

379
N81
No. 794

A STUDY TO DETERMINE THE SOCIAL ATTITUDES AND
BEHAVIOR PROBLEMS IN A GIVEN
ELEMENTARY SCHOOL

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

119388

Gladys M. Scott, B. S.

Hillsboro, Texas

August, 1944

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
The Problem	
Previous Studies	
The Purpose of This Study	
Definition of Terms	
Community Background	
Procedure	
II. THE INFLUENCE OF THE HOME UPON OUR PUPILS' ATTITUDES AND BEHAVIOR.	14
The Home As Educator	
Parental Attitudes	
Home Environment	
III. THE INFLUENCE OF THE SCHOOL UPON OUR PUPILS' ATTITUDES AND BEHAVIOR	37
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	69
Summary	
Conclusions	
Recommendations	
APPENDIX	74
BIBLIOGRAPHY	78

LIST OF TABLES

Table	Page
1. Percentages of Children with and without Behavior Problems in Relationship to Mothers Working and not Working	16
2. Percentage by Grades of Average Sigma Scores of Pupils' Homes	23
3. The Total Socio-Economic Status Record by Percentages of the 167 Children Checked as Determined by the <u>Minnesota Home Status Index</u>	26
4. Relationship of Occupation of Fathers to Behavior Problem Cases	30
5. The Sociality Sigma Scores of the Parents of the Sixth Grade Children in Relationship to the Children's Attitude toward Constructive Participation in Social Life	32
6. The Frequency, by Grades, of Behavior Problems in the Elementary School Studied as Revealed by the <u>Haggerty-Olson-Wickman Behavior Rating Scale</u>	43
7. Negative Attitudes Scores on Percentage Basis by Grades as Checked in Observational Check-List	51
8. Age-Grade-Sex Distribution of Negative Attitudes	55
9. Age-Sex- Distribution of Negative Attitudes on Percentage Basis	59
10. Percentage of Children with Behavior Problems Reported in November Showing State of Adjustment Based on April Check-up	68

CHAPTER I

INTRODUCTION

The Problem

The problem of this thesis is to make a study of the social attitudes and behavior problems of pupils in a particular elementary school.

The development of desirable social attitudes and acceptable social behavior has definitely become an important phase of elementary education. The strains and stresses of our changing way of living, the development of social cleavages, the increasing complexity of society have inevitably had a vast effect upon making educators more directly conscious of the problem of attitudes and social behavior adjustment. How shall the teacher meet the attitude and behavior problems that this war brings forth? Obviously, this turmoil has created social attitudes entirely different from those with which she has been previously confronted. The products of today's education are functioning in a changed social setting. Never before has the elementary child been given so much unguided freedom -- freedom that should be acquired, not given.

Responsibilities that the child was required to discharge in the home have been removed. His security and sense of belonging have been endangered. No longer is he a self-confident, secure, normal child, but a perplexed, disbelieving, confused bundle of unbalanced emotions, which lead to the problems of juvenile delinquency and maladjustment so prevalent in our society and in our schools. How can the school provide opportunities for developing attitudes and social behavior that will make for an integrated personality amidst all these disintegrative forces at work? The modification and the direction of the development of attitudes is a contribution the new education is endeavoring to make.

Although this problem is of increasing importance and receiving direct attention, it is not altogether a new problem. Students of exquisite sensitivity to human relations for some time have recognized that the production of desirable changes in attitudes and behavior was necessary. Despite the fact that John Dewey believed that "ways of belief, of expectation, of judgment, and attendant emotional disposition of like and dislike, are not easily modified after they have once taken place," many educators have acknowledged the importance of attitudes and assumed responsibility of producing changes in them.¹ According

¹Arthur J. Manske, Reflection of Teacher's Attitudes in the Attitudes of Their Pupils, p. 1.

to Barr, Burton, and Brueckner, "by far the largest part of complex human personality is made up of acquired beliefs and attitudes concerning the world and man, acquired values, and tendencies to act in accord with those values."² Briggs summarizes the effect of attitudes when he defines them as "determiners of thinking, factors strongly influential in integrating members of a group and forces that move men to action."³ Prescott recognizes the importance of attitudes by giving four ways attitudes affect human behavior; namely:

1. Attitudes direct or channel behavior.
2. Attitudes underlie desires, shape the very goals of life.
3. Attitudes constitute the organizing core or central structure about which the whole personality is built.
4. The preservation of our democracy as well as the amelioration of our social problems depend upon upon the attitudes of our children.⁴

Rugg points out that attitudes are the "emotional matrix to understanding,"⁵ and Lee and Lee emphasize that attitudes are the "integrator of the elements of learning and driving forces to action."⁶ Hollingshead centers his book

²A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, p. 958.

³Thomas H. Briggs, Secondary Education, p. 401.

⁴Daniel A. Prescott, "The Attitudes of Children, the Primary Concern of Education," Vital Speeches, IV (August 1, 1938), 625-628.

⁵Harold Rugg, American Life and the School Curriculum, p. 207.

⁶A. D. Hollingshead, Guidance in Democratic Living.

around the philosophy that the development of desirable social attitudes is essential to furthering democracy.⁷ The Virginia State Board of Education is so vitally concerned with this problem of attitude formation that it has listed twenty-six attitudes with the outstanding characteristics of each which the schools of Virginia are to be the agents in affecting changes.⁸

Even though educators have stressed the significance of attitudes and their function in the shaping or conditioning of child behavior, few instruments which are valid, reliable, and objective have been devised with which one may measure attitudes. Thus far measurement has chiefly been used in connection with skills and knowledges and not with attitudes. Attitudes, inherently more complex and less tangible, make the problem of measurement an exceedingly difficult one, especially to express results in quantitative terms. There has been a general feeling that attempts at measuring attitudes "represented the measuring of the unmeasurable."⁹

In regard to the measurement of social behavior, the available data doubtless consist of little besides certain

⁷A. D. Hollingshead, Guidance in Democratic Living.

⁸Virginia State Board of Education, Tentative Course of Study of the Virginia Elementary Schools (1934), pp. 3-7.

⁹Dorothy Swaine Thomas, Some New Techniques for Studying Social Behavior, p. 1.

descriptive accounts -- case histories and diary records. Records of observed behavior, such as behavior journals, are very helpful but present certain difficulties as materials for scientific analysis. The selection and emphasis are dependent to a great extent upon the recorder. Behavior rating scales have increased the reliability of the measuring of behavior.

Previous Studies

The problem of attitudes was relatively neglected in the teachings and writings of educational psychologists between 1910 and 1930. This was probably due to the fact that attitudes were so difficult to measure and to describe objectively.

Happily, during the past few years our research techniques have developed to a place where we can study attitudes scientifically and, at the present moment, no aspect of psychology is discussed with greater interest and no area is subject to more intensive research than attitudes and their role in human behavior.¹⁰

W. Warren Dunham has ably and concisely summarized the contributions made on the subject of social attitudes during the period from January, 1933, to July, 1940, inclusive, grouping the literature roughly into six divisions; namely: (1) theoretical problems of attitudes, (2) the

¹⁰Prescott, *op. cit.*, p. 625. Although there is extensive research literature on the subject, most of the articles written are not published in journals which come to the attention of the average teacher.

physiology of attitudes, (3) construction of attitude scales, (4) measurement of attitudes, (5) studies of attitude changes, and (6) attitudes as revealed through case analysis.¹¹ For a detailed discussion of each study, the reader is referred to this topical summary.

In all probability the most exhaustive studies of attitudes have been made by Thurstone, who has also developed numerous scales for measuring attitudes. These scales are undoubtedly the most widely used measurement. In 1933, in collaboration with Ruth C. Peterson, Thurstone made a study of the influence motion pictures have on attitudes.¹² The conclusion was that motion pictures cause changes in social attitudes toward crime, capital punishment, nationality, races, sex, and prohibition. This is only one of the numerous studies made by Thurstone.

Whittaker finds that factors of grade and economic status condition high school pupils' attitudes toward political and economic problems.¹³

M. Fridiana and M. Rosanna Peters' work is distinguished for its attempt to determine the shifting of attitudes.

¹¹W. G. Dunham, "Topical Summaries of Current Literature: Social Attitudes," American Journal of Sociology, XLVI (May 25, 1940), 344-375.

¹²See also a report of this study by W. W. Charters, "Developing the Attitudes of Children," Education, LIII (February, 1933), 353-357.

¹³M. L. Whittaker, "The Measurement of Attitudes toward Current Political and Economic Problems among Junior and Senior High Pupils," Journal of Experimental Education, II (1933), 65-92.

This investigation shows that groups which had school-city type of organization were definitely more favorable to actual legal decisions than children not experiencing this type of self-government.¹⁴

Manske reports the results of a study made to determine the influence of the teacher's attitude upon the pupil's attitude. This study shows there is no consistent reflection of the teacher's attitude in the classes of the teachers who changed most in attitude during the experiment.¹⁵

However, Lee and Lee give an account of an investigation made by Paul L. Boynton which "seem to show that after two and one-half months pupils with the more stable teachers were more stable themselves than those who were with unstable teachers."¹⁶

Francis and Fillmore studied the attitudes of parents upon the attitudes of their children and concluded that parents' attitudes are very influential. Harmful attitudes of parents tend to produce maladjustment in the children and helpful attitudes the reverse.¹⁷

From the reviews of these studies it is readily apparent that many investigations have been made concerning

¹⁴"Influencing the Social Attitudes of Children," Elementary School Journal, XXXVII (June, 1937), 727-730.

¹⁵Manske, op. cit., pp. 15 ff.

¹⁶Lee and Lee, op. cit., p. 65.

¹⁷Kenneth V. Francis and Eva A. Fillmore, "The Influence of Environment upon the Personality of Children," University of Iowa Studies in Child Welfare, Vol. IX, No. 2.

this problem, but that most of these investigations have been limited; mainly, because adequate measurements of attitudes are not available.

The Purpose of This Study

The purpose of this investigation is to study a given school situation with which the writer is familiar to determine as objectively as possible the various social attitudes present and their resultant behavior. To what extent these attitudes depend upon the home environment of the child is to be studied. The influence of the age-grade range in the development of various attitudes is to be considered, and the influence of the school environment as a factor in the process of attitude formation and social adjustment is to be determined.

