this study is to devise a rating scale for evaluating certain social and personal attitudes of students necessary for success in adulthood.

¹Arthur J. Jones, Principles of Guidance, (3rd edition; New York: McGraw-Hill Book Co. Inc., 1945), 178.

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Chapter I

Early Methods for Transmitting Culture

From the dawn of civilization when life was simple, the task of educating the young was effectively handled through the medium of the family. The boys were taught the rudiments of survival, such as hunting, fishing, and fighting by their fathers or some other adult member of the tribe while the girls learned to cook, sew, till the soil, and take care of the children.

Gradually life became more complex. Writing was invented and there appeared a body of information that was not common to everyone. As a result, many of the tasks of education were passed from the less favored parents to the individuals of the community who had mastered the difficult accomplishments. Most of the information transmitted in early times was of a religious nature; so the priests and scribes imparted the necessary religious training.

After this there emerged another group whose purpose was to impart knowledge of a secular nature; so a new class known as teachers appeared. This is the beginning of the school system and the present major method of transmitting culture.

There developed a trend which continues to permeate the educational system to the present time. It has been noted that once a society adopts certain ideas that these ideas tend to persist even

though the reason for their existence may no longer be present.¹ An example of this in the educational system can be found during the middle ages. During this period, man was concerned with the spiritual preparation of his future life. As a result, the schools of this period taught reading and writing only because such skills were necessary in order to train the people for a life of humility and consecration as found in the monasteries of the various orders. The Renaissance changed the thinking in men's minds. They no longer concentrated all of their thoughts and their efforts upon the blessed existence that awaited them in heaven, but they tried to establish their paradise on this planet. Yet, even though they turned to the classical writing of the early philosophers such as Socrates, Plato, and Aristotle, some still remained obedient to the teachings of the mother church, although an entirely different way of life was represented by the classical writing of the philosophers.²

Even to the present, society tends to keep ideas and customs that are outdated which are reflected in modern school systems as old beliefs and outdated ideas of a bygone era. Those who preach a return to the three R's, the basic fundamentals of learning, those who believe in faculty discipline, that the reasoning powers of the mind can be sharpened by studying certain subjects are still living in the past. They have not accepted the idea that the ends of education are social ends and that the education of the future should be organized around a democratic society.

¹Gordon O. Wilber, Industrial Arts in General Education, (2nd edition; Scranton, Pa.: International Textbook Company, 1954), 4.

²Ibid., 5.

If the educational system of the schools is as it should be, the desirable aspects of our modern culture should be present in the school curriculum.¹ It is the concern of the present school system to re-evaluate the relationship of the school program in relation to our present culture and to shape the educational system so that it fosters the desired changes in the individual. Doing this requires a good understanding of the basic aims of general education. They have been summarized as having three basic purposes which are: (1) to transmit a way of life, (2) to improve and reconstruct that way of life, and (3) to meet the needs of individuals.²

¹Ibid., 6.

²"Cardinal Principles of Secondary Education," Bureau of Education Bulletin, XXXV (1918), 11.

Chapter II

Analysis of Purposes of General Education

The first basic purpose of general education is transmitting a way of life. This is one of the most important objectives of any civilization since failure would result in the return of mankind to savagery. Thus, it is important that the achievement of mankind be passed from generation to generation, keeping in mind, however, that this achievement, in reality, consists of knowledge of processes, of how to make and do things, as well as of how the world has become what it is.¹

In addition, teachers should also realize that it is primarily their responsibility to improve and reconstruct that way of life. To do this successfully, it is important to have a good understanding of the particular way of life in America which is defined as a democratic industrial society.² The word democracy itself means a government in which the supreme power is held by the people and controlled indirectly through a system of representation. It is a belief in or a practice of social equality.³ To further the development of social equality,

¹Clement Wood, The Outline of Man's Knowledge (New York: Lewis Copeland Company, Inc., 1930), 162.

²Wilber, op. cit., 6.

³Webster's New Collegiate Dictionary (Springfield, Mass.: G & C Merriam Company, 1961), 220.

recognition must be given to the unique worth of each individual, for each must be developed to his own potential. Individuals can best be developed by the democratic approach to learning which recognizes that students need direction and guidance in learning but specifies that such direction and guidance should not be pressed upon students who do not need them. To use this particular approach successfully the basic needs of the students must be realized so that the school curriculum can be shaped to satisfy these basic building blocks which are so necessary for a well adjusted individual. The basic human need is the preservation and enhancement of the "phenomenal self".¹ The problem of the teacher is to satisfy this basic human need of the student without violating the rights of others. It is also obvious that the needs of the individual should not be throttled or frustrated, but rather inhibited or controlled. This can be done successfully by understanding teachers who can create desirable emotional climates in the classroom that are conducive to good classroom control, which is necessary for meeting the needs of individuals.

