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# An investigation of negative social attitudes of elementary school children

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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

AN INVESTIGATION OF NEGATIVE SOCIAL ATTITUDES OF  
ELEMENTARY SCHOOL CHILDREN

Submitted by

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(B. S. in Education, Boston University, Boston)

1947

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## CHAPTER I

### INTRODUCTION

#### STATEMENT OF THE PROBLEM:

The purpose of this study is to determine existing negative social attitudes in the first six grades of the elementary school by directed observation of the classroom teachers.

We are living in a complex world of rapid communication and transportation, powerful atomic weapons of war, and economic interdependence. Thus, it would seem that only through understanding can contemporary peoples survive. With the constantly changing American culture there is a crying need for the understanding and development of values consistent with the democratic way of life.

For some time efforts have been made to prepare children for democratic living through the medium of the textbook and class discussion. But this is not sufficient. Democratic living must be practiced in the home, in the school, and in the community. The school, however, offers one of the best opportunities for practice in making social adjustments. Dr. John Granrud, Superintendent of Schools in Springfield, Massachusetts, and leader of the well-known Springfield Plan, states: "Our public schools can do far more than they have in the past to develop democratic attitudes and to eradicate the prejudices and biases which undermine the very cornerstone

of our national life."<sup>1</sup>

The field of civic and social attitudes of elementary school children is broad, so but one aspect has been selected for this study, that of prejudice. Prejudice is (1) a favorably or unfavorably biased attitude; (2) an evaluation attitude arrived at without due consideration of the available relevant facts.

In a discussion of tests of attitudes, Anderson, Forsyth, and Morse concluded that "although many studies have revealed a low correlation between professed attitudes and actual behavior, tests of attitudes have value in that they reveal what pupils claim that they approve or reject."<sup>2</sup>

However, it would seem to be more scientific for keen observers to collect data on the way prejudice makes itself manifest. To investigate pupil prejudices classroom teachers will use a check list of items built by the writer by means of which certain observed attitudes of elementary school children can be recorded.

#### AIMS OF THE STUDY:

1. To compare the total observed negative social attitudes of all pupils.

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1 Alexander Allard and James W. Wise, The Springfield Plan, New York: The Viking Press, 1945, p. 22

2 Howard Anderson, Elaine Forsyth, and Horace T. Morse, "The Measurement of Understanding," National Society for the Study of Education, 45th. Yearbook, Part I, p. 100.

2. To compare negative social attitudes according to sex differences.

3. To compare negative social attitudes according to certain ranges of intelligence.

4. To compare negative social attitudes according to socio-economic status of the parents.

## CHAPTER II

### REVIEW OF THE LITERATURE AND RESEARCH

The task of teaching desirable social attitudes has just begun. Social democracy should be uppermost in the minds of every American citizen, because without it our future security cannot survive. This tremendous task, the building of a more intelligent and kindly world, is an undertaking of men of good will everywhere. "The demands of the war have simply made more clear what many have surmised before, namely, that any people who wish to preserve democracy of social organization, while at the same time becoming more socially efficient in meeting the contingencies of twentieth century civilization, are confronted by problems of character education of the most difficult kind."<sup>1</sup>

It may be well to give a few definitions of social democracy by leading authorities. Dr. Mahoney says:

Social democracy is a scheme of living together that finds no room for an aristocracy of birth, or wealth, or even intellect, one or all. It chooses for its aristocrats those of high or low station, who combine in the highest degree personal quality and a sense of social obligation. It challenges men to judge and give preferment to their fellow men

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<sup>1</sup> David Snedden, Sociological Determination of Objectives in Education, Philadelphia: J. B. Lippincott Company, 1921, p. 268.

on this basis solely with utter disregard for all other criteria - race, creed, wealth, or social position. In a society that is socially democratic the good citizen is the man who is distinguished because of his tolerance, his simplicity, his genuineness, his disposition to reward superiority whenever found.<sup>1</sup>

According to Rachel Davis Dubois, "Social democracy means that the development of the individual soul is the only thing in the universe that can be considered an end in itself."<sup>2</sup>

A definition of democracy with enriched meaning is given by Spaulding and Kvaraceus<sup>3</sup> who state the ways in which persons behave in a democracy:

1. They respect the individual personality.
2. They are considerate of others.
3. They cooperate with others.
4. They lead or follow according to their abilities for the benefit of the group.
5. They assume responsibility inherent in the freedom of a democracy.
6. They govern themselves for the common good.
7. They are tolerant.
8. They think, speak, and act freely with due regard for the rights of others.

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1 John J. Mahoney, For Us the Living, New York: Harper and Brothers, 1946, p. 173.

2 Rachel Davis Dubois, Get Together Americans, New York: Harper Brothers, 1943, p. 4.

3 W. B. Spaulding and W. C. Kvaraceus, "What Do We Mean by Democracy?" American School Board Journal, 108:50, February, 1944.

9. They seek by their own example to lead other persons to live democratically.

Children tend to play with their neighbors, regardless of who they may be. If, in an open democracy, they are discouraged by parents, if not actually prevented, as is frequently the case, they will develop prejudices accordingly which may be racial, religious, national, or of the social caste type.

Without doubt, one of the important fields of education has as its functional end the establishment of certain habits and attitudes, the development of appreciations and sentiments, the imparting of organized knowledge, and the creating of aspirations and ideals which have to do with what we call social conduct, particularly as this affects group relationships.

Snedden<sup>1</sup> justifies the need for social education below:

We may readily assume...that as a society comes to include more members, as its activities specialize, and its dependence upon friendliness and cooperation among its members increases, the field for social education will increase rather than diminish. This explains contemporary solicitude for better training for citizenship, for character formation, for study of nations towards ends of mutual understanding, and for greater social insight in general. Here, then, do we find the chief justification of all forms of education - our functioning objectives must be directed primarily toward social conduct.

The Declaration of Independence committed our country to the doctrine of equality. Our frontier life gave actual possibility to this equality, and millions seeking to escape

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1 Snedden, op. cit., p. 230.

exploitation came to our shores to realize this American dream. But certain groups in our midst have been denied equality. We profess democracy, but we are inconsistent in the way we live it. These unfortunate facts constitute the domestic aspect of our American intergroup problem. Our democratic education can, with proper support, achieve a more reliable and a more lasting improvement of values and attitudes.

It is the opinion of Snyder<sup>1</sup> that attitudes cannot be isolated and held up for scrutiny. "They have to be studied in the very complicated context of the individual in his societal setting." Snyder also states:

Attitudes, like all other phenomena of human behavior, derive their characteristics from the total pattern of behavior - the total pattern of the individual and the total pattern of the environment of which he is a part....If we post for ourselves the problem of cultivating attitudes of goodwill through elementary school living we need to know what, in general, the elementary school child is like, what a particular group of such children is like, what the individuals in any such group are like. We need also to know what society is like and what the particular community of face-to-face living to which the child belongs is like. Even though we realize that the limits of human intelligence will prevent any one of us from ever handling so large an order as this with desirable thoroughness, we cannot fail, once we appreciate its possibilities for greater effectiveness of education, to make the necessary effort. Results will be facilitated, of course, as many individual teachers and many groups of teachers may put together clear-cut procedures, try them out, and pool their results. Surely in this elusive, intangible field of attitudes, the need for

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<sup>1</sup> Agnes Snyder, "Learning World Goodwill in the Elementary School," The National Elementary Principal, 25th. Yearbook, September, 1946, p. 15.

coordinated research is obvious.<sup>1</sup>

In the past the effort to develop good democratic citizenship was restricted to learning the history of democratic organization, while actual democratic behavior was practically ignored. Little attention was paid to democratic person-to-person relationships.

The socio-economic scale has profound effect on inter-group attitudes. The security of the higher income levels often favors the survival of caste nations. Consequently, only undemocratic attitudes toward the lesser privileged can result. On the other hand, continued living at a low social and economic level tends toward low social morale with a consequent low standard of ethics. The effect on children reared under either set of conditions can be serious.

How have the public schools failed in the development of democratic citizenship? Potentially they are the finest laboratories for the development of good human relations and for democratic citizenship, but in practice they seldom work out that way; they are geared to middle-class values and ignore the needs of the lower-class and lower-status pupils.

