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A study of the most frequently-met value conflicts of pupils in a suburban junior high school, their perception of their parents' values and the effects of group discussion on pupils' values

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A STUDY OF THE MOST FREQUENTLY-MET VALUE CONFLICTS OF PUPILS
IN A SUBURBAN JUNIOR HIGH SCHOOL, THEIR PERCEPTION OF
THEIR PARENTS' VALUES, AND THE EFFECT OF
GROUP DISCUSSION ON PUPILS' VALUES

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Doctor of Education

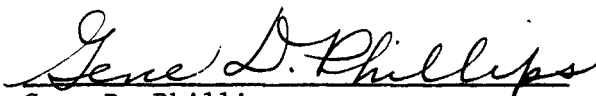
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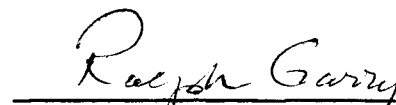
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TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION.....	1
Statement of the Problem.....	1
Purpose of this study.....	2
Definition of terms.....	2
Frequently-met.....	4
Conflict.....	4
Expressed.....	4
Group discussion.....	4
Perception.....	5
Justification.....	5
Scope.....	7
Social and Cultural Basis of the Problem.....	7
II. REVIEW OF LITERATURE.....	11
Introduction.....	11
Studies on Values.....	12
The Havighurst-Taba Study on Moral Values.....	17
The Lodge Study.....	19
The Goodson-Brameld Study.....	25
The Jacob Study.....	26
Youth Problem Studies.....	27
The SRA Youth Inventory.....	28
The Mooney Check List, Problem Check List, High School Form.....	30
The Regan Study on Awareness of Parents.....	31
Moore's Problems of High School Youth.....	32
The Starr Check List.....	33
Summary.....	47
III. RESEARCH PROCEDURES AND TECHNIQUES.....	49
Delimitation of the Term "Values".....	49
Techniques for Eliciting Problems.....	49
Group discussion.....	49

CHAPTER		Page
III.	Free-writing instrument.....	51
	The Starr Check List.....	51
	Construction of the Instrument.....	52
	The anecdotes.....	52
	Changes incorporated as a result of the pilot study.	53
	Plan of the Study.....	53
	Administering the instruments.....	53
	Administration of the pre-test.....	55
	Scoring procedure.....	56
	Group discussion during the pre-test and post-test interim.....	56
	Administration of the post-test.....	60
	Scoring of the post-test.....	60
	The testing of parents.....	61
	Reliability.....	61
	Statistical Treatment.....	63
	Presentation of results.....	63
	Chi-square.....	63
	Relationship between experimental and control groups in the pre-test and the post-test.....	63
	Relationship between pupils who answered one way in the pre-test and then answered differently in the post-test.....	64
	Relationship between the responses parents chose for their children and the children's actual responses and the answer children chose for their parents and the parents' actual responses.....	64
IV.	FINDINGS OF THE STUDY.....	65
	The Sample.....	65
	Size of the sample.....	65
	Subgroupings.....	65
	Population characteristics.....	65
	Results of the Test.....	66
	General presentation.....	66
	Tables of Percentages.....	67
	Honesty vs. Expediency Relative to Cheating, Petty Thievery, Lying, and Promise Keeping.....	67
	Conformity to Peers vs. Holding Individual Values Relative to School Work, Courtesy to Peers, Choice of Amusement, Dress, and Respect for Authority....	69

CHAPTER		Page
IV.	Self-Interest vs. Social Feelings.....	71
	Anecdote 10, Working without Recognition.....	71
	Anecdote 11, Helping Others without Personal Gain...	71
	Anecdote 12, Taking Responsibility for the De- ficiency of Others.....	71
	Anecdote 13, Prejudice.....	72
	Anecdote 14, Justice.....	72
	Anecdote 15, Politics.....	72
	Anecdote 16, Freedom.....	73
	Anecdote 17, Conservative Inquiry.....	73
	Anecdote 18, Culture.....	73
	Anecdote 19, Progress and Change.....	73
	Anecdote 20, Arts.....	74
	Anecdote 21, Economics.....	74
	Anecdote 22, Religion.....	74
	Comparison of Experimental and Control Groups.....	77
	Relationships between the experimental and control groups in Grade 7 on Form A of the pre-test and post-test.....	77
	Relationships between the experimental and control groups in Grade 8 on Form A of the pre-test and post-test.....	80
	Relationships between the experimental and control groups in Grade 9 on Form A of the pre-test and post-test.....	84
	Relationship between the experimental and control groups of girls on Form A of the pre-test and post-test.....	86
	Relationship between the experimental and control groups of boys on Form A of the pre-test and post-test.....	88
	Relationship between the experimental and control groups in Grade 7 on Form B of the pre-test and post-test.....	90
	Relationship between the experimental and control groups in Grade 8 on Form B of the pre-test and post-test.....	92
	Relationship between the experimental and control groups in Grade 9 on Form B of the pre-test and post-test.....	94
	Relationship between the experimental and control groups of girls on Form B of the pre-test and post-test.....	96
	Relationship between the experimental and control groups of boys on Form B of the pre-test and post-test.....	98