It should always be kept in mind that a desirable democratic learning situation can fail if there is a lack of intelligence and emotional maturity on the part of the teacher as well as the students.

American way of life is that of a democratic industrial society. The word industrial as implied here means a society which employs much labor and capital and is characterized by highly developed industries.² Industry is represented in the school system through the

¹Henry Clay Lindgren, Psychology of Personal and Social Adjustment, (2nd edition; New York: American Book Company, 1959), 31.

²Webster's New Collegiate Dictionary, op. cit., 427.

program of industrial arts. One of the main objectives of this program is to create interest in the methods and problems of production and exchange in industrial life.¹ The class represents a general industrial situation in which there are many fields of industrial activities. If, then, the industrial type situation is integrated into the school, the desirable contributions that industry has for the individual should be understood.

John Dewey stated that scholastic culture makes for snobbishness, but fellowship in occupations makes for democracy. One of the reasons for this is that employment helps give the person a feeling of belonging to the group which makes him feel accepted and wanted. In addition to this it also gives the person a chance for achievement and self-expression.² The informality and closer personal relationships that are observable in industry also make for fellowship in the industrial arts class. An important part of this program is that each student must accept responsibility which contributes to the successful operation of the class, and, if the student feels that his efforts are appreciated by the other members of the group as well as the teacher, then he will feel that he is making a worthwhile contribution to the class, and he gains a sense of belonging, of being accepted and wanted. Another very important need, which can be met in the industrial arts shop, is a feeling of success when completing an attractive project. This feeling of accomplishment gives the student a feeling of personal worth and achievement, as well as a knowledge that he has expressed himself.

¹"General Objectives of Industrial Arts," The Industrial Arts General Shop, Series A—Bulletin 123 (September, 1950), 11.

²Wilber, op. cit., 26.

It is generally agreed among educators that industrial arts as a curriculum is sound when properly presented. There is no quarrel concerning the values of its objectives. However, criticism does come from the implementation of the purposes of industrial arts into the curriculum.¹ Possibly a reason for this is the failure of educators to continually evaluate the total program in terms of the accepted objectives of the time. As a result, to improve the behavioral characteristics of the student, the objectives which stress these particular traits must first be analyzed. Two of these objectives are:

1. Self-Discipline and Initiative--To develop in each pupil the habits of self-reliance, self-discipline, and resourcefulness in meeting practical situations.
2. Cooperative Attitudes--To develop in each pupil a readiness to assist others and to join happily in group undertakings.²

These objectives stress the promotion of desirable social attitudes, which develop the character and personality of the student. Really, this is the heart of education. It is more important to have character than knowledge. There is a vast gulf between the possession of knowledge and the willingness to serve humanity. History has shown that great knowledge without goodness can be dangerous to all that man values.³ As dangerous as ignorance is in the world, it is not as dangerous as knowledge can be without character.

¹Marion E. Maddox, Should the Objectives of Industrial Arts Change, (Fayetteville: University of Arkansas, 1961), 19.

²The Industrial Arts General Shop, op. cit.

³John E. Grimmell, "Character Building in Youth," Phi Delta Kappan, XXXX (February, 1959), 212.

Since the beginning of education, the essential test of education has been the conduct of the student. Now in our democratic industrial society this practical and necessary end has been lost and society has become intellect-conscious or knowledge conscious.¹ The solution is that an effort must be exerted to develop means by which attitudes and values can be taught as effectively as subject matter is taught. Teachers must be able to identify those techniques which best promote desirable social attitudes, and, to do this effectively, they must improve their methods for evaluating these techniques. This then is the direction that this paper will follow in order to help in a small way to further the progress made in the evaluation of certain desirable social attitudes in industrial arts.

¹Ibid., 213.

Chapter III

Analysis of Desirable Social Attitudes

First are the desirable qualities that an individual should possess in our society if he is to be successful.

If an individual does not get along well in society, is not successful in school, and has trouble in getting and keeping a job, then it is obvious that our way of life has not given the person the necessary requirements for a happy useful life. Exactly what are these important qualities which contribute to a happy successful life in our present democratic industrial society, and can they be evaluated? In order to answer this question it is important to first decide which qualities are worthy of development and then see if they can be measured.