As democracy contemplates this socio-economic scale, it must make it possible for the underprivileged to rise, and it must understand that position on the scale is not determined by wealth alone but by a greater variety of values. A better

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1 Ibid., p. 15.

education of the adult community must open doors of opportunity now closed to certain minority groups. All youth at the lower levels must be so educated vocationally as to permit rising in the scale, while the whole community must be educated to an appreciation of the values necessary to richest living.

Cultural conflicts affect the personalities of children very seriously. The importance of fostering intercultural-mindedness, or of developing sympathy, friendliness, and right attitudes toward other nations and other races is recognized as a great responsibility of the elementary schools. Storm<sup>1</sup> gives credit to the public schools for achievement toward this end: "It is not too much to say that whatever unity we have achieved in this land and continent is largely the work of the public school. The Good Neighbor Policy is excellent if, in the process of learning, children can develop attitudes of friendliness toward other nations and races."

Kelley<sup>2</sup> believes that "acquaintance with and understanding of other races, religions, parties and social groups will lead to a fairer judgment of them, with resultant benefit to the individual and society."

A children's society is formed when children work and play together. This society is made up of many relationships

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1 Grace E. Storm, "Recent Trends in the Teaching of Citizenship," Elementary School Journal, February, 1944, p. 333.

2 Truman L. Kelley and A. C. Krey, Tests and Measurements in the Social Sciences, Boston: Charles Scribners' Sons, 1934, p. 340.

which are the result of many different forces. Some are created by individual personality needs while others emerge because of the developmental stage which the individuals in the group have achieved. Still others result from the pressures, expectations, and conditions of the larger social world in which the children's group is functioning.

Adjustment of the child to the group is described by Morgan:<sup>1</sup>

In the classroom group every child gains a reputation and status of some kind or other based partly on his actual behavior, and partly on the picture people carry in their minds about the social group to which he belongs--pictures or "stereotypes" which they apply to him without waiting to find out whether he deserves it....It is in this organized society of children that he learns how to make friends and how to get along with unfriendly people; he learns sportsmanship and the give and take of democratic social life among equals; he learns attitudes toward people of other colors, of foreign background, of other religions, and toward people who are born across the tracks.

In a study of social behavior, O'Rourke<sup>2</sup> developed a program which he feels has been successful in developing in the pupil an appreciation of the fact that certain attitudes and actions vitally affect his own happiness, because they determine the extent to which he is liked or disliked by his associates. The pupils are motivated to think through various instances of good or bad behavior and the way in which they

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1 H. G. Morgan, "Social Relationships of Children in a War-Boom Community," Journal of Educational Research, 40:271, December, 1946.

2 L. J. O'Rourke, "A Study in Social Behavior," Teachers College Record, 38:678-685, May, 1937.

influence their own and others' likes and dislikes. Their attention consequently is drawn to the social behavior of themselves and others in a significant way.

Wickman<sup>1</sup> in a discussion of unacceptable social manners claims that a child's attitudes are sometimes a reflection of the attitudes of parents. She offers the following explanation for the differences in attitudes of children:

What is acceptable behavior to one parent, teacher, or school system may become unacceptable when the child passes into the control of another parent, teacher, or school. No two families maintain the same requirements for the behavior of their children. The school may revoke the standards of conduct set up for a child in the home. The parent in turn often criticizes the teacher's requirements for the child's behavior. Racial, religious, educational customs and practices contribute heavily to differences in attitudes toward individual behavior.<sup>2</sup>

Since the building of attitudes and better understandings constitutes a problem, where does the responsibility lie? It would seem that this problem must be faced in our schools, for teachers are the logical people to build character and teach civic behavior and good citizenship by fostering wholesome attitudes. Germane and Germane are firm believers in the "learn by doing" technique:

One of the great inconsistencies in our country today is that we do not realize that we cannot prepare children for a democracy unless they are prepared in a democracy. How can democratic principles be learned except by practice? How can children best attain these habits, such as honesty, tolerance, sympathy, square-dealing, and fair play, that constitute the soul of democratic living? We

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1 E. Kester Wickman, Children's Behavior and Teachers' Attitudes, New York: The Commonwealth Fund, 1932, p. 143.

2 Ibid., p. 3.

learn arithmetic by practicing it, by doing it. Can we learn the elements of democracy in any other way?<sup>1</sup>

Wrightstone<sup>2</sup> argues that the schools should place an increasing emphasis on civic education: "It is of great importance for constructive citizenship that the school seek to develop liberal attitudes as well as a mastery of factual knowledge."

Almack<sup>3</sup> points out that the duty of training for citizenship rests mainly with the school. The type of school is not to be overlooked, however, for he also says, "A school which trains citizens for a democracy should be democratic in its organization."<sup>4</sup>

Twenty-five years ago Hatch<sup>5</sup> stated, "That the teaching of citizenship is a very important part of the work of every school seems now to be a universally accepted fact." We have come a long way, since then, but there remains much to be done.

At what age level should civic education be begun?

Civic education penetrates back into the elementary school. There is concern for teaching democracy, even

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1 Charles E. and Edith G. Germane, Character Education, New York: Silver Burdett Company, 1929, pp. xiii-xiv.

2 J. Wayne Wrightstone, "Civic Beliefs and Correlated Intellectual and Social Factors," School Review, November, 1934, p. 693.

3 John C. Almack, Education for Citizenship, Boston: Houghton Mifflin Company, 1924, p. 4.

4 Ibid., p. 21

5 Roy W. Hatch, Training in Citizenship, New York: Charles Scribners Company, 1926, p. 23.

to the very young. Equally careful are teachers to have a democratically run schoolroom and to see that children learn what a citizen's responsibilities are.<sup>1</sup>

In 1946 the N E A Commission for the Defense of Democracy Through Education issued the following statement:

Prejudice is an acquired characteristic. Young children play together without racial feelings. They are not concerned with religious differences. Economic wealth means little to them. They judge each other on the basis of friendliness, generosity, sportsmanship, and other types of behavior --- It follows, therefore, that the educational program for group understanding must begin early both at home and in the school.<sup>2</sup>

An examination by Storm<sup>3</sup> of twenty-one courses of study in social studies has shown the trend in the teaching of citizenship. The emphasis on group living is particularly gratifying, for democracy not only is a form of government but is a way of life.

Well-adjusted children criticize other children for antisocial acts and thoughts, while poorly adjusted children criticize others on relatively innocuous behavior. This would indicate the need for study by a variety of techniques, projective as well as questionnaire.

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1 -----, What Education Our Money Buys, Educational Conference Board of New York State, October, 1943, p. 23.

2 -----, The National Elementary Principal, 25th. Yearbook, September, 1946, p. 176.

3 Grace E. Storm, op. cit., pp. 327-336.

According to Ross<sup>1</sup> the development of wholesome attitudes has been recognized in recent years as an important objective in education. Since about 1920 much attention has been devoted to the measurement of attitudes of various kinds.

Hart's test of social attitudes which appeared in 1923 and Watson's test of fairmindedness which appeared in 1925 are good examples. Beginning in 1928 Thurstone has been responsible for important improvements in the units of measurement employed in attitude questionnaires on many subjects.

There are many ideas as to the meaning of attitude. Since this term will be used so frequently in this investigation, it would seem fitting to define it here: "any habitual mode of regarding anything; any settled behavior or conduct, as indicating opinion or purpose regarding anything."

Thurstone's<sup>2</sup> concept: "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic." He also states, "It will be conceded at the outset that an attitude is a complex affair which cannot wholly be described by any single numerical index."<sup>3</sup>

According to Wilson,<sup>4</sup> "Perhaps the most difficult to

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1 C. C. Ross, Measurement in Today's Schools, New York: Prentice-Hall, Incorporated, 1941, p. 60.

2 Louis L. Thurstone and E. J. Chave, The Measurement of Attitude, Chicago: University of Chicago Press, 1937, p. 6.

3 Ibid., p. 6.

4 Howard E. Wilson, Education for Citizenship, New York: McGraw Hill, 1938, p. 64.

measure of all educational outcomes are pupils' emotional reactions, their attitudes, and points of view. Yet, as to civic competency, these attitudes are of the greatest significance."