In undertaking a study of this kind, one is fully conscious of the limitations. At the present stage of development of attitude and behavior measurement, no one can be sure of any one conclusion even in the presence of evidence.

Definition of Terms

Educational literature contains numerous interpretations of educational terms which result in much confused thinking. To avoid misunderstanding, the following definitions of terms are submitted:

1. An attitude. --

An attitude is an emotionally colored predisposition to behave antagonistically or protagonistically, sympathetically or unsympathetically with respect to any referent, whether it be a person, a group of persons, an institution, a practice, an object, or an idea. Those referents with respect to which our attitudes are protagonistic are values. When our attitudes toward certain referents are antagonistic, those referents are aversions. We tend to have positive or negative attitudes toward almost everything we experience, but the intensity of the attitude, in many cases, is so mild as to make us relatively unaware of any feeling about the referent.¹⁸

2. Social behavior problem. -- A social behavior problem is the discrepancy between the capacities of the individual to adjust his own personal problems within himself, and to the demands of the world about him. The child may be adjusted as far as he is concerned, but he may find conflict with society.

3. Integrated behavior. --

- a. To designate the desired relationship between an individual and other individuals as interacting personalities.
- b. To designate the desired relationship between an individual and the organized institutions of society.¹⁹

4. Personality. -- Personality is the "total organization of reaction tendencies, habit patterns, and physical qualities which determine the individual's social effectiveness."²⁰

¹⁸Stephen M. Corey, "Measuring Attitudes in the Classroom," Elementary School Journal, XLIII (April, 1943), 457.

¹⁹L. T. Hopkins and others, Integration: Its Meaning and Application, pp. 21-22.

²⁰Mark A. May, "The Foundations of Personality," in Psychology at Work, edited by P. S. Achilles, pp. 84-85.

Community Background

The task of meeting the challenge of our society in respect to the development of socially desirable attitudes and acceptable social behavior has united the work of the faculty of a small elementary school in Central Texas with the writer as the supervisor.

This school is one of three elementary schools in a small school system in a town with a population of about 8,000. It contains classes from the first through the sixth grades. The enrollment of the school during the school year 1943-1944 was 210, with an average daily attendance of 159.2.

The teaching staff consists of five regular teachers with the first grade teacher as principal. There are no special teachers, school nurse, visiting teacher, psychiatrists, or child-guidance clinic. These five teachers have under their supervision six grades. All of the teachers hold a B. A. degree and have done some graduate work.

The teachers of this school realized the need for a better understanding of children's attitudes and the behavior resulting from these attitudes. To understand the child, teachers must not only understand his nature, but also the setting in which he lives. No program of attitude adjustment could succeed unless it dealt with the whole child in his total environment. The teachers realized

that to know the child they must know about his home situation, his playground environment, his playmates, and society in general.

The population of the school district during the war period, 1941-1944, has been very mobile. The town is located between three large defense centers and has become the "sleeping place" of many a wandering defense worker. The school is located in the quiet, residential area of the town; and up until this time, the children were from superior homes. With the increase in salary, many mill workers have also swamped the district, bringing with them problems of personality disorders. In the sixth grade less than sixty-eight per cent of the pupils have been in the school during their entire elementary school course.

Procedure

The study was initiated in September. The first step in the approach to the problem was to gather information about the homes of the children enrolled in the school. The Alice M. Leahy Minnesota Home Status Index was used as a measure of environment. Each teacher was to secure the information, by interview if possible, and to make deliberate efforts to know what kind of people the parents were, their outlook on life, their difficulties, and their aspirations.

The second step was an observational one. "Teachers

cannot directly see the mind grow, but they can systematically observe the progressive patterning of behavior, which is the outward manifestation of the growth process."²¹ An observational check-list of ten outstanding desirable attitudes was placed in the hands of each teacher to be used in checking each pupil individually. This attitude check-list was devised by the writer after much consideration of the attitudes that are the most essential in helping the individual to participate effectively in our present-day society. The attitude list was set up by the Virginia State Course of Study and the principles underlying living in a democracy as given by Hollingshead in Guidance in Democratic Living were very helpful in formulating this attitude check-list. Each attitude was considered separately, and each child observed carefully and checked according to his daily reactions, positively or negatively. If the child's reactions were not consistently positive, the attitude was checked negatively.

Upon completion of the above observations, the Hagerty-Olson-Wickman Behavior Rating Schedule was used to measure behavior. Each teacher made careful ratings of each of her pupils.

An intensive analysis of the home status factors, the

²¹Arnold Gessell, "The Growth Factor in Child Personality," National Elementary Principal, Fifteenth Yearbook, XV (July, 1936), 26.

check-list, and the behavior rating scale was made. Individual case studies were made of the children rated with serious behavior problems and high negative attitude scores. Each teacher studied her own pupils carefully throughout the school year and attempted to modify and correct attitude and behavior maladjustments and to direct all the pupils' attitudes in the right channel.

In the spring, the same procedure was used to check the results of the program.

CHAPTER II

THE INFLUENCE OF THE HOME UPON OUR PUPILS' ATTITUDES AND BEHAVIOR

The Home As Educator

As the school extends its educational function to meet the demands of cultural and social conditions by the inculcation of socially acceptable attitudes, it will have to reach eventually the homes of the children who are its primary concern. This chapter will attempt to show the relationship of the home environment to the child's attitudes and behavior reactions.

The home is the child's first and most effective educator. It is a "workshop which often makes a fine product out of apparently unpromising material and which, unfortunately, often spoils much good material."¹

Home education begins long before the child enters school. It permeates his daily life in the most intimate way. The parents influence their children in subtle emotional relationships that mold the child's conduct. Through knowing the child more intimately than anyone else, the parents are in the most strategic position to understand the child's

¹Office of Education, United States Department of Labor, The Child Management, 1939.

basic characteristics and requirements. Obviously parents have homework to do that is as important as feeding or clothing their children, work for which no adequate substitute has yet been found.

It is through home influences that the child forms his standards of conduct, learns manners and morals, learns to become honest, self-reliant, sincere, obedient, cooperative, or acquire the opposite traits. Whenever the child acts, he mirrors life in the home, the training he receives from his parents, older brothers and sisters. Happy home relationships that give children security and satisfaction are established by thoughtful parents. The wise parent seeks to understand the child's basic urges, his need for affection, for appreciation. The parent who is truly an educator in the positive sense gives the child a sense of worth, a desire to please his parents, to be helpful to them. The child is respected as an individual, his hobbies and special interests are encouraged, he learns to achieve and to become self-disciplined.²

Mothers, especially, need to be recalled to their first duty -- to make a good home for their children. It has been said that one good mother is worth a hundred school teachers. During this crisis with war industry pressing the call upon women, thousands of children are being neglected by their mothers. Mothers have become indifferent toward their greatest task and opportunity to build up their country by rearing good citizens for tomorrow. While mother is away making war-essential materials for her country, tomorrow's citizen may be securely forming wrong habits and attitudes. Out of the 167 children checked in our school, approximately thirty per cent

²Ibid.

of the mothers were working, with the greater number engaged in day work. Approximately 46.5 per cent of the mothers of the children reported with behavior problems were working away from home. Table 1 shows the relationship of the mothers working to the behavior problems as reported by the various grade teachers.

TABLE 1
PERCENTAGES OF CHILDREN WITH AND WITHOUT BEHAVIOR
PROBLEMS IN RELATIONSHIP TO MOTHERS
WORKING AND NOT WORKING

Grade	Number of Children in Each Grade	Children Without Behavior Problems		Children With Behavior Problems	
		Mothers Not Working	Mothers Working	Mothers Not Working	Mothers Working
1...	38	30.2	2.6	5.1	62.1
2...	27	26.2	0	22.0	51.8
3...	34	26.4	8.8	17.6	47.2
4...	14	28.5	0	28.5	43.0
5...	21	43.0	14.3	4.7	38.0
6...	33	42.4	3.0	21.0	34.6
Total	167	32.4	4.7	16.4	46.5

The findings as interpreted from the percentages in Table 1 give two implications. First, the employment of mothers is vitally related to the child's behavior tendencies. There is a much larger percentage of children with mothers working away from home with behavior problems than children whose mothers are not employed. This is particularly true in the first three grades. Only a small per cent of the children without behavior problem records have mothers who are employed. The fifth grade shows the highest actual percentage of children without behavior problems having mothers who are employed. These figures are highly significant. However, due to the complexity of attitude and behavior problems, one cannot be sure of any one conclusion. Many other factors, in addition to the mother's being employed, may be partially responsible for the child's behavior difficulty. Second, these figures show a definite relationship between the school and behavior adjustment. There is a gradual decrease in the percentage of behavior problem children having mothers employed from the first to the sixth grade. In the first grade, 62.1 per cent of the children whose mothers are employed have behavior problems; whereas in the sixth grade only 34.6 per cent of the children whose mothers are employed have behavior problems. This shows the great influence of the school exerted upon behavior patterns, which will be discussed further in the succeeding chapter.

To show more specifically the effect of the mother's being away from home, three actual case studies may be cited.

Number 1. -- This is the case of an eight-year-old girl in the second grade whose mother is a night nurse. The mother sleeps in daytime and is away from the child at night. The grandmother and grandmother, who are over-indulgent, have full charge of the little granddaughter. She has everything she needs. But she cannot play or work successfully with other children. She is aggressive, over-dependent, and constantly requires adult attention, and she has no respect for constituted authority. The root of the matter is to be found in the lack of proper home guidance.

Number 2. -- The second case is entirely different. It concerns an eleven-year-old boy in the fifth grade who is a quiet, seclusive, retiring child. He is nervous and suffers from a serious speech handicap. Examining his home records, the teacher found that he is an only child; his father is dead, and his mother works away from home all week. She is with the child several hours on Sundays. He stays with a friend. The child feels inferior, insecure, unwanted.

Number 3. -- The third case is that of a boy in the sixth grade who has no guidance at all before and after school hours. He eats his noon meal at the school. The

mother and father are both working in a defense plant in another town. The mother works at night and sleeps all day; the father is at home at night. Neither parent accepts the responsibility for the son's care and training. They are making a living for him, not helping to make a life. Meanwhile the son is craving attention, and he is determined to gain it even if he has to misbehave to get it. He constantly "shows off," and teases and torments his playmates until he has become very unpopular and a schoolroom menace.