Gordon O. Wilber stresses cooperation, tolerance, leadership, followership, and tact as objectives of the industrial arts program.¹ Some social attitudes taken from Wm. L. Hunter are industry, perseverance, and patience.² Dr. Otho Quick stresses initiative, honesty, dependability, and emotional stability when rating student

¹Wilber, op. cit., 83.

²Wm. L. Hunter, Tests and Measurement in Industrial Education, (Scranton, Pennsylvania: International Textbook Company, 1948), Chapter I.

teachers in industrial arts.¹ Paul R. Byers believes that respect for others, courtesy, and politeness are very important social attitudes.²

All of the desired social attitudes are not included, but the most important character traits have been divided into three categories, which are: desirable attitudes for an occupation. It is obvious that some of the attitudes desirable in society are desirable in school so that the dividing line is a matter of degree rather than being absolute. This is true of the attitudes desirable for school as to those desirable on the job.

First, concerning the attitudes desirable in our society, one of the most important is the ability to deal with others without being disliked. This sense of knowing what to do or say when dealing with others is an important factor in being successful with others. Tolerance is also important in our society because many races and creeds must live side by side in our democratic culture. As a result, broadmindedness should be stressed in judging others. Other people should not be considered unworthy of esteem just because they are different. Their opinions should be respected as well as their privacy, and this should be shown by being courteous in behavior towards them as well as being merciful and kind. In addition to the above, politeness in relation to our culture, society, and manners should be stressed.

¹Otho Quick, Rating Scale for Student Teachers, Eastern Illinois State Teachers College.

²Paul R. Byers, "These Things We Must Teach," Illinois Education, L (April, 1962), 357.

Of the traits that are desirable to develop in school, there is unavoidable overlapping among these attitudes desirable for success in our society. First, is tact. If the student cannot express himself well and does not understand the subtler values of what is going on around him, he certainly will not make a very good impression. Another attitude which is important in our society is tolerance. If the student ridicules other students just because they are different from him, it lowers the respect others have for him. The feeling of personal worth and acceptance in industrial arts helps tremendously to eliminate this undesirable attitude. Another one of the traits which is stressed in industrial arts is industry. This is done by providing a business-like atmosphere in the classroom. This trait is really very obvious in the students and would be easy to rate. Teachers also stress the importance of handing in assignments on time, thus teaching dependability, which can also be easily checked. Students should work cooperatively for their common benefit, and they should also be able to work individually on their projects. A student who works diligently and patiently in regard to a difficult project has perseverance, which is an extremely important trait. An individual who does not have the ability to follow directions can also be an exasperating experience for the teacher as well as the student who follows anyone's advice. Leadership too is an important factor that the teacher considers.

Lastly, the desirable attitudes for success in an occupation will be considered. Many of these attitudes that the students should have are often more important in securing and holding a position than

some of the information and skills they learn in school. A far greater number of employees are fired because they are lacking in certain personality factors rather than for deficiencies in basic skills. One of the common questions asked by a prospective employer is how well does he get along with others, that is, does he exercise tact in dealing with people? Does he possess that particular quality of being able to say just what is appropriate at just the right time? Is he dependable is another important question in which the employer is interested. Is he punctual for appointments, and does he finish a job on time when it is assigned to him? The world of work has no place for the employee who is always late in beginning or finishing a task assigned to him. Does he supervise his own activity, or must he constantly be watched? That is, can he follow directions and find his own mistakes rather than needing a supervisor? One of the most important characteristics that an employer is interested in is the honesty of the individual. This refers to the worker giving an honest day's work for an honest day's pay as well as not stealing property from the employer. This respect for property can be applied to the proper handling of property too, because, if a piece of equipment is abused, it will lower the profit of the employer, actually taking money out of his pocket. The emotional stability of the worker can be an important factor for continuous employment. The employee who is always griping, never satisfied with his present condition, but who never offers constructive advice can be a source of nervous irritation. The employee who continually belittles the efforts of others to build up his own ego, or who criticizes his employers will not last long if the employer recognizes this undesirable trait.

Does the worker pay steady attention to business or does he bother other workers by constantly talking or by playing practical jokes? Does he show initiative for new ideas of ways to improve things, or does he just do what he has to in order to get by?

Next, the attitudes are taken from the previous material and listed in outline form. This is done so that they can be referred to later after having decided the best method to use for evaluating these desirable social attitudes.