Kuhlen and Thompson<sup>1</sup> are of the opinion that more informal research should be done by classroom teachers since they are the ones most intimately concerned with the education of children. "A little prior thought, a systematic plan, and a systematic analysis, will do much toward meeting the need that exists. ---- Measurement, if appropriately planned, can give reasonably satisfactory answers."

The developing attitudes of today's children are strong potential forces for the molding of tomorrow's world. Teachers for democracy and the four freedoms are faced with the realization that attitudes are continuously developing in their pupils whether they be stated as aims in the curriculum or not. Because they are often learned without being specifically taught, and often exist without being apparent, teachers should have some understanding of their measurement.

Baldwin<sup>2</sup> holds that a high level of activity is accompanied during the pre-school years by non-conformity and

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1 Raymond G. Kuhlen and George G. Thompson, "Studying Attitudes in the Classroom," Educational Method, 22:365, May, 1943.

2 Alfred L. Baldwin, "Socialization and the Parent-Child Relationship," Child Development, September, 1948, p. 136.

rebelliousness. He continues:

At this early age the child responds to stimulation in a generalized and undifferentiated manner, not as yet discriminating between the social and the antisocial forms of activity. The active child by predisposition or environmental encouragement, is able to express his hostility, but by the age of four he has not, generally speaking, learned how to manage it.

"The home environment of the child is a vital factor in the establishment of satisfactory social relationships in school," states Flowtow.<sup>1</sup> In his study all indications seemed to point to the fact that the personal relations within the home were more important than were the social and the economic status of the family. Thus, the better the home environment, the better are the chances that the pupil will obtain a high social-status score. It is interesting to note that low social-status scores can be attributed to chronic illness, instability, immaturity, excessive stubbornness, non-cooperation, non-dependability, and uncleanliness. Also, low scores are made by children from homes with unsatisfactory relationships, broken homes, and foster homes.

The classification of attitudes should not be neglected in this study. Kulp<sup>2</sup> states that the social forces are the habits and wishes of people. Combinations of habits and

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1 Ernest A. Flowtow, "Charting Social Relationships of School Children," Elementary School Journal, May, 1946, p. 503.

2 Daniel H. Kulp, Educational Sociology, New York: Longmans, Green and Company, 1932, p. 159.

wishes are attitudes. Attitudes may be classified as positive or negative or neutral.

Probably most of the published research on attitude formation and change has involved the use of attitude scales. Perhaps the greatest danger of these scales is that the great care that has gone into their construction may lull the unsophisticated user into a sense of security that he has a really exact measure of attitudes.

Check-lists and questionnaires are useful devices when one desires to inquire more specifically into the particular attitudes children hold. Sometimes a free-response type of answer is requested followed by analysis. It may seem desirable to provide multiple-choice answers, and request students to check the statement that best describes the way they feel. The latter procedure lends itself to ready tabulation, but the particular choices presented the subject may play a tremendous part in determining the attitudes "discovered." It would seem wise to prepare such devices with extreme care, and preferably base the items on an informal sampling of what students themselves believe, instead of what teachers think they believe.

The paper and pencil technique is not too reliable, inasmuch as it is often difficult to obtain frank and honest reactions from pupils. They are likely to give responses which they think the teacher wants or expects instead of

expressing their own attitudes. For example, a pupil might dislike Jews, but be tempted to state a contrary opinion because it would be more socially correct.

Many interesting studies have been made on attitudes. However, there seem to be none to date covering racial or religious attitudes of children. The majority of these studies have been done on a high school or adult level. The studies reported in this chapter deal only with social attitudes of children on an elementary school level. There are different techniques employed in making studies of social attitudes of children. In the reported investigations, the writers have used the techniques of personal interview, an analysis of cumulative records, and the questionnaire-test. The authors have reported findings and drawn conclusions from the analyses of the data as affected by sex, intelligence, socio-economic status, and emotionality. The writer expects to make similar studies in this investigation.

Cooper<sup>1</sup> reports on a study of the reactions of sixth grade children to commercial motion pictures as a medium for character education. He used 807 children from selected sixth grades in three cities to make the investigation. The interview and questionnaire-test technique was used. He found that

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1 Charles D. Cooper, "The Reactions of Sixth-Grade Children to Commercial Motion Pictures as a Medium for Character," Journal of Experimental Education, 7:268-73, June, 1939.

the subjects learned to be courteous, considerate, and careful as the result of seeing features in which attitudes were stressed. Derived values varied with economic status, nationality, religion, and type of neighborhood.

Lichtenstein<sup>1</sup> attempted to measure the influence of education on two attitudes as exemplified by stressing them in connection with teaching over a period of one year. About nine hundred children in grades four to six were used in the study. An experimental group and a control group were used to test children in the attitude scientific open-mindedness, while ballots were used to determine their preference of outdoors to movies.

The results of the study indicated that school grades did not significantly affect the choices of responses: that boys and girls do equally well on tests of superstitions, prejudices, and scientific attitudes. Scores were not significantly related to performance of the test.

Hattwick and Stowell<sup>2</sup> analyzed 500 cumulative records to determine whether the child's work habits and his social habits were adequate or whether they were creating problems, and as to the types of behavior which the teacher used as

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1 Arthur Lichtenstein, "Can Attitudes Be Taught?", The John Hopkins University Studies in Education, Baltimore: The John Hopkins Press, 1934, pp. 1-75.

2 Berta Weiss Hattwick and Margaret Stowell, "The Relation of Parental Over-Attentiveness to Children's Work Habits and Social Adjustments in Kindergarten and the First Six Grades of School," Journal of Educational Research, 30:169-76, November, 1936.

examples of poor work, or social adjustment, and the relative frequency of each of these.

The study indicated that there was a slight tendency for children who were babied to develop more social difficulties and poorer work habits through the years. The tendency for children from well-adjusted homes was in the opposite direction. The study showed that the work of the school depends to a marked extent on parental attitudes.

Jordan<sup>1</sup> employed the I. E. R. (Institute of Educational Research) technique in making a study of 275 children in grades four through seven. It was found through this study that the amount of cheating under the conditions of the test was unexpectedly large, ranging from 43 to 85 per cent, and the tendency was for a slight increase in the upper grades. Age and cheating were found not substantially related, the correlations having an average of .130. Little relation was found between socio-economic level. The correlations between the Sims scores and cheating scores of individuals and of their friends correlated in a very significant way, suggesting that there is a definite tendency for friends to influence each other in cheating. It was found that children of greater intelligence tend to cheat less than those of less intelligence.

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1 A. M. Jordan, "Cheating in the Classroom, with Emphasis on the Influence of Friends," Tests and Measurements in the Social Sciences, Truman L. Kelley and A. C. Krey, Boston: Charles Scribners' Sons, 1934, pp. 437-471.

Voelker<sup>1</sup> made an experimental study of the functions of ideals and attitudes in social education by using two experimental groups and two control groups. Groups of boy scouts and one group of girls were used in the study. Children under ten years of age were not used. The ideal of trustworthiness was used as the objective of the training. A series of ten tests were administered to all groups. The results of the experiment indicated that ideals and attitudes perform an important function in the control of human conduct. Those groups which had been subjected to Scout training had a higher average of trustworthiness per individual than those groups which had not been subjected to the training. Voelker concluded from his study that it is probably true that the highest and finest ideals can be acquired only by those who are superior in intelligence.

General observation of the behavior of a child is sufficient to reveal the specific development, or lack of development, of many attributes that pertain to democratic living. Thus, any teacher who considers this an important part of the job of teaching, can do a moderately good job of evaluating social attitudes merely through the use of this subjective method.

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1 Paul F. Voelker, The Functions of Ideals and Attitudes in Social Education, New York: Teachers College Bureau of Publications, Columbia University, 1921, pp. 1-126.

In commenting on the use of the observation technique by research workers, Bixler<sup>1</sup> says, "This technique has its pitfalls, but seems at times to be essential."

According to Sells,<sup>2</sup> "Direct observation of behavior... is one of the richest sources of information." Studies of children of nursery school and pre-school ages illustrate the value of observational methods in the study of aggressive behavior, personal and social adjustment, personality development, and play activities. These consist of recorded observations of work and play activities, spontaneous behavior, and expressed opinions, supplemented by objective and test data.