These are just a few typical examples. Others equally serious might be cited. It is easy to see that by a "poor" home is not necessarily meant one of a low economic level.

Parental Attitudes

Then, there is the question of parents' attitudes. "What is so obvious to those who study children and so difficult for parents to believe is the fact that the child receives most of his standards, prejudices, and attitudes from his parents."³ Constance Foster has written that "behind every problem child there lurks a problem parent."⁴ A mother of one of our fourth-grade came to the teacher for help. She could not understand why her son was having

³Julius Yourman, "The Child, the School, and the Parent," Vital Speeches, II (January 13, 1936), 237.

⁴Constance Foster, "There's A Problem Parent for Every Problem Child," American Home, XXX (November, 1943), 68.

nervous, hysterical spells at home. She blamed the child's difficulty upon the school. She unwittingly shed light on the situation when she came to the school crying and screaming and tearing her hair. The emotional instability and immaturity of this mother was the clue to the child's nervous disorder.

Catherine Mackenzie has listed eleven typical parental attitudes given by Dr. Philip Solomon in a speech at the Nursery Training School in Boston. These parental attitudes are all understandable and all wrong. They are commonly met each year in school situations. The attitudes as listed are as follows:

- (1) Guilt -- Usually seen in inexperienced mothers, who make themselves miserable because they think there must be something the matter with them if a child develops a problem.
- (2) Blame -- Fathers, particularly business men, often find some one to blame when things fall wrong. Mother often has to take the brunt of it.
- (3) Appearance -- Some parents are concerned primarily with what people will think -- of thumbsucking, or temper tantrums, or disobedience.
- (4) Morale -- parents may have their moral sensibilities offended, particularly by sex problems, or swearing, or lying, or pilfering, and may make more to-do than the offense warrants.
- (5) Indignation -- Many parents just can't "take it" when their authority is transgressed. They act as though it were a personal affront.
- (6) Irritation -- A Parent may be so annoyed that his own feelings become more important to him than the child's welfare.
- (7) Hurt.
- (8) Disgust -- Seen particularly in the over-fastidious parent with a messy child.
- (9) Shielding -- "They always blame my boy. Even the teacher doesn't give him a chance."

- (10) Amusement -- "Isn't her baby talk cute?" "Isn't it a scream how jealous she gets when we make a fuss over Baby Sister?"
- (11) "Does it mean that he'll be feeble-minded or degenerate, or a criminal?"⁵

Teachers cannot ignore the influence the home has upon the development of the attitudes and behavior of their pupils. Children cannot escape from the influences of the home when they enter the classroom.

The fears, conflicts, worries, and attitudes engendered by the home and community experiences enter into every situation through the school day as determining factors in our pupils' reactions. Their standards and ways of behaving developed in the home or on the street are always influential determiners of responses within the school.⁶

The average classroom teacher, always pressed for time, even though aware of the importance of the home's influence upon her pupils' attitudes and behavior, wonders what she can do about it and usually takes the line of least resistance and pays as little attention as possible to the disturbing element the home relationships present in her classroom. She may even shift the responsibility to biological factors over which she has no control. She may maintain that the child was born that way, and though she may regret it and is willing to work with him as well as she can, she feels there is nothing she can do about it.

⁵Catherine Mackenzie, "Parent and Child Attitudes," New York Times Magazine, August 3, 1941, p. 19.

⁶Hollingshead, op. cit., p. 112.

But the progressive, socially-minded individual who feels education owes the child much more than skills in fundamental processes and conventional knowledge, accepts the responsibility of understanding the child's home life and of securing the parents' cooperation in the inspiring task of attitude development.

Home Environment

The teachers conducting this study were determined to acquire as much knowledge about the homes of the children under their care as possible. The home address furnished a very valuable clue; the child's appearance, his attention to cleanliness, and state of nutrition furnished another. Parents' visiting days at school, parent-teacher association meetings, and in special cases particularly arranged individual interviews offered opportunities for a discussion of home conditions with the parents. This was done in addition to the measuring of the home environment by the Minnesota Home Status Index. This survey proved very instructive and interesting as well as instrumental in understanding the concrete attitude and behavior problems in our classrooms. The facts which follow represent the leads that the teachers gained from this particular experience.

A study of the scales of the home environment of the

167 pupils enrolled at the time the survey was begun shows that sixty-one children or 36.4 per cent of the group were in homes average or above, and that 106 children or 63.6 per cent were in homes with an average sigma score below zero sigma. Table 2 shows these facts as distributed by grades. The fifth grade, which had a lower percentage of

TABLE 2
PERCENTAGE BY GRADES OF AVERAGE SIGMA
SCORES OF PUPILS' HOMES

Grade	Homes with Average Sigma Score of 0 or Above	Homes with Average Sigma Score Below Zero
1....	39.4	60.6
2....	37.7	62.3
3....	36.3	63.7
4....	28.5	71.5
5....	42.8	57.2
6....	32.3	67.7

behavior problems reported, has the largest percentage of homes with average sigma score above zero. However, this fact does not hold true for the fourth grade. The fourth grade had a smaller percentage of behavior problems than the first, second, and third grades; but the table shows

that the fourth grade has the lowest percentage of homes with average sigma score above zero. One may conclude that there is not a true relationship between behavior problems and the average sigma score of homes.

In the entire school there were sixty-five children who had a perfect behavior score. Thirty of these children were from homes with an average sigma score above zero, and thirty-five were from homes with an average sigma score below zero. There were 102 children with a behavior problem record reported. Thirty-one of these children were from homes with an average sigma score above zero; seventy-one with the average sigma score below zero.

In studying the relationship of the attitude scores to the average sigma scores of homes, the teachers formulated the following facts. There were twenty children reported with a perfect positive attitude score. Of the twenty, thirteen were from homes that had an average sigma score of zero or above, whereas seven were from homes that had an average sigma score of below zero. One hundred forty-seven children were reported with negative attitude scores ranging from one to forty-three points. Forty-eight of these children have an average sigma score above zero, and ninety-nine were from homes with the average sigma score below zero.

It would seem, then, on the basis of the data secured in this investigation, that although there is not an exact

or true relationship between the home environment and the behavior and attitude ratings, there is a close relationship between the percentage of children with behavior problems and high negative attitude scores and homes that are rated unsatisfactory.

In attempting to determine the general home status of the girls and boys in our particular school, the faculty cooperated in finding the percentage of each factor in the Minnesota Home Status Index. The data which appear in Table 3 were formulated and used by each individual teacher throughout the school year in the process of modification and guidance of attitudes and behavior reactions. It is not only necessary for the teacher to be familiar with the home environments of those children classified as "problem children," but also with those of the child with apparently an integrated personality because children whose problems are not recognized may become problem children. Table 3 gave the teacher an overview of the general status of the homes of the children whom she was to guide and direct. It served to give her a deeper understanding of the home conditions under which the pupils were living.

As the year progressed, such questions as the following were presented: At what economic level are families of children with behavior problems? Do children with negative attitudes come from large or small families? How does

TABLE 3

THE TOTAL SOCIO-ECONOMIC STATUS RECORD BY PERCENTAGES
OF THE 167 CHILDREN CHECKED AS DETERMINED BY
THE MINNESOTA HOME STATUS INDEX

I. Children's Facilities Index

Items Checked	Percentage
1. Has two or more pieces of playground equipment.....	28.7
2. Has a bicycle or tricycle.....	61.0
3. Has a nursery or recreational room.....	10.8
4. Has had music outside of school.....	23.3
5. Has had paid dancing lessons outside school....	6.0
6. Is given a certain amount of money regularly to spend.....	55.3
7. Has an account in a public or school bank.....	14.3
8. Has belonged to paid clubs or groups.....	20.3
9. Went to a summer camp.....	1.1
10. Has been to a dentist within the past year.....	47.3
11. Children's books:	
0-10.....	52.9
11-30.....	26.3
31-50.....	12.5
Over 50.....	8.3

II. Economic Status Index

1. Stores in the same block with the home.....	15.5
2. Factory or warehouse within fourth mile of the home.....	2.3
3. Central heating system.....	7.7
4. A second bathroom or more.....	10.1
5. Telephone.....	46.7
6. Vacuum cleaner.....	33.5
7. Washing machine and mangle.....	38.3
8. Electric refrigerator.....	60.4
9. Automobile.....	73.0
10. Boat.....	4.7
11. Family went away for vacation.....	44.9
12. Paid assistance in the home.....	17.9
13. Room ratio:	
0.25-1.49.....	61.0
1.50-1.99.....	24.5
2.00-2.24.....	10.1
2.25 and over.....	4.4

TABLE 3 -- Continued

Items Checked	Percentage
III. Cultural Status Index	
1. Folding camera.....	23.3
2. Typewriter at home.....	14.5
3. Fireplace.....	30.5
4. Piano.....	32.9
5. Encyclopedia.....	40.7
6. Parents play musical instrument.....	43.1
7. Father is a member of a professional or scientific society.....	12.5
8. Newspapers:	
0-1.....	67.2
2.....	26.9
3 and over.....	5.9
9. Magazines:	
0-3.....	71.3
4-5.....	17.9
6 and over.....	10.8
10. Books:	
0-50.....	74.2
51-250.....	20.3
251-500.....	4.4
Over 500.....	1.1
IV. Sociability Index	
A. Father	
1. Fraternal society.....	21.5
2. Social club.....	20.3
3. Parent-Teacher Association.....	7.7
4. Civic or political club.....	18.5
5. Study, literary, art club.....	5.3
B. Mother	
6. Fraternal society.....	8.9
7. Social club.....	29.3
8. Parent-Teacher Association.....	77.1
9. Civic or political club.....	7.7
10. Study, literary, art club.....	28.7

TABLE 3 -- Continued

Items Checked	Percentage
C. Either Parent	
11. Fishing or hunting.....	62.3
12. Bridge.....	25.1
13. Tennis or golf.....	17.3
V. Occupational Status	
1. Day labor.....	29.3
2. Slightly skilled.....	12.5
3. Semi-skilled.....	11.4
4. Skilled trade.....	19.1
5. Semi-professional and managerial.....	23.3
6. Professional.....	4.4
VI. Educational Status	
A. Father	
Eighth grade or less.....	25.1
Entered high school.....	24.3
Completed high school.....	17.3
Entered college.....	11.1
Completed college.....	9.5
Graduate work.....	4.7
B. Mother	
Eighth grade or less.....	22.1
Entered high school.....	23.3
Completed high school.....	28.2
Entered college.....	18.5
Completed college.....	3.5
Graduate work.....	4.4

the sociability of the family affect the social behavior of the children? An analysis of the facts collected were made in an attempt to answer these questions.