I. In our society

- A. Tact
- B. Tolerance
- C. Respect for others
- D. Courtesy
- E. Graciousness
- F. Politeness

II. In school

- A. Tact
- B. Tolerance
- C. Industry
- D. Dependability
- E. Cooperation
- F. Initiative
- G. Perseverance
- H. Patience
- I. Followership
- J. Leadership

III. In an occupation

- A. Tact
- B. Dependability
- C. Fellowship
- D. Honesty
- E. Emotional stability
- F. Industry
- G. Initiative

Now, in the next chapter, the best methods for evaluating these desirable social attitudes are examined.

Chapter IV

Method Used for Rating Attitudes

All of the qualities which comprise the personality cannot be measured. Therefore, selection must be used in determining those that deserve attention. It is the desirable social attitudes for success in society, school and an occupation that should be stressed. A method, that will be active in its use, should be developed for evaluating them.

The methods which are considered the most important for rating the behavioral characteristics of students are the anecdotal record and the rating scale.

The anecdotal record is not a new device for recording the behavioral attitudes of the students. However, it still has a legitimate claim today from the overall pattern of development that it shows in the individual. As a result, it would tend to be used by grade school teachers and counselors rather than the high school teachers. The problem inherent in this method is what to observe, what to record, and how to record it. Consequently, many teachers who do not have the training necessary to accurately evaluate the students adds to the mass of good, bad, and mediocre anecdotes.

The next device for recording the behavioral attitudes of the students is a rating scale. This method is the most promising and is the device that will be used in this paper for rating certain social attitudes in industrial arts. This rating scale will not necessarily give an accurate description of the student's total personality, but it will give an accurate description, if observed and recorded correctly, of the student's attitudes in an industrial arts class which is patterned after a democratic industrial type situation.

The next step is to take the listing of each of these characteristics in alphabetical order. In addition, it is important to know the correct meaning of each word as given by an accepted source so that an accurate evaluative test may be set up. This is done after each word.

- A. Cooperation is the association of a number of persons for their common benefit.¹
- B. Courtesy is courtly politeness; graceful and considerate behavior toward others.²
- C. Dependability is the state or quality of being dependable. It is possessed of or characterized by trustworthiness.³
- D. Emotional stability is how the person is affected by his emotions. An emotionally stable person is controlled by rational considerations rather than by impulses arising in the emotions.⁴

¹Webster's New International Dictionary, (2nd edition; Springfield, Mass., U. S. A.: G. & C. Merriam Company, Publishers, 1955), 585.

²Ibid., 611.

³Ibid., 701.

⁴Funk and Wagnalls, New Standard Dictionary, (New York: 1956), 813.

- E. Fellowship is the companionship of persons on equal and friendly terms.¹
- F. Followership is the ability to follow. A follower is one who follows, accompanies, or attends; it is an adherent or dependent.²
- G. Graciousness means abounding in mercy; it is characterized by kindness or courtesy.³
- H. Honesty is the character or quality of being honest. A disposition to conform to justice and honorable dealing, especially in regard to the rights of property.⁴
- I. Industry is the habitual diligence in any employment or pursuit; it is steady attention to business.⁵
- J. Initiative is the energy or aptitude displayed in the initiation of action that tends to develop or open new fields.⁶
- K. Leadership is the office or position of a leader; ability to lead; guidance. A leader is one who leads. A person who goes before a guide to show the way. One having authority to proceed and direct.⁷
- L. Loyalty is the quality or state of being loyal; devoted allegiance to a government or a chief. Hearty service in friendship or love, or to a cause. Loyal means to be constant and faithful in any relation implying trust or confidence, as wife to husband, friend to friend, etc.; bearing true allegiance to constituted authority.⁸

¹Webster, op. cit., 930.

²Ibid., 981.

³Ibid., 1084.

⁴Funk and Wagnall, op. cit., 1176.

⁵Webster, op. cit., 1271.

⁶Ibid., 1280.

⁷Ibid., 1405.

⁸Funk and Wagnall, op. cit., 1470.