Waples<sup>3</sup> and Tyler discuss the construction of check lists at length and offer the following valuable suggestions:

1. Present items of data in such form that persons (making the observations) may react to them readily.
2. The specific use is to guide observation. In observing pupils, a check list of items helps to identify the difficulties actually present.
3. The most important criterion for a check list is completeness....Items must be specific enough to indicate significant differences.
4. Sufficient explanation should be provided and directions explicit.

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1 Harold H. Bixler, Check Lists for Educational Research, New York: Teachers College, Columbia University, 1928, p. 89.

2 Saul B. Sells and Robert M. W. Travers, "Observational Methods of Research," Review of Educational Research, 15:394-407, December, 1945, p. 401.

3 Douglas Waples and Ralph W. Tyler, Research Methods and Teachers' Problems, New York: Macmillan Company, 1930, pp. 509-552.

5. Check list should be constructed as to make the checking simple.

Observation criteria suggested by the above authors is quoted here:

1. The first criterion to be applied to the technique of observation is adequacy. To be adequate the observations should be made with such frequency or at such times as will reduce to a minimum the chance that any typical items have been missed.
2. Objectivity is important. Decide what to look for. Systematize the observation by the use of specially prepared forms....Record all items relative to the purpose of the observation. When in doubt whether or not to record a given item, the item should be reported. It is easy to discard unnecessary items when the report is written up in final form. It is very difficult, however, to supply any useful item which was omitted from the original record.<sup>1</sup>

Van Alstyne<sup>2</sup> favors the observations being made by the classroom teacher. "The teacher who knows the interpretive background of the whole context of a child's environment, and sees him in all his relationships from day to day is, after all, one of the best mediums for obtaining evidence concerning the child's personality."

Although theoretically a large battery of tests and observation techniques is necessary for the diagnosis of attitudes, it would seem that in practice almost as satisfactory results can be obtained with directed observation provided the check list items are specific and the teachers are thoroughly acquainted with the child.

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1 Waples and Tyler, op. cit., p. 509.

2 Dorothy Van Alstyne, "A New Scale for Rating School Behavior and Attitudes," Elementary School Journal, October, 1936, p. 115.

## CHAPTER III

### PLAN OF STUDY

#### PROCEDURE

The children used in this survey were a heterogeneous group of 390 pupils in grades one through six of a public elementary school located in a New England industrial city. Their socio-economic status could be described as neither "superior" nor "inferior," but rather as a fluctuating matter depending largely upon prevailing business conditions.

In the twelve classes used in this investigation, the teachers were of varying ability and experience, averaging from three to forty years of actual teaching. With the permission of the school authorities and the cooperation of these twelve classroom teachers, the following survey was made.

This investigator visited four intermediate classrooms and asked the children to list (1) the type of child they preferred not to play nor associate with and (2) specific reasons for these choices. No names were to be given, nor were the pupils asked to sign the papers, in order that freedom of opinion might be encouraged. The credit for frank and honest replies was probably due to two factors: the age level (10-12) and the informality with which the matter was presented.

In order that the reader may judge whether the check list represents thinking on the part of the pupils in terms

of their own experience, or mere generalizations which they have heard, a few points listed by fifth and sixth grade pupils are presented:

We dislike a person who:

Takes things that don't belong to him, tells lies about himself or about others, tries to get out of things, is two-faced, is a tattle-tale, is a "smart Alec," is always bragging, bosses others around, makes fun of people, makes fun of poor children (also their clothes), bullies younger or smaller children, quits when he's about to lose, calls people names, cheats, is selfish, is impolite, is dirty or "smells funny," etc.

Also, current literature was searched for suitable brief statements that might serve the purposes of the check list. By editing such material a list of twenty statements was prepared, expressive of attitudes covering as far as possible the various negative attitudes commonly found in children. An effort was made to select only those which are likely to have real significance in making adjustments to social institutions and to one's fellows.

The plan is open to the criticism of being unreliable since obviously it depends to some extent upon the subjective judgment of the observer. It seems far preferable, however, to measure results even by this unreliable method than to depend on subject matter tests which can give an accurate

measurement of what the pupils know but not of what they are going to think and do about living together successfully in a democratic society.

After the twenty items were submitted to a Boston University Seminar these were mimeographed and placed in the hands of the twelve teachers at a staff meeting. Each item was discussed thoroughly in order to avoid any misunderstanding. Sufficient explanation was provided to stimulate frank and honest reactions. Directions for the observation of pupils were given at this time. It was decided that teachers would observe the children both in the classroom and on the playground, since some boys and girls express themselves more freely during play periods. The defined physical limits of the playground and classroom, together with the fairly stable composition of each group, contribute to the ease of obtaining data on definite social characteristics.

Observations were made daily, with a few exceptions, during the days school was in session for a period of two months.

During the year the following types of information were collected:

(1) The grade location, sex, and the chronological age of each child was obtained from the school cumulative records.

(2) The intelligence quotients were also obtained.

The school administers the Pintner-Cunningham Tests in Grade

One, the Kuhlmann-Anderson Test in Grade Four, and the Otis Test in Grade Six.

(3) The occupation of the father or mother was kept as a record by the school. This information was used in classifying the students into five socio-economic groups.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to determine the existing negative social attitudes in the first six grades of an elementary school.

By means of the following tables it was the aim of the writer to:

1. Compare the total observed negative attitudes of all pupils
2. Compare the number of negative attitudes according to sex differences
3. Compare the number of negative attitudes shown according to certain ranges of intelligence
4. Compare the number of negative attitudes shown according to the socio-economic status of the parents

#### COMPARISON OF ITEMS IN CHECK LIST

Table I shows the number of times a negative attitude was checked by the twelve teachers who participated in this investigation. See Appendix for check list containing the twenty items.

TABLE I  
ORDER AND FREQUENCY OF ITEMS CHECKED BY TWELVE TEACHERS

<u>Item</u>	<u>Frequency</u>
15	52
19	48
11	38
14	30
12	26
1	20
17	11
16	7
9	5
20	5
6	4
4	3
2	2
7	2
10	2
13	2
3	0
5	0
8	0
18	0

Fifty-two pupils "lacked courtesy in social and individual relations," while "participates undemocratically in group control" and "can't give and take constructive criticism" were checked 48 and 38 times respectively. "Intolerant toward children of intellectual ability" and "shows little or no respect for the rights of others" followed with 30 and 26 checks by teachers, but "excludes 'foreigners' from club or gang" was, according to these twelve teachers, observed only 4 times.

Table II shows that there are marked differences in negative attitudes at the various grade levels as indicated by

the observations made. The distribution at each grade enables one to observe directly the amount of scatter.

TABLE II  
TOTAL OBSERVATIONS MADE OF NEGATIVE ATTITUDES IN TWELVE  
CLASSROOMS

Grade	IA	IB	IIA	IIB	IIIA	IIIB	IVA	IVB	VA	VB	VIA	VIB	Total
Check List Items													
1.				8	1				3	1	3	4	20
2.										1	1		2
3.													0
4.							1				2		3
5.													0
6.										1	2	1	4
7.											1	1	2
8.													0
9.	1	1	1			1	1						5
10.								1	1				2
11.	7	3	2	7	2	1	2	1	4	3	3	3	38
12.	3	1	3	4	1	2	2	2	3	1	3	1	26
13.									1		1		2
14.	4	2	3	2	2	2	2	1	3	4	3	2	30
15.	1	1	5	5	3	2	2	6	8	4	8	7	52
16.						1	1	1	1	2	1		7
17.					1		1	5	1	1	1	1	11
18.													0
19.	3	6	4	6	1	3	2	4	4	6	4	5	48
20.								3	1			1	5
Total	19	14	18	32	11	12	14	24	30	24	33	26	257

While there are a few racial attitudes noted, the largest number appearing in Grade II, these are probably the result of an environmental influence. Item ten was observed only twice, indicating that there is religious tolerance among young children. Items eleven through twenty consist of social

attitudes which appear in Grades V, VI, II, IV, I, and III, in the order of magnitude of score. Obviously, those teachers who are interested in character building should be concerned about the lack of good social relationships.