Possibly the occupations of the fathers of the children with behavior problems will throw light on the question of

the economic level of the families from which these children came. The records of the home environment index scale show that in the cases reported by the teachers as behavior problem cases, 36.3 per cent of the fathers were unskilled day laborers, 16.7 per cent were slightly skilled, 7.8 per cent were semi-skilled, 18.7 per cent were occupied in a skilled trade, 16.6 per cent had semi-professional and managerial positions, and 3.9 per cent were professional workers. Whether this distribution of the occupational status of the fathers is related in a causal way to behavior problems and attitudes of their children is not clearly indicated, but possibly from the standpoint of insufficient income, it may have a bearing. Table 4 gives the distribution of occupation of fathers by grades with their relationship to the behavior problems reported by grades and expressed in actual numbers.

A study of the educational status index of the home environment measuring scale of the children who have a negative attitude score of ten points or more shows that 30.9 per cent of the fathers have attained the eighth grade or less, 28.4 per cent have entered high school, 16.1 per cent have completed high school, 16.1 per cent have entered college, and 3.6 per cent have done graduate work. Twenty-four per cent of the mothers have attained the eighth grade or less, 28.4 per cent have entered high school, 20.9 per cent have completed high school, 18.6 per

TABLE 4

RELATIONSHIP OF OCCUPATION OF FATHERS
TO BEHAVIOR PROBLEM CASES

Grade	No. of Cases	Day Labor	Slightly Skilled	Semi-Skilled	Skilled Trade	Semi-Professional	Professional
1..	26	11	4	3	4	4	0
2..	21	7	2	3	5	2	2
3..	20	5	4	3	3	5	0
4..	8	4	1	0	2	1	0
5..	9	3	1	0	2	3	0
6..	18	7	4	0	3	2	2
Total	102	37	16	9	19	17	4

cent have entered college, 3.6 per cent have completed college, and 3.6 per cent have done graduate work. These figures suggest that children from homes where the parents have had only a meager education are handicapped in developing socially acceptable attitudes and behavior, whereas the children from the homes with educated parents are apt to be aided in developing proper attitudes.

An analysis of the number of children in the family reveals that there are 2.8 children in the average family in this particular school, whereas the children listed

with negative attitude scores of ten points or more come from families averaging 3.1 children in the family. It is also interesting to note that out of the thirty-three children classified as aggressive, there are only one third who are children from homes with one child in the family. The other two thirds range from two to six children in the family. These facts seem to indicate that it is not the "only child" in the family who is poorly adjusted and of the dominating type, as has been so often thought true; but that children from the larger families are more likely to be the aggressive type and to have more negative attitudes.

To what extent or degree the sociability of parents influences the attitudes of their children is very hard to determine from the type of investigation made here. There is the question of social immaturity. The attitude of constructive participation in social life was checked negatively if the child responded at any time in the negative. Children in the primary grades have not fully developed an attitude of social participation; therefore, the records of the sixth grade were the only data used in this phase of the comparison. Table 5 is given to show the sociality sigma score of the parents of the boys and girls in the sixth grade with the relationship to the attitude of constructive participation in social life. Table 5 shows that eleven children out of the total of thirty-four have a

TABLE 5

THE SOCIALITY SIGMA SCORES OF THE PARENTS OF THE SIXTH
GRADE CHILDREN IN RELATIONSHIP TO THE CHILDREN'S
ATTITUDE TOWARD CONSTRUCTIVE PARTICIPATION
IN SOCIAL LIFE

Pupil	Positive Attitude	Negative Attitude	Sociality Sigma Score
1...	X		-1.5
2...	X		-1.1
3...	X		-1.1
4...	X		.5
5...	X		1.3
6...	X		-.9
7...	X		-1.1
8...	X		-1.1
9...	X		-.8
10...	X		-.5
11...	X		.7
12...	X		-1.5
13...	X		-1.5
14...	X		.0
15...	X		-.2
16...	X		1.7
17...	X		-.8
18...	X		-.9
19...	X		-.7
20...	X		-.5
21...	X		-1.1
22...	X		-.2
23...	X		-1.5
24...		X	-.7
25...		X	-1.5
26...		X	.7
27...		X	-.9
28...		X	-1.1
29...		X	-.1
30...		X	-.5
31...		X	-1.5
32...		X	-.5
33...		X	-1.1
34...		X	-1.3

negative attitude toward constructive participation in social life. The sociality index of ten of these children's parents are located below zero sigma. However, nineteen of the twenty-four children are in homes that have a sociality sigma score below zero, too. The writer concludes, on the basis of facts in Table 5, that there is some definite tendency for the more active parents socially to influence their children to have a proper attitude toward social participation. Naturally, unsocial parents restrict the social opportunities of their children and may cause them to develop unfavorable attitudes toward constructive participation in social life. On the other hand, active social parents do not assure a socially acceptable attitude being developed in their children; and neither does the lack of socially-minded parents prevent children developing a proper attitude toward people in general. It is an individual problem. The child may become an active social participant or an anti-social being due to factors other than home environment.

The marital status of the parents of children with a negative attitude score of ten points or above was determined. Eight per cent of these children were found to be living with neither of their own parents. Three per cent were living with one parent who had been divorced and remarried. Twenty-two per cent were living with their mothers

alone. That broken homes or disorganized family life has its influence on attitudes is evident from these facts.

The case studies which follow were reported by teachers who are convinced that the home environment has, in these instances, been the major factor in the development of undesirable attitudes and in behavior difficulties.

Case A. -- The first case concerns a boy in grade 5A. He was a small thin boy of ten years. His mother was working at a defense plant and lived in a nearby town. The father was in the state penitentiary on a murder charge. The child stayed with his grandparents. He came to this particular school two years ago from a two-teacher rural school. When he first came, he had faulty study habits and was unable to follow directions. He was uncertain, and felt insecure and unwanted. He had a poor power of concentration, and a very uncooperative attitude. He was a rebel against society, feeling that everyone was deliberately plotting against him.

At the end of the third month, an aunt came to live in the home. She was interested in the nephew, giving him much attention, affection, and sympathy. She understood him, believed in him, and helped him feel that he was needed. She came to school to inquire about his work. Almost immediately there was improvement in his attitude toward himself and people in general.

Case B. -- This boy came from a very undesirable home

environment. His father, a paralytic victim, was highly emotional. The mother took in sewing to support the family of seven. The child had not been kept in school in former years. He had had to work some to help the family finances, but he had also used this as an excuse not to be in school. He was already twelve years old. He knew that he had been a problem in the past, and when he came to our school from another school in the same town, he was prepared to continue his career. He constantly played truant, leaving the school ground whenever he pleased without telling the teacher. The teacher visited in the home several times, but the father and mother expressed no special concern that their son had been telling falsehoods about being in school. The teacher in the classroom completely ignored his misconduct and never missed an opportunity to commend him, and the children were very kind to him. But little was accomplished in correcting his negative attitudes. He continued to play truant until February, when a school attendance law was enforced. His parents were contacted by the attendance officer, and they kept the child in school regularly for the remainder of the term. He did not change much in attitudes, but he at least learned something about living with others.

Case C. -- The third case concerns a boy in the 6A. He was fourteen years old and had been in this particular

school two years. He brought with him a very long record of small criminal offenses, mainly stealing, and was at that time on probation. His father was a day laborer, cleaning and mowing yards over town. The mother worked in the cotton mill. Neither parent could read nor write. There were six in the family. Before the war, this family enjoyed the government relief program. The child had no respect for constituted authority, and no sense of responsibility for his actions. He believed in gaining social ends through force since he was very strong physically. He was in constant conflict with some member of the group. He was very dominating. There was very little the school could do for him because his parents would not cooperate with the teachers in anything they tried to help him.

In conclusion, this chapter has attempted to show that the home environment is vitally related to the attitudes of the elementary school child. Just what effect and to what extent it influences the attitudes and behavior reactions of the child is still open to question.

CHAPTER III

THE INFLUENCE OF THE SCHOOL UPON OUR PUPILS' ATTITUDES AND BEHAVIOR

The preceding chapter has attempted to show the influence of the home environment upon pupil attitudes and behavior. The purpose of this chapter is to show the influence the school has upon the development of socially acceptable attitudes and the guidance of behavior. "Next to the home, the school is of most importance in directing the attitudes, fixing the habits, and molding the character of children."¹ The average child spends five hours or more, five days a week, for nine months a year in school. That school will play no small part in the evolution of his attitudes and in his adjustment.

The elementary school of the past has done a good job of teaching pupils to read and to write. It has developed a fair control over many working tools including that of speech. It has contributed to their knowledge of how man lived in the past and something about how man lives to-day in various parts of the world. Yet to other objectives, it has made relatively few contributions.²

The elementary school of today has accepted broader

¹Texas Elementary Education Suggestive Outline, prepared under the direction of Edgar Allen Wilson, Austin, Texas, September, 1943.