- M. Patience is the state of being patient; the fact or practice of enduring, working, or waiting patiently; as to bear in patience; to commend the patience of a crowd.¹
- N. Perserverance is the action or fact or an instance of perservering; continued or steadfast pursuit or prosecution of an undertaking or aim. The quality or power of perservering; persistence in the pursuit of objectives.²
- O. Politeness is the quality or condition of being polite (in any sense); polite culture, society, manners etc.³
- P. Respect for others. Respect is to consider worthy of esteem; to regard or treat with honor, deference, or the like; esteem; value; hence, to refrain from obtruding upon or interfering with; as to respect a person's privacy.⁴
- Q. Tact is a sense of touch-feeling; sensitive mental perception; keen discrimination in sensing refinements or subtle values. Acute or nice discernment of what is appropriate to do or say in dealing with others. Peculiar ability to deal with others without giving offense.⁵
- R. Tolerance is the character or state of being tolerant. Forbearing in judging or the acts or opinions of others, especially one's own. Tolerance is the act of enduring, or the capacity of endurance.⁶

¹Ibid., 1809.

²Ibid., 1843.

³Webster, op. cit., 1909.

⁴Ibid., 2122.

⁵Funk and Wagnall, op. cit., 2455.

⁶Ibid., 2530.

A RATING SCALE FOR CERTAIN SOCIAL ATTITUDES
IN INDUSTRIAL ARTS

Student _____ Instructor _____

Rate the student on each of the eighteen points by placing a check mark on the scale at the point which most nearly fits the description. Omit any that you have not observed.

1. Cooperation	Is uncooperative with others	Cooperates but complains occasionally	Cooperates readily with others in promoting a group program.
2. Courtesy	Is impolite with others	Is impolite to others most of the time	Is extremely polite towards others
3. Dependability	Can never be depended upon	Can be depended on most of the time	Can be depended on in any event
4. Emotional Stability	Is constantly controlled by emotions	Is occasionally controlled by emotional impulses rather than by rational considerations	Is controlled by rational considerations in any event
5. Fellowship	Does not have companionship of other persons	Has companionship of persons on equal and friendly terms most of the time	Has companionship of persons on equal and friendly terms
6. Followership	Does not have the ability to recognize the leadership of others	Sometimes recognizes the leadership of others	Has the ability to recognize the leadership of others and to follow
7. Graciousness	Is very inconsiderate	Is kind to others most of the time	Is always very kind to others
8. Honesty	Cheats every chance he gets	Cheats occasionally if necessary to succeed	Extremely honest in every case
9. Industry	Does not pay steady attention to business	Steady attention to business most of the time	Pays close attention to business all of the time
10. Initiative	Does not display energy in the initiation of new actions	Displays energy in the initiation of new action occasionally	Displays an excessive amount of energy in the initiation of action that tends to develop new fields

11. Leadership	Never leads the group	Occasionally leads the group	Always precedes the group to guide and show the way
12. Loyalty	Is untrustworthy in most cases	Is trustworthy to friends, but is occasionally disloyal to cause or constituted Authority	Is extremely loyal or trustworthy with respect to friends or constituted authority
13. Patience	Is very impatient when kept waiting	Is frequently impatient when kept waiting	Is extremely patient when kept waiting
14. Perseverance	Is never persistent in any way	Is persistent in the pursuit of his objectives most of the time	Is constantly persistent in the pursuit of his objectives
15. Politeness	Is impolite in any sense	Is polite most of the time	Is extremely polite in any sense
16. Respect for others	Never respects the other fellows privacy honor	Occasionally intrudes on another persons privacy honor	Respects the other fellows privacy honor
17. Tact	Gives offense to others when dealing with them	Has the ability to deal with others occasionally giving offense	Has the ability to deal with others without giving offense
18. Tolerance	Extremely critical of the acts or opinions of others	Is occasionally critical of the acts and opinions of others	Is extremely forbearing in judging the acts or opinions of others

NOTE: This scale is for the purpose of grading student attitudes in an industrial arts class and no attempt has been made to evaluate the students total personality.

Chapter V

Points For and Against Use of the Attitude Rating Scale

Several teachers have given their opinions as to the points for and against the use of this scale for rating attitudes in an industrial arts class. They are as follows:

For

1. A student's attitudes are important and should be a part of the grade in an industrial arts class.
2. This rating scale would be an extremely valuable tool to use in counseling students.
3. Discipline problems could be handled easier with a more objective diagnosis of the problem as this rating scale would provide.
4. This rating scale could be an invaluable aid to use when writing a reference for a student.

Against

1. A student's attitudes can change as the individual grows up.
2. A student's attitudes can be excellent in one situation and poor in another.
3. A student should be graded on what he achieves and not what he is.
4. The attitude grade should not be a part of the class grade but should be a separate grade rated by several teachers.

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