Since the relation between socio-economic level and negative attitudes was also investigated it was decided to tabulate all further data by referring the cumulative records of the pupils to Taussig's classification. Taussig divides occupations into five levels:

Group I. Professional men, proprietors of large businesses, and higher executives. Group II. Commercial service, clerical service, large land owners, managerial service of a lower than Group I, and business proprietors employing from five to ten men. Group III. Artisan proprietors, petty officials, printing trades employees, skilled laborers, with some managerial responsibility, shop owners and business proprietors employing one to five men. Group IV. Skilled laborers (with exception of printers) who work for someone else, building trades, transportation trades, manufacturing trades involving skilled labor, personal service, small shop owners doing their own work. Group V. Unskilled laborers, common laborers, helpers, hands, peddlers, varied employment, vendors, unemployed, unless it represents the leisured class or retired.<sup>1</sup>

The distribution of children by grades and according to occupational level of the parents is found in Table III.

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<sup>1</sup> V. M. Sims, Manual of Directions for the Sims Score Card for Socio-Economic Status, Bloomington, Illinois: Public Schools Publishing Company, 1927, p. 9 (See Sims' modifications of Taussig's classification)

TABLE III  
TOTAL POPULATION OF SCHOOL REPRESENTING FIVE SOCIO-  
ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	3	6	8	16	3	36
IB	3	10	3	18	2	36
IIA	1	8	8	18	4	39
IIB	6	7	9	16	1	39
IIIA	2	6	3	15	5	31
IIIB	2	3	9	15	0	29
IVA	1	5	6	14	2	28
IVB	3	6	6	12	2	29
VA	4	9	7	11	3	34
VB	2	3	12	18	0	35
VIA	1	7	6	14	0	28
VIB	0	5	4	14	3	26
	28	75	81	181	25	390

The above figures were obtained from the cumulative records of each classroom. Grade IA has 3 pupils according to the highest occupational level, 6 pupils in the second group, 8 in the third group, 16 in the fourth group, and 3 in the fifth group, making a total of 36 pupils in the class. Of the 29 pupils in Grade IIIB there are 2, 3, 9, and 15 pupils

in Groups I, II, III, and IV, respectively. There are no pupils in this room who belong in the fifth category. It will be noted that 181 of the 390 children belong in the fourth classification.

Table IV contains the cumulative figures indicating the total number of pupils showing negative attitudes as they were divided into five groups based on the classification as given at the beginning of this chapter.

TABLE IV  
TOTAL NUMBER OF PUPILS SHOWING NEGATIVE ATTITUDES  
REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	0	3	2	4	1	10
IB	1	3	1	3	0	8
IIA	1	3	2	6	1	13
IIB	3	2	3	7	1	16
IIIA	1	2	2	3	2	10
IIIB	1	1	2	5	0	9
IVA	1	1	2	5	1	10
IVB	2	2	1	6	2	13
VA	2	4	4	4	2	16
VB	2	2	5	6	0	15
VIA	1	3	2	7	0	13
VIB	0	3	3	6	2	14
	15	29	29	62	12	147

There are 10 pupils in Grade IA who show negative

attitudes. Group I has none, Group II has 3 pupils, Group III has 2 pupils, Group IV has 4 pupils, and Group V has only 1 pupil. Grades IIB and VA have 16 pupils showing negative attitudes while there are only 8 in Grade IB. 15, 29, 29, 62, and 12 pupils in each socio-economic group show negative attitudes. The total is 147.

A combination of Tables III and IV to give a percentage figure for the five socio-economic groups is shown by Table V.

TABLE V

TOTAL NUMBERS AND PERCENTAGES OF PUPILS SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes	I	II	III	IV	V	Total
N	28	75	81	181	25	390
A	15	29	29	62	12	147
P	53.6	38.7	35.8	34.3	48.0	30.8

This table shows little relation between the five socio-economic groups and pupils with negative attitudes. This school is located in a manufacturing city. Thus, it is not surprising that the majority or 181 pupils are classified in Group IV. 62 pupils or 34.3 percent of this group show negative attitudes. 30.8 percent or nearly one-third of the

entire school population show negative attitudes. Socio-economic status is not a determining factor.

Table VI is a breakdown of the number of pupils demonstrating negative attitudes in each classroom of this elementary school. Five socio-economic groups are represented.

TABLE VI  
PERCENTAGE OF PUPILS SHOWING NEGATIVE ATTITUDES  
REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes		I	II	III	IV	V	Total
Grade IA	N	3	6	8	16	3	36
	A	0	3	2	4	1	10
	P	0	50.0	25.0	25.0	33.3	27.8
Grade IB	N	3	10	3	18	2	36
	A	1	3	1	3	0	8
	P	33.3	30.0	33.3	16.7	0	22.2
Grade IIA	N	1	8	8	18	4	39
	A	1	3	2	6	1	13
	P	100.0	37.5	75.0	33.3	25.0	33.3
Grade IIB	N	6	7	9	16	1	39
	A	3	2	3	7	1	16
	P	50.0	28.6	33.3	43.8	100.0	41.0
Grade IIIA	N	2	6	3	15	5	31
	A	1	2	2	3	2	10
	P	50.0	33.3	66.7	20.0	40.0	32.3
Grade IIIB	N	2	3	9	15	0	29
	A	1	1	2	5	0	9
	P	50.0	33.3	22.2	33.3	0	31.0

TABLE VI  
(continued)

Classes		I	II	III	IV	V	Total
Grade IVA	N	1	5	6	14	2	28
	A	1	1	2	5	1	10
	P	100.0	20.0	33.3	35.7	50.0	35.7
Grade IVB	N	3	6	6	12	2	29
	A	2	2	1	6	2	13
	P	66.7	33.3	16.7	50.0	100.0	44.8
Grade VA	N	4	9	7	11	3	34
	A	2	4	4	4	2	16
	P	50.0	44.4	57.1	36.4	66.7	47.1
Grade VB	N	2	3	12	18	0	35
	A	2	2	5	6	0	15
	P	100.0	66.7	41.7	33.3	0	42.9
Grade VIA	N	1	7	6	14	0	28
	A	1	3	2	7	0	13
	P	100.0	42.9	33.3	50.0	0	46.4
Grade VIB	N	0	5	4	14	3	26
	A	0	3	3	6	2	14
	P	0	60.0	75.0	42.1	66.7	53.8

There are few general trends that can be recognized in the grades taken separately. The percentages are most consistent in Group IV which contains the largest number of pupils. There is evident a gradual rise in the percentages of pupils having negative attitudes until the sixth grade is reached, although Grade IIB and Grade VB are separated by only one point. The greatest number of pupils with negative attitudes appears in the fifth and sixth grades. We may say, in general, that there is little diminution of negative attitudes with age but rather an increase.

The distribution of children by grades and according to sex is found in Table VII.

TABLE VII  
TOTAL POPULATION OF SCHOOL, BY SEX, REPRESENTING FIVE  
SOCIO-ECONOMIC GROUPS

Classes	I		II		III		IV		V		Total	
Grade	B	G	B	G	B	G	B	G	B	G	B	G
IA	0	3	2	4	3	5	9	7	1	2	15	21
IB	2	1	5	5	0	3	10	8	2	0	19	17
IIA	0	1	2	6	5	3	11	7	2	2	20	19
IIB	3	3	3	4	4	5	8	8	1	0	19	20
IIIA	2	0	2	4	0	3	6	9	5	0	15	16
IIIB	0	2	1	2	2	7	9	6	0	0	12	17
IV A	0	1	3	2	3	3	8	6	1	1	15	13
IVB	3	0	2	4	1	5	9	3	1	1	16	13
VA	2	2	3	6	5	2	6	5	1	2	17	17
VB	1	1	1	2	9	3	8	10	0	0	19	16
VIA	0	1	4	3	3	3	8	6	0	0	15	13
VIB	0	0	3	2	1	3	7	7	3	0	14	12
	13	15	31	44	36	45	99	82	17	8	196	194

This is a breakdown of the figures and totals found in Table III. The distribution of boys and girls is nearly even, there being a total of 196 boys and 194 girls in the school.

The largest socio-economic group, Group IV, has 99 boys and 82 girls.

The distribution of pupils showing negative attitudes is made according to sex in Table VIII.