²Lee and Lee, op. cit., pp. 4-5.

objectives. The modern school believes that:

Society owes the child much more than mere skills in the fundamental processes and conventional knowledge. These skills may save him from condemnation into menial servitude; but they are not sufficient to enrich his life and open for him the avenues to normal happiness. It is rather, his attitude toward the rights and interests of others that will automatically open doors to him and surround him with pleasures which will make life more richly satisfying.³

The school has two major responsibilities in this question of attitude development:

First and most important is the school situation itself because of its widespread influence. It must be set up as to administration, curriculum, staff, and home and school relationships, that it will further good adjustment and desirable personality habits and attitudes. It must not be the cause, however unwittingly, of maladjustments and problems. The second responsibility is to study systematically all pupils so that those who are sufficiently maladjusted to need special attention may be found. Here the school must study the problem, do what is possible to help, and when necessary, call in specialists who are particularly equipped.⁴

An evaluation of our particular school environmental situation was made at the beginning of the fall term. An age-grade distribution chart was compiled and adjustments were made immediately. Five overage pupils were advanced. There were no underage pupils in the school. In the sixth grade there was one boy over fourteen years of age. He had entered this particular elementary school from a rural school. His record showed he had been in school only a few

³Harold Saxe Tuttle, "The Rights of the Child -- Attitudes," National Education Association Journal, XVIII (June, 1929), 198.

⁴Lee and Lee, op. cit., p. 89.

days each term of the previous school year. He was not accepted by the local junior high school. He was very conspicuous and presented adolescent behavior problems. At mid-term he was assigned to the junior high school division.

There were four cases of sub-normal pupils. Two of these cases were twin boys in the first grade. The other two were found in the 3B and 2B. Since there were no special teachers to take care of these particular children, the individual grade teachers attempted to give them self-confidence by allowing freedom to participate in activities that were satisfying to them.

The curriculum of this particular elementary school was carefully studied and adjustments were made in terms of the children whom it was to serve. This curriculum was based upon children's needs and interests. The children were given every opportunity to carry out their own plans under the friendly guidance of the teacher. Thus the pupils developed habits of behaving in socially acceptable ways when living and working together. These children were guided to form attitudes which were the real foundation of personal adjustment.

The care and maintenance of the school plant were important factors in the total school environment. Habits of personal cleanliness and an attitude of respect for public property were taught by encouraging the children to do their part in keeping the school plant in order.

The teacher, however, was considered the most important factor in the school environment. The attitudes and personal adjustments of teachers are undoubtedly reflected to some extent in the mental health of the children in their classes.

Evelyn M. Carrington made the following statements in a discussion of the effect of teachers' attitudes upon pupils' attitudes:

If the sixth grade pupils see that their teacher is careless of school property, they are apt to assume the same attitude.

In times of peace, the teacher may consciously or unconsciously pass on her intolerance to her pupils. The elementary-school teacher who keeps abreast of the times may fire her pupils' curiosity to find out the "how" and "why" of things. This attitude of inquisitiveness is healthy.

A favorite teacher's attitude toward a particular profession, industry, or trade is often a potent factor in the child's choice of his life work.

The teacher who treats life as an art will inspire her pupils to do likewise.

The teacher of gentle breeding has many opportunities to influence her pupils in the cultivation of true courtesy. If she can give her pupils an attitude of courage and self-confidence, her presence will be "as potent a factor in improving mental health as any school can contribute."

A teacher with a deep feeling of reverence can steady a young person through the years when he is working out his own philosophy of life. When doubt, fear, and cynicism would enter, she can quietly help to direct his thinking into channels that will lead ultimately to the more wholesome and constructive attitudes.⁵

The following psychological principles were important underlying factors which seriously influenced the particular

⁵Evelyn M. Carrington, "Teacher Personality as a Factor in Child Adjustment," National Elementary Principal, Fifteenth Yearbook, XV (July, 1936), 386-394.

teachers' attitudes in the study of the pupils' attitudes and behavior problems throughout the entire school year.

These principles were:

1. All behavior has purpose. No act of any child in the classroom is purely accidental. The child may not be conscious of this purpose.

2. Behavior is a symptom. It is not always possible to trace a single symptom to a single cause. One symptom may be the result of many causes, or a combination of symptoms may be due to a combination of causes.

3. All behavior satisfies some need. Behavior is not only purposive, but it also brings satisfaction to the individual, or he would not participate in it. Intelligent dealing with behavior involves the setting up of an environment in which value or satisfaction is attached to constructive behavior both at home and at school.

4. Behavior of the human organism is learned. It is the school's responsibility to guide the child in learning proper behavior.

5. All behavior responds to pattern.

Many types of behavior problems were dealt with in this particular elementary school situation during the year. Twenty-four types of behavior problems found among these children are listed below:

1. The child who was a disciplinary problem.
2. The delinquent child.

3. The neglected child (unstable home).
4. The child without a normal home environment (immoral).
5. The underprivileged child.
6. The overprivileged child.
7. The socially unadjusted extremely bright child.
8. The dull child.
9. The feeble-minded child.
10. The child with physical handicaps.
11. The child suffering from nervous disorder.
12. The so-called "lazy" child.
13. The child with speech difficulties.
14. The child who fancifies or falsifies.
15. The truant or runaway.
16. The fearful child.
17. The "bossy" child.
18. The shy child.
19. The child who steals.
20. The over-dependent child.
21. The child with bad sex attitudes.
22. The seclusive child.
23. The child with ego-centricism.
24. The nervous child.

By far the largest number of behavior problems were those based on the disturbances of emotional adaptation. Table 6 gives the behavior problems found in this school

TABLE 6

THE FREQUENCY, BY GRADES, OF BEHAVIOR PROBLEMS IN
 THE ELEMENTARY SCHOOLS STUDIED AS REVEALED
 BY THE HAGGERTY-OLSON-WICKMAN
BEHAVIOR RATING SCALE

Grade 1			
Types of Behavior Problems Found in the 38 Tests Given	Frequency of the Types of Problems Found in the 26 Cases Revealed by the Tests		
	Occurred Once but No More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work.....	9	8	5
Cheating.....	3	0	0
Unnecessary tardy....	4	2	2
Lying.....	4	1	0
Defiance to dis- cipline.....	0	2	0
Marked overactivity..	3	0	0
Unpopular with chil- dren.....	3	4	0
Temper outbursts.....	1	1	0
Bullying.....	5	2	0
Speech difficulty....	1	2	4
Imaginative lying....	1	0	0
Sex offenses.....	1	0	0
Stealing.....	1	0	0
Truancy.....	0	0	0
Obscene notes, talk, pictures.....	0	0	0

TABLE 6 -- Continued

Grade 2			
Types of Behavior Problems Found in the 27 Tests Given	Frequency of the Types of Problems Found in the 21 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work.....	12	3	2
Cheating.....	7	2	0
Unnecessary tardy....	1	1	1
Lying.....	3	1	0
Defiance to discipline.....	6	1	1
Marked overactivity..	3	2	1
Unpopular with children.....	10	1	1
Temper outbursts.....	1	1	0
Bullying.....	4	2	1
Speech difficulty....	2	0	3
Imaginative lying....	0	0	0
Sex offenses.....	0	0	0
Stealing.....	1	0	0
Truancy.....	0	0	0
Obscene notes, talk, pictures.....	0	0	0
Grade 3			
Types of Behavior Problems Found in the 33 Tests Given	Frequency of the Types of Problems Found in the 20 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work.....	3	12	6
Cheating.....	1	3	0

TABLE 6 -- Continued

Grade 3			
Types of Behavior Problems Found in the 33 Tests Given	Frequency of the Types of Problems Found in the 20 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Unnecessary tardy....	2	0	1
Lying.....	1	0	0
Defiance to discipline.....	1	3	0
Marked overactivity..	0	0	0
Unpopular with children.....	0	0	0
Temper outbursts.....	0	0	0
Bullying.....	0	0	0
Speech difficulty....	0	0	2
Imaginative lying....	0	0	0
Sex offenses.....	0	0	0
Stealing.....	1	0	0
Truancy.....	0	0	0
Obscene notes, talk, pictures.....	0	0	0
Grade 4			
Types of Behavior Problems Found in the 14 Tests Given	Frequency of the Types of Problems Found in the 8 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work	3	1	4
Cheating.....	2	2	0
Unnecessary tardy....	0	0	1
Lying.....	1	0	0

TABLE 6 -- Continued

Grade 4			
Types of Behavior Problems Found in the 14 Tests Given	Frequency of the Types of Problems Found in the 8 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Defiance to discipline.....	0	0	0
Marked overactivity..	0	0	0
Unpopular with children.....	3	1	0
Temper outbursts.....	0	0	0
Bullying.....	0	0	0
Speech difficulty....	2	0	1
Imaginative lying....	0	0	0
Sex offenses.....	0	0	0
Stealing.....	1	0	0
Truancy.....	0	0	0
Obscene notes, talk, pictures.....	0	0	0
Grade 5			
Types of Behavior Problems Found in the 21 Tests Given	Frequency of the Types of Problems Found in the 9 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Distinterest in school work.....	2	1	3
Cheating.....	1	4	1
Unnecessary tardy.....	1	0	1
Lying.....	1	0	1
Defiance to discipline.....	0	0	1
Marked overactivity...	0	0	1

TABLE 6 -- Continued

Grade 5			
Types of Behavior Problems Found in the 21 Tests Given	Frequency of the Types of Problems Found in the 9 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Unpopular with children.....	0	0	0
Temper outbursts.....	2	2	1
Bullying.....	0	0	0
Speech difficulty....	2	0	0
Imaginative lying....	0	0	1
Sex offenses.....	0	0	0
Stealing.....	0	0	0
Truancy.....	0	0	2
Obscene notes, talk, pictures.....	0	0	0

Grade 6

Types of Behavior Problems Found in the 34 Tests Given	Frequency of the Types of Problems Found in the 18 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work.....	6	6	4
Cheating.....	4	1	0
Unnecessary tardy....	1	0	0
Lying.....	1	0	0
Defiance to discipline.....	3	0	0
Marked overactivity..	0	0	1
Unpopular with children.....	3	2	0

TABLE 6 -- Continued

Types of Behavior Problems Found in the 34 Tests Given	Frequency of the Types of Problems Found in the 18 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Temper outbursts.....	5	0	0
Bullying.....	0	1	0
Speech difficulty....	1	0	0
Imaginative lying....	2	0	0
Sex offenses.....	0	0	0
Stealing.....	0	0	0
Truancy.....	1	0	0
Obscene notes, talk, pictures.....	0	0	0
Total			
Types of Behavior Problems Found in the Total 167 Tests Given	Frequency of the Types of Problems Found in the 102 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Disinterest in school work.....	35	31	24
Cheating.....	18	11	1
Unnecessary tardy....	9	3	6
Lying.....	11	2	1
Defiance to discipline.....	10	6	2
Marked overactivity..	6	2	2
Unpopular with children.....	21	0	2
Temper outbursts.....	7	2	0
Bullying.....	11	5	1

TABLE 6 -- Continued

Types of Behavior Problems Found in the Total 167 Tests Given	Frequency of the Types of Problems Found in the 102 Cases Revealed by the Tests		
	Occurred Once but no More	Occasional Occurrence	Frequent Occurrence
Speech difficulty....	6	0	2
Imaginative lying....	3	0	0
Sex offenses.....	1	0	0
Stealing.....	4	0	0
Truancy.....	1	0	2
Obscene notes, talk, pictures.....	0	0	0

by grades. The ratings were based upon the Haggerty-Olson-Wickman Behavior Rating Schedule. The problem of disinterest in school work led the list. The second highest problem was that of unpopularity with children, and the third was cheating.