CHAPTER

Page

IV.	Comparison of Matched Groups.....	100
	Comparison of pupils whose answers in the post-test differed from the answers they chose in the pre- test.....	100
	Anecdote 1, Form A, relative to Cheating.....	100
	Anecdote 2, Form A, relative to Petty Thievery.....	103
	Anecdote 3, Form A, relative to Lying.....	104
	Anecdote 4, Form A, relative to Promise Keeping.....	107
	Anecdote 5, Form A, relative to School Work.....	108
	Anecdote 6, Form A, relative to Courtesy to Peers...	110
	Anecdote 7, Form A, relative to Choice of Amusement.	111
	Anecdote 8, Form A, relative to Dress.....	113
	Anecdote 9, Form A, relative to Respect for Authority.....	115
	Anecdote 10, Form A, relative to Working without Recognition.....	118
	Anecdote 11, Form A, relative to Helping Others without Personal Gain.....	119
	Anecdote 12, Form A, relative to Taking Responsibil- ity for the Deficiency of Others.....	121
	Anecdote 13, Form A, relative to Prejudice.....	122
	Anecdote 14, Form A, relative to Justice.....	123
	Anecdote 15, Form A, relative to Politics.....	125
	Anecdote 16, Form A, relative to Freedom.....	126
	Anecdote 17, Form A, relative to Conservative Inquiry.....	128
	Anecdote 18, Form A, relative to Culture.....	129
	Anecdote 19, Form A, relative to Progress and Change	130
	Anecdote 20, Form A, relative to Arts.....	131
	Anecdote 21, Form A, relative to Economics.....	133
	Anecdote 22, Form A, relative to Religion.....	135
	Anecdote 1, Form B, relative to Cheating.....	137
	Anecdote 2, Form B, relative to Petty Thievery.....	139
	Anecdote 3, Form B, relative to Lying.....	140
	Anecdote 4, Form B, relative to Promise Keeping.....	142
	Anecdote 5, Form B, relative to School Work.....	143
	Anecdote 6, Form B, relative to Courtesy to Peers...	145
	Anecdote 7, Form B, relative to Choice of Amusement.	147
	Anecdote 8, Form B, relative to Dress.....	148
	Anecdote 9, Form B, relative to Respect for Parent Authority.....	150
	Anecdote 10, Form B, relative to Working without Recognition.....	151
	Anecdote 11, Form B, relative to Helping Others without Personal Gain.....	153
	Anecdote 12, Form B, relative to Taking Responsibil- ity for the Deficiency of Others.....	154

CHAPTER		Page
IV.	Anecdote 13, Form B, relative to Prejudice.....	156
	Anecdote 14, Form B, relative to Justice.....	157
	Anecdote 15, Form B, relative to Politics.....	158
	Anecdote 16, Form B, relative to Freedom.....	160
	Anecdote 17, Form B, relative to Conservative Inquiry.....	161
	Anecdote 18, Form B, relative to Culture.....	162
	Anecdote 19, Form B, relative to Progress and Change	163
	Anecdote 20, Form B, relative to Arts.....	165
	Anecdote 21, Form B, relative to Economics.....	166
	Anecdote 22, Form B, relative to Religion.....	167
	Comparison of Parents' and Children's Perceptions of One Another.....	170
	Relationship between the answers parents chose for the children and the children's actual answers in Test A.....	171
	Relationship between the answers parents chose for their children and the children's actual answers in Test B.....	174
	Relationship between the answers children chose for their parents and the parents' actual answers in Test A.....	178
	Relationship between the answers children chose for their parents and the parents' actual answers in Test B.....	181
	Recapitulation.....	185
V.	SUMMARY AND CONCLUSIONS.....	186
	Honesty vs. Expediency.....	186
	Expressed values of pupils.....	186
	Comparison of the experimental and control groups...	187
	Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.....	188
	Relationship between the answers children chose for their parents and the parents' actual answers.....	189
	Conformity to Peers vs. Holding Individual Values.....	191
	Expressed values.....	191
	Comparison of the experimental and control groups...	191
	Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.....	191

CHAPTER	Page
V.	
Relationship between the answers parents chose for their children and the children's actual answers..	193
Relationship between answers children chose for their parents and the parents' actual answers.....	193
Self-Interest vs. Social Feelings.....	194
Expressed values.....	194
Relation between the experimental and control groups.....	195
Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.....	197
Relationship between the answers parents chose for their children and the children's actual answers..	200
Relationship between the answers children chose for their parents and the parents' actual answers.....	200
Recapitulation.....	201
Suggestions for Group Discussion.....	205
Composition of groups.....	205
Recording and note-taking.....	207
Limits of group discussion.....	208
The role of the leader and the amount of direction desired.....	209
Suggestions for Further Research.....	214
A study of teachers' values.....	214
A study of long-term group discussion.....	214
Attitudes of pupils and parents toward group discussion.....	215
A comparative study between a suburban school and adjudicated delinquents in a state reformatory....	215
A study of values with increased variables.....	215
A Final Word.....	215
APPENDIX	
A.....	217
B.....	241
C.....	265
D.....	268

APPENDIX	Page
E.....	275
F.....	278
G.....	280
H.....	283
BIBLIOGRAPHY.....	285

LIST OF TABLES

Table	Page
1. Results of the Check List.....	55
2. Index of Reliability of 30 Randomly Selected Pupils Taking the A Test and the B Test Before and After a Two-Week Period.....	62
3. Distribution of Population According to Grade, Sex, Form, and Group.....	66
4. Percentages of the Total Population Showing Positive and Negative Responses on the Four Anecdotes Under the Heading of Honesty vs. Expediency Relative to Cheating, Petty Thievery, Lying, and Promise Keeping.....	68
5. Percentages of the Total Population Showing Positive and Negative Responses on the Five Anecdotes Under the Heading of Conformity to Peers vs. Holding Individual Values Relative to School Work, Courtesy to Peers, Choice of Amusement, Dress, and Respect for Authority.....	70
6. Percentages of the Total Population Showing Positive and Negative Responses on the 13 Anecdotes Under the Heading of Self-Interest vs. Social Feelings.....	75
7. Chi-Square Table Indicating Relationship Between the Experimental and Control Groups in Grade 7 on Form A of the Pre-test and Post-test.....	79
8. Chi-Square Table Indicating the Relationship Between the Experimental and Control Groups in Grade 8 on Form A of the Pre-test and Post-test.....	83
9. Chi-Square Table Indicating Relationship Between the Experimental and Control Groups in Grade 9 on Form A of the Pre-test and Post-test.....	85
10. Chi-Square Table Indicating Relationship Between the Experimental and Control Groups of Girls on Form A of the Pre-test and Post-test.....	87

Table	Page
11. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Boys on Form A of the Pre-test and Post-test.....	89
12. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 7 on Form B of the Pre-test and Post-test.....	91
13. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 8 on Form B of the Pre-test and Post-test.....	93
14. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 9 on Form B of the Pre-test and Post-test.....	95
15. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Girls on Form B of the Pre-test and Post-test.....	97
16. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Boys on Form B of the Pre-test and Post-test.....	99
17. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 1, Form A.....	102
18. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 2, Form A.....	104
19. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 3, Form A.....	106
20. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 4, Form A.....	108

Table

Page

21. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 5, Form A.....	109
22. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 6, Form A.....	111
23. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 7, Form A.....	113
24. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 8, Form A.....	115
25. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 9, Form A.....	117
26. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 10, Form A.....	119
27. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 11, Form A.....	120
28. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 12, Form A.....	122