TABLE VIII

TOTAL NUMBER OF PUPILS, BY SEX, SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

Classes	I		II		III		IV		V		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
Grade	B	G	B	G	B	G	B	G	B	G	B	G
IA	0	0	1	2	1	1	2	2	1	0	5	5
IB	0	1	2	1	0	1	1	2	0	0	3	5
IIA	0	1	2	1	2	0	3	3	1	0	8	5
IIB	3	0	1	1	3	0	5	2	1	0	13	3
IIIA	1	0	1	1	0	2	1	2	2	0	5	5
IIIB	0	1	0	1	1	1	4	1	0	0	5	4
IVA	0	1	0	1	2	0	4	1	0	1	6	4
IVB	2	0	0	2	0	1	5	1	1	1	8	5
VA	0	2	1	3	3	1	4	0	1	1	9	7
VB	1	1	1	1	4	1	3	3	0	0	9	6
VIA	0	1	1	2	2	0	6	1	0	0	9	4
VIB	0	0	2	1	1	2	3	3	2	0	8	6
	7	8	12	17	19	10	41	21	9	3	88	59

This is a breakdown of figures and totals found in

Table IV. In the fourth socio-economic group the boys showing negative attitudes outnumber the girls 2 to 1. It will be noted that a total of 88 boys and 59 girls showed negative attitudes. Of the 147 children demonstrating negative attitudes, approximately 2 out of 3 are boys.

A combination of Tables VII and VIII to give a percentage figure based on sex for the five socio-economic groups is shown in Table IX.

The total scores undoubtedly give us the truer picture because of the larger number of cases included. In Group I 7 out of 13 boys and 8 out of 15 girls, or 53 percent, show negative attitudes, indicating no significant difference. In the third, fourth, and fifth groups the difference is more marked. 88 boys of the 196 or 44.9 percent showed negative attitudes as compared with 59 girls of the 194 or 30.4 percent with a difference of 14.5 percent.

TABLE IX

TOTAL NUMBERS AND PERCENTAGES OF PUPILS, BY SEX, SHOWING NEGATIVE ATTITUDES,  
 REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes	I		II		III		IV		V		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
N	13	15	31	44	36	45	99	82	17	8	196	194
A	7	8	12	17	19	10	41	21	9	3	88	59
P	53.8	53.3	38.7	38.6	52.8	22.2	41.4	25.6	52.9	37.5	44.9	30.4

Table X lists a breakdown of the percentage of the pupils in each grade showing negative attitudes according to sex. Again, in order to be consistent, the five socio-economic levels are presented.

In every grade except IB the boys predominate in showing negative attitudes. The percentage of boys in Grade IB is only 15.8. The percent of boys ranges from 40 to 60 in the intermediate grades. The highest percent is 68.4 in Grade IIB. There are several boys in this room who are too old for the grade. The teacher in this classroom constructed a socio gram which indicated that these boys were isolates. The percent of girls ranges from 15 in Grade IIB to 50 in Grade VIB. There is a difference in sex of only two points in Grade IIIA, but in Grade IIB there is a difference of 53 points.

TABLE X

PERCENTAGE OF PUPILS, BY SEX, SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes		I		II		III		IV		V		Total	
		B	G	B	G	B	G	B	G	B	G	B	G
Grade IA	N	0	3	2	4	3	5	9	7	1	2	15	21
	A	0	0	1	2	1	1	2	2	1	0	5	5
	P	0	0	50.0	50.0	33.3	20.0	22.2	28.6	100.0	0	33.3	23.8
Grade IB	N	2	1	5	5	0	3	10	8	2	0	19	17
	A	0	1	2	1	0	1	1	2	0	0	3	5
	P	0	100.0	40.0	20.0	0	33.3	10.0	25.0	0	0	15.8	29.4
Grade IIA	N	0	1	2	6	5	3	11	7	2	2	20	19
	A	0	1	2	1	2	0	3	3	1	0	8	5
	P	0	100.0	100.0	16.7	40.0	0	27.3	42.9	50.0	0	40.0	26.3
Grade IIB	N	3	3	3	4	4	5	8	8	1	0	19	20
	A	3	0	1	1	3	0	5	2	1	0	13	3
	P	100.0	0	33.3	25.0	75.0	0	62.5	25.0	100.0	0	68.4	15.0
Grade IIIA	N	2	0	2	4	0	3	6	9	5	0	15	16
	A	1	0	1	1	0	2	1	2	2	0	5	5
	P	50.0	0	50.0	25.0	0	66.7	16.7	22.2	40.0	0	33.3	31.3

TABLE X  
(Continued)

Classes		I		II		III		IV		V		Total	
		B	G	B	G	B	G	B	G	B	G	B	G
Grade IIIIB	N	0	0	1	2	2	7	9	6	0	0	12	17
	A	0	1	0	1	1	1	4	1	0	0	5	4
	P	0	50.0	0	50.0	50.0	14.3	44.4	16.7	0	0	41.7	23.5
Grade IVA	N	0	1	3	2	3	3	8	6	1	1	15	13
	A	0	1	0	1	2	0	4	1	0	1	6	4
	P	0	100.0	0	50.0	66.7	0	50.0	16.7	0	100.0	40.0	30.8
Grade IVB	N	3	0	2	4	1	5	9	3	1	1	16	13
	A	2	0	0	2	0	1	5	1	1	1	8	5
	P	66.7	0	0	50.0	0	20.0	55.6	33.3	100.0	100.0	50.0	38.5
Grade VA	N	2	2	3	6	5	2	6	5	1	2	17	17
	A	0	2	1	3	3	1	4	0	1	1	9	7
	P	0	100.0	33.3	50.0	60.0	50.0	66.7	0	100.0	50.0	52.9	41.2
Grade VB	N	1	1	1	2	9	3	8	10	0	0	19	16
	A	1	1	1	1	4	1	3	3	0	0	9	6
	P	100.0	100.0	100.0	50.0	44.4	33.3	37.5	30.0	0	0	47.4	37.5
Grade VIA	N	0	1	4	3	3	3	8	6	0	0	15	13
	A	0	1	1	2	2	0	6	1	0	0	9	4
	P	0	100.0	25.0	66.7	66.7	0	75.0	16.7	0	0	60.0	30.8
Grade VIB	N	0	0	3	2	1	3	7	7	3	0	14	12
	A	0	0	2	1	1	2	3	3	2	0	8	6
	P	0	0	66.7	50.0	100.0	66.7	42.9	42.9	66.7	0	57.1	50.0

Another phase of the study was concerned with the relationship between negative attitudes and certain ranges of intelligence. Do dull, normal, and superior children show negative attitudes or are there marked differences that are peculiar to each group?

Tables XI through XIV deal with superior pupils whose intelligence quotients are above 110.

Table XI shows the distribution of children by grades and according to the occupational status of the parents. There are 17 pupils in Grade IB and only 2 pupils in Grade IVA. There are 36 in Group IV and only 3 in Group V. The total number in the school is 106 pupils with superior intelligence.

TABLE XI  
 TOTAL NUMBER OF PUPILS WITH IQ'S ABOVE 110 REPRESENTING  
 FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	3	3	1	2	0	9
IB	1	6	2	7	1	17
IIA	0	2	1	3	0	6
IIB	4	2	2	2	0	10
IIIA	2	2	3	6	1	14
IIIB	2	0	3	4	0	9
IVA	1	0	1	0	0	2
IVB	0	4	0	0	0	4
VA	2	6	0	2	0	10
VB	1	0	2	3	0	6
VIA	0	5	3	5	0	13
VIB	0	2	1	2	1	6
	16	32	19	36	3	106

TABLE XII

TOTAL NUMBER OF PUPILS WITH IQ'S ABOVE 110 SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	0	1	1	1	0	3
IB	1	2	1	1	0	5
IIA	0	1	0	0	0	1
IIB	3	0	0	0	0	3
IIIA	1	0	2	2	0	5
IIIB	1	0	0	1	0	2
IVA	1	0	1	0	0	2
IVB	0	1	0	0	0	1
VA	1	3	0	0	0	4
VB	1	0	2	1	0	4
VIA	0	3	2	1	0	6
VIB	0	1	1	1	0	3
	9	12	10	8	0	39

Table XII indicates the number of pupils with superior intelligence showing negative attitudes. There are 6 pupils in Grade VIA while Grades IIA and IVB have only 1 pupil. There are 12 in the second socio-economic group and none in the fifth. The total is 39 pupils in the entire school.