There were sixty-eight per cent of the children in the first grade with a behavior problem record, seventy-seven per cent in the second grade, sixty per cent in the third, fifty-seven per cent in the fourth grade, forty-three per cent in the fifth grade, and fifty-two per cent in the sixth grade.

Information gathered from the observational attitude check-list was assimilated by the teachers working with the pupils. The analysis of these records was studied and used

by the individual teacher in the handling of the pupil in daily classroom situations. Table 7 gives the percentage of children by grades having negative attitudes. The second grade showed the highest percentage in negative attitudes. Grade five had the highest percentage of children having a negative score on the attitude of relying upon orderly methods of gaining social ends. The first grade showed a high negative score on the attitude of self-integrity.

The figures in Table 7 also showed that the sixth grade had the highest positive score on four attitudes; namely: attitude of working harmoniously with the group, attitude toward standards of conduct, attitude of respect for personality, and attitude of constructive participation in social life. The fifth grade had the highest percentage of positive attitude scores on four attitudes. These four attitudes were: attitude of responsibility, attitude of tolerance, attitude of self-integrity, and attitude of openmindedness. The fourth grade had the highest percentage of children with positive attitude scores on the attitude of respect for constituted authority, whereas the third grade had the highest positive percentage on the attitude of relying upon orderly methods of gaining social ends.

TABLE 7

NEGATIVE ATTITUDES SCORES ON PERCENTAGE BASIS BY
GRADES AS CHECKED IN OBSERVATIONAL CHECK-LIST

Attitudes (Negative Percentage)	Grades					
	1	2	3	4	5	6
Attitude of working harmoniously with group....	81.5	100	49	50	48	18
Attitude of respect for constituted authority...	45	73	26	15	29	21
Attitude of relying upon orderly methods of gaining social ends.....	37	47	20	36	48	21
Attitude toward standards of conduct.....	84.3	96	40	71	57	24
Attitude of responsibility	84.3	57	69	78	38	53
Attitude of tolerance.....	35	40	6	8	0	6
Attitude of respect for personality.....	47	60	33	22	33	15
Attitude of self-integrity	64	63	57	50	48	53
Attitude of open-mindedness.....	73	96	65	64	10	62
Attitude of constructive participation in social life.....	81.5	100	71	50	48	18

There was not a consistent decrease in the percentage of children with negative attitude scores on all the attitudes checked from the first to the sixth grade. In

comparing the percentage of children in the sixth grade having negative attitude scores with the percentage of children in the first grade with negative attitude scores, the writer noted a considerable decrease. This indicated the progress the school was making toward positive attitude development. It also indicated the increase in the social maturity of the children.

The high negative attitude scores of the children in the second grade may be explained by the fact that there were many retained children in this group, due to low I. Q.

The fact that there was a small percentage of children in all grades with negative attitude scores on the attitude of tolerance was quite outstanding. The writer is of the opinion that this was a reflection of the teachers' attitudes in the pupils' attitudes. The teaching of tolerance for other nations has been the chief objective in the social studies program. The high positive rating on this particular attitude during this war-torn period of hatred is evidence of this teaching.

The two attitudes, the attitude of respect for constituted authority and the attitude of relying upon orderly methods of gaining social ends, had relatively low negative attitude scores in all grades. The democratic setup of the school environment may be responsible for this factor. The children take great pride in their school and willingly

participate in making it a desirable place in which to work and play.

The high percentage of children in the sixth grade with negative attitude scores on the attitude of responsibility, the attitude of self-integrity, and the attitude of openmindedness called forth the attention of the teachers to the need of the school to build a curriculum that would give a proper environment so that interaction would result in the formation of positive attitudes in these areas.

There is a gradual social attitude development from birth to maturity. A child develops many attitudes in his pre-school years. These attitudes are in terms set by the attitudes of parents and other adults. Upon entering school, however, the child may discover for himself certain relationships, and thus widen or modify his attitudes in spite of the adult pattern. The first-grade child's attitude toward people in general is modified in one way or another. Perhaps he finds that not all adults can be managed as easily as those whose ways he has learned at home; perhaps he finds these new adults are more considerate of his wishes. Likewise, his attitudes toward other children are broadened. He learns to expand group participation and shared responsibilities. His attitude toward himself is affected. He learns how to accept defeat in games, not to cheat in work and play; and above all, that he is not a pivotal point around which everyone revolves. By the

child's second year, a widened vision is noticeable. A group feeling has developed in a larger unit. This development increases gradually until the sixth grade where there can be a definite feeling of allegiance to the class as a group. By the time a child is eight years old, the "gang" begins to develop. To overemphasize group work in the kindergarten and early primary grades when individual competition is so strong is contrary to the nature of the child. On the other hand, to give little or no group work in the upper primary and grammar grades at a time when the gang spirit is developing is wasteful. Likewise, the power shown and the persons from whom approval is demanded or scorn avoided change as the child grows older. When the child enters school, the opinion of the teacher becomes of first importance. In pre-adolescent years, the gang's approval is of prominence; and in adolescent years, the opinion of companions of the chosen group becomes of first importance. Children in the early primary grades may have to develop a positive attitude toward property since in some homes there is no line of demarcation in ownership.

If progress in the guidance or direction of attitude development is made, teachers must first recognize the stages of development or growth of attitudes. Second, teachers must know at what age levels and grade divisions modifications in attitudes are more distinct. Table 8 was formulated to determine the relationship of age, grade,

TABLE 8 -- Continued

Grade	Age and Sex														Total					
	6		7		8		9		10		11		12				13		14	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B

III. Attitude of relying upon orderly methods of gaining social ends

1..	6	3	1	5	1	1														8	9
2..			3	7		1				1										3	9
3..					2	2			2	1										2	5
4..								3	4	1			1							0	6
5..														3						4	6
6..										2			1		1					0	7
Total	6	3	4	12	3	4	3	10	1	7	3	2	1							17	42

IV. Attitude toward standards of conduct

1..	16	4	4	6	1	1														21	11
2..	1		10	10	2	1			1											14	11
3..					5	5		2	1											6	7
4..							2	5	2		1		1							2	9
5..							4	4	1	2			1	1						5	7
6..									1	2	1	1	2		1					2	6
Total	17	4	14	16	8	7	6	11	4	6	1	2	4	1						50	51

V. Attitude of responsibility.

1..	13	5	4	7	1	1														18	13
2..			5	7		1			1											6	8
3..					10	8	1	2	1		1									13	10
4..							1	5		3	1		1							1	10
5..							2	2	2	2			1	1						4	5
6..							1			7	3	2	3		1				1	4	14
Total	13	5	9	14	11	10	5	9	4	12	4	3	5	1					1	46	60

TABLE 8 -- Continued

Grade	Age and Sex														Total					
	6		7		8		9		10		11		12				13		14	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B

VI. Attitude of tolerance

1..	4	5	1	3	1	1														6	9
2..	1		2	5																3	5
3..					1		1													0	2
4..									1											0	1
5..										1										0	0
6..										1	1									1	1
Total	5	5	3	8	1	2	1		2	1										10	18

VII. Attitude of respect for personality

1..	6	3	3	5	1	1														10	9
2..	1		5	7	1															7	7
3..					4	4		2	1											5	6
4..								2	1			1								0	4
5..							3	2	2				1							3	4
6..											1	2	1							0	4
Total	7	3	8	12	6	5	3	6	1	3	1	3	1							25	34

VIII. Attitude of self-integrity

1..	8	4	5	6	1	1														14	11
2..	1		5	6	2	1			1											9	7
3..					9	6	1	2	1	1										11	9
4..								3	1	3		1								0	8
5..							3	1	1	4		1								4	6
6..									2	5	3	3		3	1				1	5	13
Total	9	4	10	12	12	8	4	6	5	13	3	4	5	1				1	43	54	

TABLE 8 -- Continued

Grade	Age and Sex																					
	6		7		8		9		10		11		12		13		14		15		Total	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B

IX. Attitude of openmindedness

1..	11	5	4	6	1	1															16	12
2..	1		10	10	2	1			1												13	12
3...					11	4	1	3	1												13	7
4..							1	3		3	1	1									1	8
5..							1		1	1											1	1
6..							1		2	7	3	3	3	1					1		50	55
Total	12	5	14	16	14	6	4	6	3	12	3	4	4	1					1		50	55

X. Attitude of constructive participation in social life

1..	14	4	5	6	1	1															20	11
2..	1		10	10	2	1			1												14	11
3..					10	7	1	2	1	1											12	10
4..								2		3	1	1	1								0	7
5..							3	2		4			1	1							3	7
6..										3	1	1	1	1							1	6
Total	15	4	15	16	13	9	4	6	2	11	1	2	3	1							50	52

Table 9 is given as a supplement to Table 8. From this survey, based upon the percentage of boys and girls of varying ages with negative attitude scores on the ten attitudes checked in the observational check-list, it is apparent that a smaller percentage of girls had negative attitude scores.

on practically all the attitudes checked than the boys. There is a gradual decline, in most instances, from the lower age level to the higher age level in negative attitude scores. This is not true of the thirteen and fifteen year old groups, because of two reasons. There was only one thirteen-year-old boy and one fifteen-year-old boy. Both boys were adolescents and did not belong in this particular school.