Table	Page
29. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 13, Form A.....	123
30. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 14, Form A.....	124
31. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 15, Form A.....	126
32. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 16, Form A.....	127
33. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 17, Form A.....	129
34. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 18, Form A.....	130
35. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 19, Form A.....	132
36. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 20, Form A.....	133

Table	Page
37. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 21, Form A.....	135
38. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 22, Form A.....	137
39. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 1, Form B.....	138
40. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 2, Form B.....	140
41. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 3, Form B.....	141
42. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 4, Form B.....	143
43. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 5, Form B.....	145
44. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 6, Form B.....	146

Table	Page
45. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 7, Form B.....	148
46. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 8, Form B.....	149
47. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 9, Form B.....	151
48. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 10, Form B.....	152
49. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 11, Form B.....	154
50. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 12, Form B.....	155
51. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 13, Form B.....	156
52. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 14, Form B.....	158

Table	Page
53. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 15, Form B.....	159
54. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 16, Form B.....	161
55. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 17, Form B.....	162
56. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 18, Form B.....	163
57. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 19, Form B.....	165
58. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 20, Form B.....	166
59. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 21, Form B.....	167
60. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 22, Form B.....	169

Table	Page
61. Chi-Square Showing Relationship between the Answers Parent Chose for Child and Child's Actual Answer on Test A.....	173
62. Chi-Square Showing Relationship between the Answers Parent Chose for Child and Child's Actual Answer on Test B.....	178
63. Chi-Square Showing Relationship between the Answers Child Chose for Parent and Parent's Actual Answer on Test A...	181
64. Chi-Square Showing Relationship between the Answers Child Chose for Parent and Parent's Actual Answer on Test B...	184
65. Two-by-two Table of Frequencies for the Pre-test vs. the Post-test Set of Responses from the Same Individual.....	281
66. Sample Chi-Square Table Showing Relationship between the Experimental and Control Groups in One of the Anecdotes.	284

CHAPTER I

INTRODUCTION

Statement of the Problem

For several years, values of the American culture have been a principal subject of attention in our newspapers and in our intellectual and philosophical circles.

^{1/} Arnstine states that values can be learned incidentally through inculturation or deliberately through the home, the church, and the school. The culture of a society changes as the teaching done by the home, the church, and the school varies with the particular value-orientation of the agency involved. This situation creates inevitable confusion for the adolescent who probes for answers in a society where variant value systems prevail.

The impact of this situation on the educative process is a challenging one. If the needs and wants of an individual are determinants in his own concept of values, educators must be aware of these determinants. It seems reasonable, therefore, to examine the value-areas which are considered critical in the minds of pupils.

^{2/}
In his study of youth, Doane says:

^{1/}Adapted from Donald G. Arnstine, "Some Problems in Teaching Values," Educational Theory (July, 1961), 2:158.

^{2/}Donald G. Doane, The Needs of Youth, Bureau of Publications, Teachers College, Columbia University, New York, 1942, p. 1.

"If there is one point that most educators today appear to be in agreement it is that education programs, particularly those of the secondary school, should be founded upon the needs of the children concerned. But in regard to just what it is that the children or youth need, in regard to the implications of their needs, and in regard to the place of their needs in determining such programs, there is far from general agreement."

Purpose of this study.-- The purpose of this study is to construct an instrument for measuring the most frequently met value conflicts expressed by junior high school pupils, to find the pupils' perception of their parents' values, and to study the effects of group discussion on the values expressed by the pupils.

Definition of terms.-- Values may be defined as pertaining to ethical rules of personal conduct, i.e., one's own code of living. The word ethical has its roots in the Greek word ἠθικὰ, which means "moralia" in Latin and in English, "morals." Since the ultimate root of the Greek word means mos or customary ways of action, an implication exists that values must change as times change, and that life is a dynamic affair; hence, values must change with the situation.

^{1/} Arnstine says, "Values are kinds of beliefs or convictions which guide choices."

Common sense awareness informs us of the irresolute condition of our present-day society which, by its very nature, would necessarily create a plurality of variant value systems. The "right of individuality" must be protected, but certain cautions must be evident. Oliver

^{1/}Arnstine, loc. cit.

Wendell Holmes, Jr. ^{1/} says:

"The law talks about rights, and duties, malice, and intent, and negligence, and so forth, and nothing is easier, or, I may say, more common in legal reasoning, than to take these words in their moral sense, at some stage of the argument, and so to drop into fallacy; for instance, when we speak of the rights of man in a moral sense, we mean to mark the limits of interference with individual freedom which we think are prescribed by conscience, or by our ideal, however reached. Yet it is certain that many laws have been enforced in the past, and it is likely that some are enforced now, which are condemned by the most enlightened opinion of the time, or which at all events pass the limit of interference as many consciences would draw it. Manifestly, therefore, nothing but confusion of thought can result from assuming that the rights of man in a moral sense are equally rights in the sense of the Constitution and the law."

With profound respect for the "right of individuality" careful guard and discretion must be used to prevent this from becoming tantamount to inviting a freedom bordering on license and culminating in the scoff laws, the collusion and bribery trials, and other norm-violating activities which defend themselves in the jaded cynicism of "everybody does it."

If the function of education is ultimately the process by which society maintains and reproduces itself and infuses in the young the motives, attitudes, and beliefs of the society, then educators must have knowledge of the basic ingredients of society, i.e., a stable, bedrock compendium without which there can be no order. We know, for instance, despite the diversity of opinions in the democratic tradition in defining liberty, equality, or individuality, some basic principles

^{1/}Oliver Wendell Holmes, Jr., Collected Legal Papers, Harcourt, Brace and Company, New York, 1920, p. 168.

are common to our society, namely those relative to the dignity of human beings and the use of reason in the resolution of social differences and conflicts. Whether or not these basic principles are infused in our actions is another matter and does not deny their existence. As a man acts so he is (agere sequitur esse); hence, to study values, this writer prefers to define the word as meaning code of living.

Frequently met.-- Since this study cannot concentrate on the whole spectrum of human values, the words most frequently met are used to indicate delimitation. This term was decided upon so that it would be possible not to have to consider all values but only those values considered as conflict areas by 350 pupils. A complete description of the process will be included in Chapter III, entitled Procedure.