TABLE XIII

TOTAL NUMBERS AND PERCENTAGES OF PUPILS WITH IQ'S ABOVE 110  
SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC  
GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes	I	II	III	IV	V	Total
N	16	32	19	36	3	106
A	9	12	10	8	0	39
P	56.3	37.5	52.6	22.2	0	36.8

Table XIII shows that the highest percentage of superior pupils with negative attitudes is 56.3. As might also be expected, this figure places these pupils on the highest socio-economic level. Although Group IV has 36 pupils, the percent is only 22.2. 39 of the 106 pupils or 36.8 percent of these superior children show negative attitudes.

TABLE XIV  
 PERCENTAGE OF PUPILS WITH IQ'S ABOVE 110 SHOWING NEGATIVE  
 ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes		I	II	III	IV	V	Total
Grade IA	N	3	3	1	2	0	9
	A	0	1	1	1	0	3
	P	0	33.3	100.0	50.0	0	33.3
Grade IB	N	1	6	2	7	1	17
	A	1	2	1	1	0	5
	P	100.0	33.3	50.0	14.3	0	29.4
Grade IIA	N	0	2	1	3	0	6
	A	0	1	0	0	0	1
	P	0	50.0	0	0	0	16.7
Grade IIB	N	4	2	2	2	0	10
	A	3	0	0	0	0	3
	P	75.0	0	0	0	0	30.0
Grade IIIA	N	2	2	3	6	1	14
	A	1	0	2	2	0	5
	P	50.0	0	66.7	33.3	0	35.7
Grade IIIB	N	2	0	3	4	0	9
	A	1	0	0	1	0	2
	P	50.0	0	0	25.0	0	22.2
Grade IVA	N	1	0	1	0	0	2
	A	1	0	1	0	0	2
	P	100.0	0	100.0	0	0	100.0
Grade IVB	N	0	4	0	0	0	4
	A	0	1	0	0	0	1
	P	0	25.0	0	0	0	25.0

TABLE XIV  
(Continued)

Classes		I	II	III	IV	V	Total
Grade VA	N	2	6	0	2	0	10
	A	1	3	0	0	0	4
	P	50.0	50.0	0	0	0	40.0
Grade VB	N	1	0	2	3	0	6
	A	1	0	2	1	0	4
	P	100.0	0	100.0	33.3	0	66.7
Grade VIA	N	0	5	3	5	0	13
	A	0	3	2	1	0	6
	P	0	60.0	66.7	20.0	0	46.2
Grade VIB	N	0	2	1	2	1	6
	A	0	1	1	1	0	3
	P	0	50.0	100.0	50.0	0	50.0

Table XIV shows the same general trend as the earlier ones - that the most significant rises come in the upper grades. The percentages of pupils with superior intelligence (IQ'S above 110) having negative attitudes range from 16.7 in Grade IIA to 100 percent in Grade IVA.

Tables XV through XVIII are concerned with the largest number of pupils in the school, the normal group. Their intelligence quotients range from 90 to 110.

In Table XV there is a distribution of pupils by grades and socio-economic levels. There is a much larger proportion of pupils in this group of average intelligence. There are 27 pupils in Grade IIA but only 9 pupils in Grade VIA. In Group IV there are 106 and in Group I, only 12. The total number in the school is 219 pupils of normal intelligence.

TABLE XV  
 TOTAL NUMBER OF PUPILS WITH IQ'S 90 TO 110 REPRESENTING  
 THE FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	0	2	6	11	2	21
IB	2	3	1	10	0	16
IIA	1	6	5	13	2	27
IIB	2	5	6	11	1	25
IIIA	0	4	0	8	3	15
IIIB	0	3	4	9	0	16
IVA	0	4	2	9	1	16
IVB	3	2	5	4	1	15
VA	2	3	7	6	3	21
VB	1	3	7	11	0	22
VIA	1	2	2	4	0	9
VIB	0	2	3	10	1	16
	12	39	48	106	14	219

TABLE XVI

TOTAL NUMBER OF PUPILS WITH IQ'S 90 TO 110 SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA	0	2	1	2	1	6
IB	0	1	0	2	0	3
IIA	1	2	1	4	1	9
IIB	0	2	2	5	1	10
IIIA	0	2	0	1	2	5
IIIB	0	1	1	3	0	5
IVA	0	1	0	2	1	4
IVB	2	1	1	2	1	7
VA	1	1	4	3	2	11
VB	1	2	2	2	0	7
VIA	1	0	0	4	0	5
VIB	0	1	2	5	1	9
	6	16	14	35	10	81

Table XVI indicates the number of pupils of normal intelligence showing negative attitudes. There are 11 pupils in Grade VA but only 3 pupils in Grade IB. There are 35 in Group IV and 6 in Group I. The total number of pupils with normal intelligence showing negative attitudes is 81.

TABLE XVII

TOTAL NUMBERS AND PERCENTAGES OF PUPILS WITH IQ'S 90 TO 110  
SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC  
GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes	I	II	III	IV	V	Total
N	12	39	48	106	14	219
A	6	16	14	35	10	81
P	50.0	41.0	29.2	33.0	71.4	37.0

The highest percentage of pupils of normal intelligence and showing negative attitudes is 71.4 in Group V. In Table XIII (IQ's above 110) the percent is 0 in Group V. In Group IV 33 percent show negative attitudes as compared with 22.2 percent in the same group on the higher level of intelligence. The total number of pupils with negative attitudes is 81, or 37 percent, which is an increase of only .2 percent when compared with the total 36.8 in Table XIII.

TABLE XVIII

PERCENTAGE OF PUPILS WITH IQ'S 90 TO 110 SHOWING NEGATIVE  
ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes		I	II	III	IV	V	Total
Grade IA	N	0	2	6	11	2	21
	A	0	2	1	2	1	6
	P	0	100.0	16.7	18.2	50.0	28.6
Grade IB	N	2	3	1	10	0	16
	A	0	1	0	2	0	3
	P	0	33.3	0	20.0	0	18.8
Grade IIA	N	1	6	5	13	2	27
	A	1	2	1	4	1	9
	P	100.0	33.3	20.0	30.8	50.0	33.3
Grade IIB	N	4	2	2	2	0	10
	A	3	0	0	0	0	3
	P	75.0	0	0	0	0	30.0
Grade IIIA	N	0	4	0	8	3	15
	A	0	2	0	1	2	5
	P	0	50.0	0	12.5	66.7	33.3
Grade IIIB	N	0	3	4	9	0	16
	A	0	1	1	3	0	5
	P	0	33.3	25.0	33.3	0	31.3
Grade IVA	N	0	4	2	9	1	16
	A	0	1	0	2	1	4
	P	0	25.0	0	22.2	100.0	25.0
Grade IVB	N	3	2	5	4	1	15
	A	2	1	1	2	1	7
	P	66.7	50.0	20.0	50.0	100.0	46.7

TABLE XVIII

(Continued)

Classes		I	II	III	IV	V	Total
Grade VA	N	2	3	7	6	3	21
	A	1	1	4	3	2	11
	P	50.0	33.3	57.1	50.0	66.7	52.4
Grade VB	N	1	3	7	11	0	22
	A	1	2	2	2	0	7
	P	100.0	66.7	28.6	18.2	0	31.8
Grade VIA	N	1	2	2	4	0	9
	A	1	0	0	4	0	5
	P	100.0	0	0	100.0	0	55.6
Grade VIB	N	0	2	3	10	1	16
	A	0	1	2	5	1	9
	P	0	50.0	66.7	50.0	100.0	56.3

In Table XVIII, the percentage of pupils of normal intelligence (IQ's 90 to 110) and showing negative attitudes is calculated for each grade. The percentages range from 18.8 in Grade IB to 56.3 in Grade VIB. No trends are revealed.

Tables XIX through XXII represent the smallest number of pupils in the school. These children have intelligence quotients below 90.

In Table XIX which distributes the 65 slow learners by grade and socio-economic level it will be noted that Group IV contains 39 pupils and that in Group I there are none.