TABLE 9
AGE-SEX DISTRIBUTION OF NEGATIVE ATTITUDES
ON PERCENTAGE BASIS

Years	Girls	Boys	Total
I. Attitude of working harmoniously with group			
6	89	60	83
7	73	100	54
8	55	53	54
9	36	56	43
10	15	47	33
11	0	66	60
12		33	
13		100	
14			
15		100	
II. Attitude of respect for constituted authority			
6	36	40	37
7	42	81	60
8	26	46	33
9	27	31	29
10	15	29	23
11	0	33	33

TABLE 9 -- Continued

Years	Girls	Boys	Total
12		66	
13		100	
14			
15		0	

III. Attitude of relying upon orderly methods of gaining social ends

6	31	60	37
7	21	75	45
8	15	30	21
9	27	62	48
10	7	41	26
11	0	50	50
12		33	
13		100	
14			
15		0	

IV. Attitude toward standards of conduct

6	89	80	87
7	73	100	85
8	40	53	45
9	54	68	63
10	30	35	33
11	25	33	30
12		66	
13		100	
14			
15		0	

TABLE 9 -- Continued

Years	Girls	Boys	Total
V. Attitude toward responsibility			
6	68	100	75
7	47	87	65
8	55	76	63
9	45	51	51
10	69	23	43
11	100	50	70
12		83	
13		100	
14			
15		100	
VI. Attitude of tolerance			
6	26	100	41
7	15	50	31
8	5	15	9
9	0	6	6
10	0	11	11
11	0	16	16
12		0	
13		0	
14			
15		0	
VII. Attitude of respect for personality			
6	36	60	43
7	42	75	57
8	30	38	33
9	27	37	33
10	7	17	13
11	0	16	16
12		50	
13		100	
14			
15		0	

TABLE 9 -- Continued

Years	Girls	Boys	Total
VIII. Attitude of self-integrity			
6	47	80	54
7	52	75	62
8	60	61	60
9	36	37	37
10	38	76	60
11	75	66	70
12		83	
13		100	
14			
15			
IX. Attitude of openmindedness			
6	63	100	70
7	73	100	85
8	70	46	60
9	36	37	37
10	23	70	50
11	75	66	70
12		66	
13		100	
14			
15		100	
X. Attitude of constructive Participation in social life			
6	78	80	79
7	78	100	60
8	65	61	66
9	36	37	36
10	15	64	43
11	25	33	30
12		50	
13		100	
14			
15		0	

Guiding principles were set up to direct the teacher in her systematic and deliberate efforts to improve the attitudes and to stimulate behavior adjustments in her classroom. These principles were:

1. Possess a real and genuine interest in the children. Learn their interests, potentialities, and problems.
2. Hold attitudes which will enable you to feel, think, and act as a member of the group. Identify yourself with the pupils' interests, problems, and purposes.
3. Take an impersonal and objective attitude toward offenses.
4. Exemplify in all actions the attitudes which have been established as the objectives in this study in order to give direction to the pupils' attitude development.
5. Help the child find security, affection, recognition, and new experiences in his environment.
6. Do not suppress the child's tendencies; give them a social outlet.
7. Help every child to form the habit of success.
8. Replace bad habits with good. If you want a child to stop doing something, furnish him with something better to do.
9. Remember children learn desirable attitudes through feeling satisfaction in them, not through lectures.
10. Express confidence, not impatience.

11. Respect each personality.
12. Attack each underlying cause, not symptom.

Each teacher was encouraged to keep a behavior journal, recording the daily behavior of her pupils for diagnostic purposes. Changes in the child's growth and facts that influenced the child in his growth were recorded. A page from the behavior journal of the teacher of the 4A is given as an example of the type of record kept:

Behavior Journal

John Smith

- Sept. 21 John bothers his neighbors. He does not want to complete a task. He has the reading ability of a second grade child, and no skill in sounding words. He gets great pleasure in teasing and tormenting the children who are working.
- Sept. 23 John caused an argument on the school ground that would have ended in a fight if some of the other boys had not intervened. He would not accept a compromise the boys offered him. I was forced to ask him to leave the playground and sit on the step.
- Oct. 6 I had a conference with Mrs. Smith. She is very cooperative. She said John had formed a very bad attitude toward school the past year. His permanent record card shows he was absent a great deal. Mrs. Smith said she had to force him to come to school, and that he was not the least bit interested in any of his work. She had been helping him some at home.
- Oct. 7 I had a private conference with John. He said he knew he had not been doing his best, and promised to do better. He is much interested in airplanes, and is a constant radio fan, and goes to the movies on the average of three times a week. He is an only child and has all the money he wants to spend. He is very nervous and frail. He bites his finger nails.

- Oct. 13 Through John's suggestion we have started an airplane club. We have made an airplane hangar and strung cord across the back of the room to hang our airplanes. John has brought several models, and has had well-prepared reports on them.
- Oct. 22 John is very interested in our study on Indians in social studies. He made a clever "dummy" of an Indian from a branch of a tree. I gave him an easy reader on Indians, and he prepared a little speech for the "dummy" to tell us about his tribe.
- Nov. 10 John made great progress in arithmetic during the week. His practice pad for the week shows much improvement. He is very interested in his work now that he is able to keep up with the other children.
- Dec. 9 I had a conference with John. His behavior during the language arts period was very unacceptable. I sent him to the office to sit and think matters over while we continued our class. About ten minutes later, he returned with an apology which I accepted as sincere. After school we talked his problem over. He wanted to change seats to another group. He promised to cooperate.
- Jan. 3 John sees entirely too many movies. It seems his mother is doing quite a bit of Red Cross and War Activity Work and the movie is John's after-school hours abode. He can talk of nothing else. His speech is full of the silly nonsense of actors and radio comedians.
- Jan. 21 Mrs. Smith came to school to talk about John's condition. She was very distressed about his behavior at home. She said he was restless and nervous and that she needed my help. I suggested that she carry him to a medical doctor and have a health examination and that he should have more rest at home. He is progressing at a fair rate in his work at school, but is under a nervous strain.
- Feb. 17 John had a health examination, and the doctor put him on a diet and prescribed rest periods for him. He looks much better, and is not nearly so restless. He is not seeing so many movies as previously.

- Mar. 2 John is performing very normally and giving very good attention to his work.
- May 5 Mrs. Smith stopped by to see me this afternoon. She is very pleased with John's reactions. He is very much interested in the Cub Scout movement and has already earned the money to buy his suit by doing errands around the house.
- May 26 John was assigned to the 5B. He has progressed satisfactorily in his reading, and is a splendid arithmetic worker. He works well with a group, and can direct his own individual work.

A device used to promote the development of desirable attitudes was the personal interview or conference between the teacher and pupil. This was a systematic, planned conference, instigated by the teacher. After collecting all available information that had a bearing upon the case, the teacher asked the child to come in to talk with her. Together the teacher and the pupil discussed the problem and tried to determine a procedure for adjustment. The teacher made a follow-up observation after the conference and was always quick to notice and comment on any evidence of the pupil's success.

At the end of the school year, the pupils were rechecked and the results tabulated. An analysis of the data showed that fifty-five per cent of the children in the first grade had a higher positive attitude score, whereas twenty-eight per cent had a higher negative attitude score. In the second grade, eighty-eight per cent had a higher positive attitude score and three per cent had a higher negative

attitude score. The third grade report showed sixty-three per cent had a higher positive attitude score and twelve per cent had a higher negative score. Fifty-seven per cent of the children in the fourth grade had gained in positive attitude points, while twenty-one per cent had gained in negative attitude points. In the fifth grade, thirty-three per cent gained in positive points, and thirty-three per cent gained in negative points. The sixth grade showed only a small gain in positive points and a larger gain in negative points. There were only twenty-three per cent of the children with a higher positive attitude score against thirty-seven per cent with a higher negative attitude score.

Not only did the teachers desire a change in attitudes but also an adjustment of behavior problems. If attitudes are modified or changed, there should be a corresponding change in behavior reactions. The improvement made did not reach the teachers' fullest expectations, but it was recalled that change is a slow and gradual process.

The behavior problem cases reported in November were checked again in April. The results of the check-up are given in Table 10. Two new problem cases were reported in the first grade, two in the second grade, three in the third grade, two in the fourth, two in the fifth, and one in the sixth grade; or a total of eleven new cases were reported. The fifth grade and third grade showed the largest percentage of children who became more adjusted,

TABLE 10

PERCENTAGE OF CHILDREN WITH BEHAVIOR PROBLEMS
 REPORTED IN NOVEMBER SHOWING STATE OF
 ADJUSTMENT BASED ON APRIL CHECK-UP

Grade	State of Adjustment		
	More Adjusted	Less Adjusted	Remained Same
1...	56	19	25
2...	66	24	10
3...	75	15	10
4...	63	12	25
5...	78	11	11
6...	61	27	12

whereas the first grade showed the smallest percentage of children to become more adjusted. The sixth grade had the largest percentage of children with higher behavior problem scores in April as compared with November.

This chapter has discussed the influence of the school upon the development of pupil attitudes. It has considered the effect of the school environment, the teacher's attitudes, and age-grade level upon attitude development. It has presented an analysis of behavior problems found in a given elementary school and has given a survey of the negative attitudes of the pupils of the various grades in this school.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major task of this study was to ascertain the social attitudes and behavior problems of the children in a given elementary school. A second objective was to determine the relationship between the attitudes and behavior problems of these children and the home environment. The influence of the school upon the development and the modification of attitudes and the adjustment of behavior reactions was to be carefully observed.

This study was limited by being confined to the children of a small elementary school. The home environment of the 167 children enrolled at the time the survey was begun was rated by the Minnesota Home Status Index with a profile chart of each index compiled. The behavior of each child was rated by the Haggerty-Olson-Wickman Behavior Rating Schedule. The negative and positive attitudes of each pupil were determined by an observational attitude check-list devised by the writer. The behavior rating schedule and the attitude check-list were administered again at the close of the school term to determine the effect of the

teacher's deliberate efforts to modify and improve the attitudes of her pupils.