Conflict.-- A variance of opinion held by a pupil on a given item is considered to be a conflict.

Expressed.-- Pupils are asked to write their responses to a series of anecdotes. As in the Havighurst^{1/} study, it is assumed that an individual's statements are a true report on his values.

Group discussion.-- Small groups of approximately fifteen pupils meet with a teacher trained in group guidance. Here the pupils are helped to examine their rational and irrational or affectional reactions to case materials and to current items which arise in their experience.

^{1/}Adapted from Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality, John Wiley and Sons, New York, 1949, p. 97.

Perception.-- Pupils are to be asked to write what they think their parents would do in the anecdotal situation.

Justification.-- During the Spring of 1959, a group of parents and teachers from the Newton Public Schools met and discussed the import of an ever-changing social structure upon the value system of our younger generation. Questions were asked, such as:

1. What are the children's values?
2. What is their perception of their parents' values?
3. Are the so-called "middle class" values, which formed a stabilizing basis for an important segment of our culture, disappearing?
4. Should we emphasize the teaching of certain values?
5. How do we do this effectively?
6. Is not the orderly conduct of our society and school and the provisions for change dependent upon the presumption that certain values, at least on an expressed level, exist?

The subject and implications are broad, of course, and the principal effort must be devoted to defining and delimiting it to a workable project.

Educators in classrooms and elsewhere have agreed that a study of pupils' values would serve invaluablely in the constant effort to educate them.

In his Survey of Public Education in Harford County, Maryland,
^{1/}
 Billett says of secondary school age pupils:

^{1/}Roy O. Billett, Survey of the Public Schools of Harford County, Maryland, Harford County Board of Education, Bel Air, Maryland, 1946, p. 3.

"They are about to enter, or are passing through, a most trying period of life, the period of adolescence. They need the best possible chance to grow up, not only physically, but mentally and emotionally. . . . At all stages of their development they need to be known and treated as individuals by parents and teachers. . . ."

More testimony about the concern of educators for keeping pace, in education, with the changes in society is reflected by Kluckhohn: ^{1/}

"If we are to do more than keep a finger in the dike, if we are to build upward out of the flood as well as stemming the tide of human misery and frustration, we must inject the study of human behavior, of the individual and his society, into the social process. This study must include the objective investigation of human values. People are not just driven by situational pressures; they are also pulled by idealized goals set by their culture."

^{2/}
Kluckhohn states further:

"Contrasting human needs, in so far as they are characteristic of whole groups rather than of specific individuals, arise primarily from variant value systems. As has been said so often, the crisis of our age is a crisis of value. There is little hope of creating new social entities which shall be more stable than the old until new, wider, and more complex relationships can be built upon values that are not only generally recognized and deeply felt but that also have some scientific warrant."

Through the technique of group discussion this writer intends to pursue, further, comments by educators who imply or state succinctly as ^{3/} does Childs that:

"The more one can come to know why he feels as he does, the greater the probability that he will be able to modify reactions and preferences which hinder the fullest development

^{1/}Clyde Kluckhohn, Mirror for Man, Fawcett Publications, Inc., Greenwich, Connecticut, 1960, p. 217.

^{2/}Ibid.

^{3/}John L. Childs, Education and the Philosophy of Experimentalism, Appleton-Century-Crofts, Inc., New York, 1931, p. 159.

of his own possibilities. That every normal individual does desire the most complete development of which he is capable is a working assumption of the experimentalist. That very early experiences have much to do in shaping the general style of the life of the individual cannot be doubted. The more educators can know of how these basic organic attitudes are acquired, the more intelligent will their undertakings become. Without such knowledge education remains something less than an intelligent art in certain of its most fundamental aspects."

Scope.-- Located in an upper middle class suburb of Boston, the junior high school studied has a total enrollment of approximately 1,070 students. The experimental and control groups will consist of approximately 300 pupils, each representing grades seven, eight, and nine.

As stated previously, this study cannot concentrate on the whole spectrum of human values; hence, only the most frequently met conflicts as suggested by the pupils themselves will be considered.

Since the population of this study is confined to the city of Newton, one can make no clear assumption other than that pertaining to its value as an investigation of a problem particular to this community and as a possible aid in handling the value conflicts expressed by the pupils and their parents. It may be possible for the reader to make certain inferences relative to the applicability of this study to another community or city, although no such analogy is made here.

Social and Cultural Basis of the Problem

If this study were to be examined in the light of its possible naturalistic tendencies, one might agree that there were pro-naturalistic implications. A scientific method of investigation, emerging from the naturalistic tradition, was formulated and implemented. The question of whether or not this method can be effectively applied to a study of

values is as old as the naturalism of Thales some six hundred years before fuller explication of the Christian-Hebraic ethic occurred. This has come to include the present sophisticated queries of science and value in the works of John Dewey,^{1/} Horace Kallen,^{2/} Abraham Edel,^{3/} and others. One can speculate whether a system void of scientific method would offer a greater yield. Perhaps it would be folly to reject in total the scientific approach with its shortcomings, particularly in dealing with the phenomenon of the sociative process which is subject to change. It seems valid that few could object to usage of intuitive understanding as a supplement to this method of inquiry. This has been corroborated in countless current scientific writings.

In order to understand the behavior of various cultures, one must go beyond the mere analysis of factual data as obtained from controlled experiments. At the base, the background of a subculture must be examined if a more nearly accurate evaluation of its action is to be realized.

Sixty per cent of the subjects in this experiment were of Jewish parentage. By and large, most migrated into this upper middle class community of Newton from the less privileged suburbs of Boston. Most are third-generation Americans who observed their parents engage in

^{1/}John Dewey, Theory of Valuation, The University of Chicago Press, Chicago, 1939.

^{2/}Horace Meyer Kallen, Cultural Pluralism and the American Idea, Philadelphia University Press, Philadelphia, 1956.

^{3/}Abraham Edel, Ethical Judgment; The Use of Science in Ethics, Glencoe Illinois Free Press, Glencoe, 1955.

postwar businesses and professions with a zeal and energy that enabled them to move into this higher-status community. The permeating ideology influencing the children has been one of indoctrination toward an achievement orientation. This dominates their entire school life. The demands made by their public school and religious teachers, as well as parents, have generated an energy taxed to the utmost. It is easy to understand their willingness to adopt any method, conventional or otherwise, in achieving their goals. No judgment is made here relative to the quality of the values expressed. The needs and wants of the individuals were the determinants in the selection of responses.