TABLE XIX

TOTAL NUMBER OF PUPILS WITH IQ'S BELOW 90 REPRESENTING  
FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA		1	1	3	1	6
IB		1		1	1	3
IIA			2	2	2	6
IIB			1	3		4
IIIA				1	1	2
IIIB			2	2		4
IVA		1	3	5	1	10
IVB			1	8	1	10
VA				3		3
VB			3	4		7
VIA			1	5		6
VIB		1		2	1	4
	0	4	14	39	8	65

TABLE XX

TOTAL NUMBER OF PUPILS WITH IQ'S BELOW 90 SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

Classes	I	II	III	IV	V	Total
Grade						
IA				1		1
IB						0
IIA			1	2		3
IIB			1	2		3
IIIA						0
IIIB			1	1		2
IVA			1	3		4
IVB				4	1	5
VA				1		1
VB			1	3		4
VIA				2		2
VIB		1			1	2
	0	1	5	19	2	27

Table XX indicates the number of pupils of below normal intelligence showing negative attitudes. At this level there are not enough cases from which to make inferences. The total number of pupils with negative attitudes is 27.

TABLE XXI

TOTAL NUMBERS AND PERCENTAGES OF PUPILS WITH IQ'S BELOW 90  
SHOWING NEGATIVE ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC  
GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes	I	II	III	IV	V	Total
N	0	4	14	39	8	65
A	0	1	5	19	2	27
P	0	25.0	35.7	48.7	25.0	41.5

In Table XXI the highest percentage of pupils of below normal intelligence with negative attitudes is 48.7 in Group IV. This is 15.7 points higher than the 33 percent obtained for the pupils of normal intelligence and 26.5 points higher than the 22.2 percent obtained for the superior pupils in the same socio-economic group. The total number of pupils with negative attitudes is 27, or 41.5 percent, which is an increase of 4.7 percent when compared with the total 36.8 in Table XIII and an increase of 4.5 percent when compared with the total 37.0 in Table XVII.

TABLE XXII

PERCENTAGE OF PUPILS WITH IQ'S BELOW 90 SHOWING NEGATIVE  
ATTITUDES REPRESENTING FIVE SOCIO-ECONOMIC GROUPS

N - Number in Class

A - Number of Pupils Showing Negative Attitudes

P - Percent

Classes		I	II	III	IV	V	Total
Grade IA	N	0	1	1	3	1	6
	A	0	0	0	1	0	1
	P	0	0	0	33.3	0	16.7
Grade IB	N	0	1	0	1	1	3
	A	0	0	0	0	0	0
	P	0	0	0	0	0	0
Grade IIA	N	0	0	2	2	2	6
	A	0	0	1	2	0	3
	P	0	0	50.0	100.0	0	50.0
Grade IIB	N	0	0	1	3	0	4
	A	0	0	1	2	0	3
	P	0	0	100.0	66.7	0	75.0
Grade IIIA	N	0	0	0	1	1	2
	A	0	0	0	0	0	0
	P	0	0	0	0	0	0
Grade IIIB	N	0	0	2	2	0	4
	A	0	0	1	1	0	2
	P	0	0	50.0	50.0	0	50.0
Grade IVA	N	0	1	3	5	1	10
	A	0	0	1	3	0	4
	P	0	0	33.3	60.0	0	40.0
Grade IVB	N	0	0	1	8	1	10
	A	0	0	0	4	1	5
	P	0	0	0	50.0	100.0	50.0

TABLE XXII  
(Continued)

Classes		I	II	III	IV	V	Total
Grade VA	N	0	0	0	3	0	3
	A	0	0	0	1	0	1
	P	0	0	0	33.3	0	33.3
Grade VB	N	0	0	3	4	0	7
	A	0	0	1	3	0	4
	P	0	0	33.3	75.0	0	57.1
Grade VIA	N	0	0	1	5	0	6
	A	0	0	0	2	0	2
	P	0	0	0	40.0	0	33.3
Grade VIB	N	0	1	0	2	1	4
	A	0	1	0	0	1	2
	P	0	100.0	0	0	100.0	50.0

The percentage of dull pupils (IQ's below 90) showing negative attitudes is given for each grade in Table XXII. There is a wide range of percentages from 0 percent in Grade IB and Grade IIIA to 75 percent in Grade IIB.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This investigation has been an attempt to determine existing negative social attitudes in the first six grades of an elementary school by directed observation. The study has not tried to indicate why some attitudes may exist more than others, or why we should or should not try to bring about changes in attitudes by curriculum revision. The check list was selected for experiment because of the unavailability of any other type of reliable test for the measurement of social attitudes in children.

This study has concerned itself with 390 children of ages varying from six to thirteen. Twenty negative or undesirable attitudes (racial, religious, national, social) were chosen for investigation. Observations were made daily during classroom periods and at recess.

It was found that there was a wide variation in the behavior of individual children. The following conclusions have been drawn on the basis of data gathered in this study:

1. It seemed evident that children, regardless of age or grade level, manifested negative social attitudes. Each teacher in the school had eight or more pupils showing negative social attitudes in her class. There was no class with pupils lacking in negative attitudes. The total percentage

of pupils showing negative social attitudes was 30.8. There was a significant increase in the upper grades.

2. The study shows that there were differences between boys and girls in the negative attitudes observed by the teachers. 88 of the 196 boys, or 44.9 percent showed negative attitudes, as did 59 of the 194 girls, or 30.4 percent. This indicates a difference of 14.5 percent.

3. The only significant differences found in any of the intelligence-level comparisons were related to the socio-economic status of the pupils. In Group IV, which contains children of parents engaged in skilled labor, building trades, transportation, and manufacturing, the percentages of the superior, normal, and dull pupils with negative attitudes were 22.2, 33, and 48.7, respectively. Superior, normal, and dull pupils had these undesirable attitudes, the total percentages being 36.8, 37, and 41.5 with negligible differences.

4. There was little relation shown when the socio-economic level was determined from the occupation of the parents as entered on the cumulative records. Pupils with excellent economic opportunities were just as likely to manifest negative social attitudes as those with meager opportunities. When these occupations were classified into the five socio-economic levels the percentage of children showing negative attitudes at each level beginning at the highest was 53, 38, 35, 34, 48.

5. It was found that the use of check lists by teachers depends a great deal on their own personality and training; and that the teacher is usually too subjective when observing students.

6. Because of the unreliability of the check list and observations made, conclusions drawn from the study are questionable.

7. A similar study using a more reliable check list and a larger number of subjects would produce more significant results.

8. This investigation presents a real challenge to the teacher to make provision for the number of socially maladjusted pupils in the group.

9. Teachers are not always aware of the existence of problems of maladjustment in their classes.

10. Since all grades at the elementary level have one or more of these problems at one time or another, a sociometric test might be administered for the purpose of discovering the social status of individual members.

11. An education program directed toward a thorough understanding of peoples and cultures is essential in preparing individuals to take their places as intelligent citizens.

12. Since added knowledge should, in time, result in an intelligent modification of the unfavorable attitude, more effective work can be done by the schools both in the develop-

ment of desired attitudes and in the modification of unsocial attitudes.

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APPENDIX

CHECK LIST OF NEGATIVE ATTITUDES OF PUPILS

1. Engages in name-calling; i.e., Jew, "Nigger," "Wop," "Polack," Greek, "Frog," etc.
2. Excludes "foreign" children from birthday or similar party.
3. Resents "foreigners" who attended same party.
4. Refuses to play, dance, or associate with "foreign" children in school or on playground.
5. Resents "foreigners" moving into neighborhood.
6. Excludes "foreigners" from club or gang.
7. Resents "foreigners" on school Safety Patrol.
8. Teases child whose religion does not allow him to eat a certain food.
9. Thinks "foreign" children are queer - "don't talk like us."
10. Refuses to associate with children because of religious preference.
11. Can't give and take constructive criticism.
12. Shows little or no respect for the rights of others.
13. Unwilling to help other children.
14. Intolerant toward children of inferior intellectual ability; i.e., laughs, or makes uncomplimentary remarks.
15. Lacks courtesy in social and individual relations; i.e., lack of hospitality to new pupils or guests of school - makes mean remarks about other children, gossips, etc.
16. Avoids children who are forced to dress "differently" because of family's socio-economic status.
17. Avoids or makes remarks about children with unsavory personal habits.
18. Avoids children because they don't live in a "nice" house.

19. Participates undemocratically in group control; i.e., domineering.
20. Intolerant toward children from homes with unsatisfactory relationships, broken homes, or foster homes.