The warning should be reiterated that no one at the present stage of development of attitude measurement can be absolutely sure of any one conclusion, even in the presence of certain evidences, because any attitude and behavior problem is very complex. What has been done in this study is very narrow and indefinite. A study of this kind cannot be taken as conclusive and final. It is just a beginning.

Because of this study of attitudes and behavior problems, this group of teachers have become more sensitive to the fundamental factors that underlie attitude formation. These teachers are more conscious of the need to observe and study their pupils carefully in order to help them develop more wholesome integrated personalities. All attitude and behavior problems cannot be diagnosed and remedied by inexperienced classroom teachers; but certain cases can be corrected by the patient, thorough observation of a sympathetic, understanding teacher. The value of this study comes from this fact.

Conclusions

As a result of an analysis of the data presented in the study, it is concluded that:

1. The home is of first importance in attitude formation and development.

2. A low socio-economic home environment may condition attitudes and behavior to a great extent.

3. Not all children with negative attitudes and serious behavior problems come from a home with a low socio-economic environment status.

4. A "poor" home is not always one of low economic level.

5. There are more behavior problems among children from homes where the mother is employed away from the home.

6. There is a reflection of parents' attitudes in the attitudes of their children.

7. There may be a relationship between occupation of fathers and behavior problems and attitudes from the standpoint of insufficient income.

8. Children from homes where parents have had only a meager education are handicapped in developing socially acceptable attitudes.

9. There is a tendency for the more active parents socially to influence their children to have a proper attitude toward social participation. However, it is really an individual problem.

10. Disorganized family life has its influence on attitudes and behavior.

11. There is a reflection of teachers' attitudes in the attitudes of children.

12. The average classroom teacher is confronted with many types of behavior and attitude problems.

13. Attitude development is a gradual process through the various age-grade levels.

Recommendations

With the foregoing conclusions in mind, it is not difficult to make the following recommendations:

1. The elementary school should recognize out-of-school influence upon pupil attitudes and behavior. Wholesome influences in the school alone can seldom counteract opposing forces in the child's entire out-of-school environment. The school, however, can strive to make its direct influence as constructive as possible, and can exert leadership in improving other environmental conditions.

2. The school should promote a program of adult education in child care and development, thereby taking an active part in improving the children's home environment.

3. The school must provide an environment that satisfies the basic urges of its pupils. It must be a "home" where a child will live in a secure world of those who love, understand, and help him.

4. The school and the home must cooperate in solving the child's problems.

5. The teacher must understand child nature.

6. The teacher must understand parent's attitudes.

7. The teacher's objective should be to develop integrated personalities -- not to impart factual knowledge.

8. Good mental health in teachers is particularly essential to the right kind of attitude development in children.

9. Surely the school that is to care for maladjustments which have occurred in the past, and which is to avoid as many maladjustments in the future, is a school in which administrators, supervisors, teachers, and parents are working as a unit on a common task.

APPENDIX

OBSERVATIONAL CHECK-LIST FOR RATING OF ATTITUDES

Name of child _____ Grade _____
 Teacher _____ School _____
 Age of child (Sept. 1, 1943) Years _____ Mo. _____ Sex _____
 Date record completed _____

Check (X) the symbol "Yes," "No," which best describes the development of each child.

"Yes" means the child has a positive attitude.
 "No" means the child has a negative attitude.

REMEMBER YOU ARE CHECKING EACH CHILD WITH REGARD TO THE ATTITUDE -- NOT COMPARING ONE CHILD WITH ANOTHER!

Attitude	Yes	No
I. Attitude of working harmoniously with the group. 1. Is he interested in the common problems of the group? 2. Is he planning and working in terms of "we" rather than "I"? 3. Does he engage without friction in work, play, and social intercourse with others? 4. Does he adapt his thoughts, feelings, and action to that of associates? 5. Can he give and take in a discussion that involves a difference of opinion without losing a pleasant and courteous manner? 6. Does he share equipment and materials with others?		

Attitude	Yes	No
<p>II. Attitude of respect for constituted authority.</p> <ol style="list-style-type: none"> 1. Does he voluntarily obey the rules and procedures adopted by his class? 2. Is he emotionally stable when he does not secure his own way? 3. Does he show respect for his parents? 4. Does he show respect for his teachers? 5. Is he willing to surrender personal independence in the proportion that social justice is extended to all persons? 6. Does he always recognize an owner's right to control and protect his own property? 7. Does he always ask permission before he borrows? 8. Does he avoid injury to the property of others? 		
<p>III. Attitude of relying upon orderly methods of gaining social ends.</p> <ol style="list-style-type: none"> 1. Does he try to adjust in an orderly way conflicts that arise in work and play? 2. Does he work quietly so as not to disturb others? 3. Is he polite when others are talking (does not interrupt)? 4. Is he willing to wait his turn? 		
<p>IV. Attitude toward standards of conduct.</p> <ol style="list-style-type: none"> 1. Does he use polite forms of courtesy? 2. Does he always play by rules even when he knows his side may lose? 3. Is he loyal to his friends (does not tell on his playmates if he thinks it will help him)? 4. Is he fair (does not cheat or take unfair advantage of the other side)? 5. Does he do his own work (does not copy material from other children or from books)? 		

Attitude	Yes	No
6. Does he report practice scores correctly? 7. Will he sacrifice his own pleasure for the good of his gang? 8. Is he punctual in meeting his obligations? 9. Does he protect and befriend the unfortunate? 10. Is he reliable?		
V. Attitude of responsibility. 1. Does he consider in advance the probable consequences of a proposed step? 2. Does he willingly accept responsibility for his actions? 3. Does he always complete his duties efficiently? 4. Does he rely upon his own judgment?		
VI. Attitude of tolerance. 1. Does he have the spirit of good will toward individuals and groups whose race, religion, nationality, beliefs, or ways of living differ from his own? 2. Does he show consideration for imperfection in others? 3. Is he tolerant of the mistakes of others?		
VII. Attitude of respect for personality 1. Does he believe in the worth of others? 2. Does he admire fine qualities in others? 3. Does he insist upon fair play in all situations? 4. Does he treat his classmates as equals?		
VIII. Attitude of self-integrity. 1. Is he free from fear, worry, and sense of inferiority? 2. Does he face defeat and difficulty courageously?		

Attitude	Yes	No
3. Is he faithful to promise? 4. Does he accept criticism cheerfully? 5. Is he willing to assume obligations of leadership?		
IX. Attitude of openmindedness. 1. Does he welcome suggestions and information relevant to all undertakings? 2. Does he have an urge to encourage diversity of thought and action in dealing with questions? 3. Does he respect the points of view of others?		
X. Attitude of constructive participation in social life. 1. Does he have a tendency to subordinate personal desire to the public good? 2. Does he try to be a social asset? 3. Does he recognize opportunities for social growth offered by participation in sports, games, clubs, parties, and activities of the school and community? 4. Does he like to create new things and share them with the group?		

BIBLIOGRAPHY

Books

- Barr, A. S., Burton, William H., and Brueckner, L. J., Supervision, New York, D. Appleton-Century Co., 1938.
- Briggs, Thomas H., Secondary Education, New York, Macmillan Co., 1933.
- Hollingshead, A. D., Guidance in Democratic Living, New York, D. Appleton-Century Co., 1941.
- Hopkins, L. T., Integration: Its Meaning and Application, New York, D. Appleton-Century Co., 1937.
- Lee, J. M., and Lee, D. M., The Child and His Curriculum, New York, D. Appleton-Century Co., 1940.
- Manske, Arthur J., The Reflection of Teachers' Attitudes in the Attitudes of Their Pupils, New York, Teachers College, Columbia University Press, 1936.
- Rugg, Harold, American Life and the School Curriculum, Boston, Ginn and Co., 1936.
- Thomas, Dorothy Swaine, Some New Techniques for Studying Behavior, New York, Teachers College, Columbia University Press, 1929.

Courses of Study

- Texas Elementary Education Suggestive Outline, prepared under the direction of Edgar Allen Wilson, Austin, Texas, September, 1943.
- Virginia State Department of Education, Tentative Course of Study for the Virginia Elementary Schools, Grades I-VII, Richmond, Va., 1934.

Articles

- Carrington, Evelyn M., "Teacher Personality as a Factor in Child Adjustment," National Elementary Principal, Fifteenth Yearbook, XV (July, 1936), 386-394.
- Charters, W. W., "Developing the Attitudes of Children," Education, LIII (February, 1933), 353-357.
- Corey, Stephen M., "Measuring Attitudes in the Classroom," Elementary School Journal, XLIII (April, 1943), 457.
- Dunham, W. G., "Topical Summaries of Current Literature: Social Attitudes," American Journal of Sociology, XLVI (May 25, 1940), 344-375.
- Foster, Constance, "There's a Problem Parent for Every Problem Child," American Home, XXX (November, 1943), 68.
- Francis, Kenneth V., and Fillmore, Eva A., "The Influence of Environment upon the Personality of Children," University of Iowa Studies in Child Welfare, IX (1934).
- Gessell, Arnold, "The Growth Factor in Child Personality," National Elementary Principal, Fifteenth Yearbook, XV (July, 1936), 26.
- Hildreth, Gertrude, "Parents' Part in Preventing Delinquency," National Elementary Principal, XXIII (December, 1943), 9.
- "Influencing the Social Attitudes of Children," Elementary School Journal, XXXVII (June, 1937), 727-730.
- Mackenzie, Catherine, "Parent and Child Attitudes," New York Times Magazine, August 3, 1941, p. 19.
- May, Mark A., "The Foundations of Personality," Psychology at Work, edited by P. S. Achilles, pp. 84-85.
- Prescott, Daniel A., "The Attitudes of Children, the Primary Concern of Education," Vital Speeches, IV (August, 1938), 625-628.
- Tuttle, Harold Saxe, "The Rights of the Child -- Attitudes," National Education Association Journal, XVIII (June, 1929), 198.
- Whittaker, M. L., "The Measurement of Attitudes toward Current Political and Economic Problems among Junior and Senior High Pupils," Journal of Experimental Education, II (65-92).

Yourman, Julius, "The Child, the School, and the Parent,"
Vital Speeches, II (January 13, 1936), 237.

Bulletin

Office of Education, United States Department of Labor,
The Child Management, Washington, Government Printing
Office, 1939.