The above inferences are the result of social observation. The ability to think gives rise to a priori knowledge as distinct from empirical knowledge, and one might argue that usage of both is essential for a more complete understanding of the sociative process with its habitual proneness to change. To many people, philosophical knowledge is equivalent to a reduction of all the different essences to certain general fundamental assumptions. This necessarily precludes intuitive understanding and reduces intellectual conquest to the mere definition of terms.

Much scientific work progresses from isolated studies to generalizations and theoretical systems from which existing and future knowledge can presumably be induced. Here lies the danger of premature systematization or the tendency to be influenced by the immanent logic of a system. The observer succumbs to the natural urge to preserve the consistency of the system rather than to do justice to the nature of a

being. Despite the respectable attempt to deduce the data from general principles, one may nevertheless be blinded to the understanding of the nature of the new data if one is more preoccupied by fitting it into a system than by the adequate study of the data. The reader is urged to examine the results of this study with awareness of the method employed as well as with freedom to exercise intuitive understanding for a more constructive usage of the findings.

In conclusion, subsequent studies attempting to verify a quantitative value content in learning might well devote more attention to the naturalistic or supra-naturalistic rationale out of which the subjects to be appraised will come.

CHAPTER II

REVIEW OF LITERATURE

1. Introduction

Education in every age has been sensitive, to a degree, to the demands of society. Socrates suffered the pressures of his society when put to death for allegedly corrupting the morals of Athenian youth with his questions about morality. In the Middle Ages, the church was the patron of learning. Later, the court, nobility, and aristocratic families became the patrons of learning. In European education, governments stepped in, first on the continent and then, especially during the last thirty years, in Britain. The first Congregational Church, backed by the colonial legislatures, was the patron of American education in early days, slowly to be superseded by government and private philanthropies. Society had and has a right to voice its opinion.

Today, our society wishes and sometimes demands that education be concerned with the teaching of values. In order to do this, the schools must know what the values are, how they can be taught, or whether they can be taught at all.

2. Studies on Values

One of the first attempts to examine values was made by Allport.^{1/} His study of values was aimed at measuring the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious. The classification was based on Spranger's^{2/} "Types of Men," a work which defends the view that the personalities of men are best known through a study of their values or evaluative attitudes. Since it was undesirable for those who took the test to know too much about its theoretical basis beforehand, any mention or discussion of these six values was deferred until the test had been taken.

The scale was designed primarily for use with college students or with adults who had had some college education.

The test consists of a number of questions based upon a variety of familiar situations to which two alternative answers (in Part I) and four alternative answers (in Part II) are provided. In all, there are 120 answers, twenty of which refer to each of the six values. The subject records his preferences numerically by the side of each alternative answer. His scores on each page are then added and the totals transcribed on the score sheet. The page totals belonging to each of the six values are then summed. After applying certain simple correc-

^{1/}Gordon W. Allport, Gardner Lindzey, and Philip E. Vernon, Study of Values, Houghton Mifflin Company, Cambridge, 1931.

^{2/}Edward Spranger, Types of Men, Translated from the Fifth German Edition of Libensformen by Paul J. W. Pigors, Halle: Max Niemeyer Verlag, American Agent: Stechert-Hafner, Inc., 31 East 10th Street, New York 3, New York, 1928.

tions, these six total scores are plotted on a profile so that the subject may see the significance of his standing on all the values simultaneously.

In 1951 the test was revised and, although the basic purpose was not changed, the following revisions were made: ^{1/}

1. An improvement in the diagnostic power of the items was made.

New questions were added on the basis of three successive item-analyses of the entire test.

2. There was a simplification in wording and a modernization of certain items.

3. The scoring of the revised scale became more economical of time and labor. No longer was it necessary to transfer scores for individual items to a separate score sheet.

4. These extensive revisions required the preparation of fresh norms. The previous norms were twenty years old.

5. The definition of the "social" value was made more specific.

The old form, following closely upon Spranger's definition of this value, was found to have a low reliability. Spranger's definition was overbroad, i.e., social value represented by love in any form--conjugal, familial, philanthropic, or religious.

People are not, as a general rule, consistently "social" in all of these senses. An individual may, for example, be loyal and loving

^{1/}Allport, Vernon, and Lindzey, op. cit.

in domestic relations without being philanthropic. Hence, in the revised edition of the scale the items were deliberately limited to measure altruistic love or philanthropy.

The correlation between the old and new forms in all six areas was significantly high.

Since the scores on the six values are interdependent (a high score on one value requiring offsetting low scores on others), one may challenge the legitimacy of stating intercorrelations among values. Yet the question arose as to the relative degree to which various pairs of values were associated in spite of this basic feature of the test which tended to produce negative intercorrelations in general.

Samples of 100 male and 100 female subjects showed a positive association between social-religious and between economic-political values. The degree of correlation, however, was not high enough to indicate that a smaller number of "more basic types" can be derived.

The limitations of the Allport instrument are obvious. The difficult level of the vocabulary limits its use to college-trained individuals or to those with equivalent training. A serious question could be raised relative to the applicability of the test to groups exclusive of the highly educated. The description of the instrument reveals a theoretical foundation for the study of values, and the construction is indicative of an a priore method based upon what might be called "armchair speculation." Furthermore, Spranger's types were theoretical formulations that preceded the possible demarcation of classes of persons. It might further be stated that interest and value

are not synonymous terms. One may have an interest in a particular philosophy, even though one disagrees vehemently.

^{1/}
Spoerl, using the Allport instrument, divided an experimental population of more than one thousand freshmen into three broad religious groups: Catholic, Protestant, and Jewish. The purpose was to discover whether or not there would be distinctive value patterns for each. Actually, it was found that there was no distinctive pattern which would clearly differentiate between Catholic and Protestant: both groups were above the norms for the test on economic, political and religious values. The differences between the Jewish and Protestant groups were statistically significant, with the Jewish students having higher theoretical and aesthetic values and lower religious ones. There was also a significant difference between the Jews and Catholics, with the former having higher social and aesthetic values and, again, lower religious values.

^{2/}
Spoerl experimented further, using the Levy ^{3/} modification of the Allport Study of Values, a modification particularly designed for junior high and senior high school pupils.

Her findings here were quite the reverse of her previous study. Once again the experimental population consisted of more than one thou-

^{1/}Dorothy Spoerl, "The Values of the Post-War College Student," Journal of Social Psychology (1952), 35:217-225.

^{2/}Dorothy Spoerl, "The Values of Liberal Youth," Unitarian Register (February, 1961), 140:2:3-5.

^{3/}Jerome Levy, "Readability Level and Differential Test Performance: A Language Revision of the Study of Values," Journal of Educational Psychology (1958), 49:6-12.

sand subjects in 51 churches representing twenty states. The differences between the Jewish and Protestant groups were statistically significant, with the Jewish students having higher theoretical and aesthetic values and lower religious ones. The differences between Jews and Catholics were also significant, with the Jews having higher social and aesthetic values and, again, lower religious values. The Jewish students thus emerged with the highest of the three religious groups on theoretical, social, and aesthetic values and the lowest in religion. The conclusion was that the Jews were not less religious but differently religious.

Spoerl went further and tried unsuccessfully to find the source of the value pattern, using correlational techniques. The scores of the father-son, and mother-daughter relationships were not significant.

The unprecedented interest in human values has given the Allport Study of Values and its modified counterparts widespread use and acceptance as valid measures despite the fact that they are based upon undemonstrated and rather dubious philosophic assumptions. The qualitative and quantitative meanings of the subject's score depend upon their relation with adequate norms. (The original norms were those of a college population and various occupational groups.) It seems fair to assume, therefore, that a more modern and comprehensive instrument constructed with a more empirical approach would be welcome if the teaching of values is destined to become a planned part of the school curriculum.

The Havighurst-Taba Study on Moral Values.^{1/} -- The aim of this study was to gather data on the moral values of sixteen-year-olds by analyzing essays written by the subjects on topics designed to elicit indirect expressions of moral ideology.

Seventy-eight sixteen-year-olds were asked to spend approximately the last half hour of their English class period to write on the following topic: "The Person I Would Like to Be Like." The directions were as follows:

"Describe in a page or less the person you would most like to be like when you grow up. This may be a real person or an imaginary person. He or she may be a combination of several people. Tell something about this person's age, character, appearance, occupation, and recreations. If he is a real person, say so. You need not give his real name if you do not want to."^{2/}

Two other essay topics were assigned on different days, entitled "Where Do I Get My Ideals?" and "My Heroes." For various reasons the last two topics were discarded and only the first one was used. In order to rate the essays on moral values, a scale was devised ranging from the selfish and materialistic to the altruistic and spiritual.

Numerical weights were assigned to each scale unit:^{3/}

	<u>Score</u>
"1. Character and personality traits	
2. Material values: money, property, clothes.	0
Good looks: good appearance, neat, clean.	1
Good personality: stereotypes, popular.	2
Friendly, lots of friends, courteous, polite, can take a joke.	2

1/Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality, John Wiley and Sons, New York, 1949.

2/Ibid., p. 97.

3/Ibid., pp. 286-287.

	<u>Score</u>
Honest, responsible, industrious, church-goer, kind, patient.	3
Cooperative, helpful.	4
Self-sacrificing, working for social justice, peace, human brotherhood; altruistic.	5
A. Occupation--type	
Glamorous occupations: movie star, airplane pilot, singer, comic strip character, baseball player.	0
Ordinary occupations: secretary, farmer, house- wife, lawyer, filling-station attendant, teacher, also high-order but "glamorous" occupations, such as author, inventor.	1
Occupations involving service and altruism: nurse, doctor, minister, social worker.	2
B. Occupation--values	
Money reward, fame, excitement	0
Enjoyment, happiness, adjustment.	1
Achievement, self-support (pulling own weight).	2
Contribution to society through service, creativity, occupation as a carefully thought-out part of a design for living.	3
3. Recreation	
Ordinary recreations, merely listed.	0
Creativity in recreation, and recreation as a part of a design for living.	1
4. Abstraction	
Imaginary person or combination of qualities from several people."	1

One of the conclusions drawn from this study was that adolescent boys and girls with high values tend to have good character reputations but that those with low values are not so definitely marked with low reputations.

Because the qualities of the values expressed by the subjects were found to be low, it was concluded that these qualities fall short of what the community desires.

1/
The Lodge Study. -- Lodge's study involved the use of the Havighurst instrument with eighth graders in two small towns in Northern California. She then proceeded to list the implications of her research in terms of their applicability for secondary education. The most important would seem to be these:

- a. Learning values is not the unique province of any area in the curriculum. The influence of real people, particularly successful young adults known to the adolescent and visible to him in his immediate environment, is apparent again and again in the compositions. The English teacher, the physical education teacher, the home economics teacher, and the orthodontist are mentioned as well as the young neighbors who secured a babysitter on weekends or the service club representative working with a group of teenagers. Through the process of identification with these significant adults whom he has selected, the young adolescent is working through the problems of finding a satisfying role in future relationships which he projects for himself. It seems reasonable to conclude that any teacher who accepts himself, respects the pupils, and accepts them as they are, and provides an active learning situation has a great deal to offer adolescents in discovering their intellectual and social potentialities.
- b. There are significant differences in choices of adults among

1/Helen Lodge, "Choosing Values in the Secondary School," California Journal of Secondary Education (April, 1958), 33:236-239.

socio-economic groups. Children from families of higher socio-economic status are less prone to name "glamorous" persons, such as movie stars and comic book characters, than are children from lower socio-economic status. The fact that not all children have the opportunity to identify themselves with happy young adults personally known to them is only partly a school problem.

- c. The pupil may view the ideal as a composite figure. In the early teens most adolescents are already abstracting physical and social attributes, reintegrating them into ideal images. Each individual will select attributes and interpret the action of the model selected depending on the values already incorporated into the self. The willingness of Lou Gehrig to sacrifice his own well-being for the welfare of the team may be of primary interest to one boy who may also sense the warmth and friendliness and lifelong integrity of the man. Another boy may perceive only the physique and the drive and the will which kept Gehrig a top-drawer attraction for so long. Thus teachers must exercise caution in making certain models available and in thinking that certain learnings which approximate the teacher's own value systems take place.
- d. Figures from the larger culture are often mentioned in the composite. Sometimes they emerge from the crucial areas of the military, politics, and science. In most cases, however, these figures come from a world which adolescents have seemingly drawn and described for themselves. It seems reasonable to

suggest, therefore, that in order to guide the adolescent the teacher must live partly in the adolescent's world composed of sports figures, singing stars, movie stars, and TV heroes and heroines.

- e. Many of these boys and girls in follow-up interviews mentioned a liking for reading and discussed reading as constituting a source of the ideal selves reported, although only occasionally are figures from biography or fiction mentioned in the compositions. Since their endorsement of reading was qualified, for the most part, in terms of their own interests, it would seem that this is a time when teachers, without forgetting the leading part that real experience and real people play in this area, could use reading to help the subjects expand horizons, particularly vocational horizons. This is an area that most of these young adolescents are exploring with a strong undertone of realism. Many youngsters who had chosen "glamorous" occupations or one of the professions in the essays revealed, during the interview, that an interest in lower-level choices of related occupations also existed. Thus, a boy who wished to become a jet pilot would indicate that if he did not have the qualifications for this job, he would like to become an airplane mechanic, an occupation for which he felt he had the necessary aptitude. Fiction and biography furnished many of these boys and girls with escape as well as with some opportunity for realistic self-appraisal. Teachers who deal with the occupations

unit so often taught in junior high school might well bolster the content of the unit with some of the good biographies and some of the better fiction written for adolescents which enables them to see an occupation as part of a generalized pattern of life. Here the "blue collar" occupations could be granted their rightful dignity as teachers help youngsters to accept themselves and their abilities.

- f. Early adolescence is likely to be a period when many individuals are "self-bound" in a number of crucial areas. Tremendous concern with the physical aspects of self, what it means, and what influence or even control it may exert over one's future, is of foremost concern for many adolescents. Many of the character traits that they are able to verbalize, such as being happy, cheerful, easy to get along with, are concerned with acceptance, with aspects of what has been termed the "marketable" personality. All this would seem to indicate that we cannot expect most young adolescents to achieve completely a satisfying and coherent code of values at a period when there are such strong counterdrives toward conformity in dress and behavior and when the sanctions applied for nonconformity seem stronger than at any other time of life. The pressures upon the adolescent are not generally taken sufficiently into account by teachers and some writers in the field of adolescence. Good pacing by the teacher would seem to indicate that only when an adolescent has achieved self-acceptance at this level is he ready to incorporate into his

value system values and attributes which, in their specific implications, seem to threaten his social acceptance.

- g. The character traits about which the adolescent can verbalize are a group of related traits centered about honesty and trustworthiness. To achieve growth here, he needs an opportunity to look at a problem and to discuss a number of ways in which it might be received along with the consequences of each alternative upon the human beings involved. Learning thus to substitute analysis for labeling or judging equips the subject to become analytical about his own behavior and that of others. This, in the last analysis, is one of the most important goals we hold in education.

The choices adolescents make depend upon the perceptions they are able to bring to bear in areas where they must make decisions and the definitions they are able to give to a problem. These perceptions and definitions are, in turn, the products of dealing with significant adults, the kind of emotional ties they have had with these adults, and the direction such adults have been able to give them in taking account of the meaning and implications of life problems. The fact that in early adolescence most subjects can abstract in selecting the adults they would like to resemble would seem to indicate that teachers should examine closely the reasons adolescents give for traits and models selected in order to get at what these pupils perceive and define. Teachers would do well to help

adolescents become more aware of the many-sidedness of problems, the consequences of choices made, and the implications and significance of models chosen. Equipping adolescents to be analytical, by using either real or vicarious experience, is a clear and sound emphasis for the teacher who wishes to influence the value systems of the students who live in a culture which forces choices.

One may investigate the proposition that what a respondent feels is the right thing to do or say may vary a great deal from what he actually does or says. In writing a composition it would be quite simple or expedient to write the socially accepted views. It would seem, therefore, that a more intense method or technique for eliciting responses than is used in the Havighurst study would lessen the chances of an incomplete or perhaps inaccurate measure of one's values. The Havighurst study assumes that the respondent, at a given time of thirty minutes or so, will be able to consider most of the needs and wants which are the determinants of his own personal value system.

An investigation of the value conflicts of the subjects involved and a presentation of the conflicts in anecdote or story form would preclude the possibility of a subject saying later, "I didn't think of that one." This would be particularly true if a pilot study were conducted with the most frequently occurring responses tabulated as alternative answers. The subject could then consider the choices and select the one best suited to his treatment of the value conflict presented.

1/
The Goodson-Brameld Study. -- This study was conducted at Boston University as a pilot project, the intention of which was to uncover any existing pattern of values among a small segment of college undergraduates. The College of Basic Studies at Boston University conducts a two-year program in the humanities and liberal arts. Twenty-eight students were selected and interviewed by graduate students in the Advanced Doctoral Seminar. Fifty items were written in the guide-instrument, the following item being an example: 2/

"You have just graduated from college. Your family wants you to enter the family-owned manufacturing business where you can expect assured success and rich monetary rewards. You have already accepted employment in relief work with the United Nations in Asia. What would you do?

1. (Self-realization Choice) Accept the United Nations job because it is what you want to do?
2. (Status Choice) Go into the family business?
3. (Social Choice) Accept the United Nations job because by giving of your services overseas you can promote world peace?
4. Other."

A great length of time (not less than four hours per respondent) was allotted to each respondent, and discussion was centered around the selection of value-choices. The 1,400 responses, for purpose of analysis, were classified according to:

"Areas of life experience: Employment and Economic; Race and Class; Leisure; Dating, Marriage and Sex; and Social

Sex of respondents

1/Max R. Goodson and Theodore Brameld, "The Value-Choices of College Sophomores--A Comparative Study," Analysis by Albert J. Sullivan, Journal of Education (December, 1961), 144:1-31, Boston University School of Education.

2/Ibid., p. 8.

Category of value-choice: Social, Self-realization, Status, Other
Sanction: Self, Authority, Peers."^{1/}

A very interesting finding of this study is the low-value consideration given to the area of status. Most of the answers indicate self-realization and traditional social values as prime movers. The predominant sanction is the self.

The authors state some limitations in the small samplings and in the fact that the guide-instrument may not have always measured what it was supposed to measure. Certainly, here is a technique worthy of further study. The anecdote method is one of considerable significance if for no other reason than its ability to present value-conflict situations which are so lacking in other studies of this type. The authors also feel that perhaps a more objective method of studying values would preclude the possibility of even the most impersonal interviewer projecting his personality on the respondent.

Suggestions for further research included an investigation of the low influence of status and peers on the respondents, a phenomenon contrary to the many implications of other research.

^{2/}
The Jacob Study. -- The purpose of this study directed by Philip Jacob from the University of Pennsylvania was to discover what happens to the values held by American college students as a result of the general education they receive in social science.

^{1/}Goodson and Brameld, op. cit., p. 12.

^{2/}Philip E. Jacob, Changing Values in College, Harper and Brothers, Publishers, New York, 1957.

The method used was the examination of the programs of thirty colleges which were thought to be significant in terms of affecting students' values.

The study did not discern significant changes in students' values which could be attributed directly to the curriculum or to the basic social science courses which were part of the general education. It discovered no syllabus for a basic social science course, no magical methods of instruction, nor a significant type of instructor which could be used as models in the teaching of values among students.

An analysis of the above study may suggest that the examination of any change in pupils' values at the college level perhaps comes at a time when the influences of the school, the home, and the church have already cast a die whose periphery may vary slightly but whose core is hard and fast. A more significant approach may be to conduct a study at a more crucial period of growth and development. The period of adolescence is such, as stated by Monroe,^{1/} with the advent of sexual maturity which makes certain moral problems personal rather than academic, with the increasing peer pressures often violating parental teaching, and with the unyielding urge to establish an identity. All of these problems constitute needs and wants crucially vital to the development of a value system within the individual.

3. Youth Problem Studies

Many suppositions have appeared in the literature implying that

^{1/}Walter S. Monroe, Encyclopedia of Educational Research, The Macmillan Company, New York, 1960, p. 27.

the examination of the problems of American youth would yield pertinent information relating to the value systems held by the constituents. In view of this concept it would seem worthwhile to examine the significant studies done in this area.

1/
The SRA Youth Inventory. -- Remmers and Shimberg have developed a check list of 298 questions designed as a tool to help teachers and counselors to identify quickly the problems that young people say worry them most.

The inventory, published in August 1949, was constructed under the auspices of the Purdue University Opinion Panel for Young People with the cooperation of more than 100 high schools and over 15,000 teenagers throughout the country. The questions were developed by asking hundreds of students to state anonymously, in their own words, what things bothered them most. Trained psychologists carefully analyzed the hundreds of essays.

The Youth Inventory divides the current needs and problems of young people into eight areas:

1. My School--in which 54 per cent say they wish to study more effectively, 56 per cent report that they wish they were more calm when they recite in class, 53 per cent state that they have difficulty in keeping their minds on their studies, and 43 per cent report that they worry about tests.
2. After High School--which is concerned chiefly with the problems

1/H. H. Remmers and Benjamin Shimberg, Examiner Manual for the SRA Youth Inventory, Science Research Associates, Chicago, 1949.

of choosing a career, going to college, and finding a job.

Fifty-nine per cent ask, "How much ability do I actually have?"

3. About Myself--questions which focus attention on the individual and his personal adjustment. This area helps provide a screening device to help determine which students are or may become emotionally maladjusted.
4. Getting Along with Others--in which 54 per cent say that they want people to like them more, 50 per cent want to make new friends, and 42 per cent wish they were more popular.
5. My Home and Family--in which the results of the survey indicate rather clearly the strong feelings of teenagers against their parents. Only a small minority of the students, however, feel that they are being held down or that they are being dominated.
6. Boy Meets Girl--in which is evidenced a felt need for better understanding of sex as well as for assistance in establishing standards of behavior. The great interest of young people in all matters relating to dating and to the other sex indicates the desirability of including units on these topics in the school curriculum. This would give the pupils an opportunity to consider their problems in a situation conducive to the airing of ambiguities.
7. Health--in the realm of health and personal hygiene, several items stand out as frequently mentioned problems.
8. Things in General--Many young people revealed a deep concern over world affairs, their desire to do something about intoler-

ance and injustice, and their conflicts over religious and ethical questions. World affairs, religion, and social ethics are the major problems which arise in this section.

1/

The Mooney Check List, Problem Check List, High School Form. --

Mooney built a check list, the function of which is to assist students in the expression of their personal problems. The form is similar to that of interest inventories except that the items reveal problems rather than interests. The student goes through the list underlining the problems which are of concern to him. He circles the ones of most concern and writes a summary in his own words.

His items are classified into eleven general areas:

1. Health and Physical Development
2. Finances, Living Conditions, and Employment
3. Social and Recreational Activities
4. Courtship, Sex, and Marriage
5. Social-Psychological Relations
6. Personal-Psychological Relations
7. Morals and Religion
8. Home and Family
9. The Future: Vocational and Educational
10. Adjustment to School Work
11. Curricula and Teaching Procedures.

Mooney felt that 30 problems in each classification were sufficient

1/Ross L. Mooney, Problem Check List, High School Form, Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1949.

to cover the range of problems in each area. He submits the check list not as a measuring device, not as an instrument providing a set score against which measurement can be taken, but rather as a method of providing suggestions and signs of things to be considered in forming hypotheses as to lines of action which might beneficially change the student.

^{1/}
The Regan Study on Awareness of Parents. -- Regan was concerned with the amount of information that parents had relative to the number and nature of personal problems held by students. Two hundred and thirty-two students from the Levi Warren Junior High School in the city of Newton, Massachusetts, were given the Mooney Problem Check List, Junior High School Form. One month later the test was administered to the parents of the same group of ninth graders. One hundred and ninety-six parents responded and only three were aware of all the problems confronting the youth. Forty-two were not aware of any of the problems confronting their children. The problems of the school were most frequently mentioned and most parents were aware of these but were least aware of the "boy and girl" area of problems.

Regan concluded that information should be imparted to parents on how to recognize problems existing among their children, that present-day subject matter should be re-evaluated, and that the curriculum should include the personal problems of youth as core subjects.

^{1/}Charles Bennett Regan, Parents' Awareness of Their Children's Problems, Unpublished Doctoral Dissertation, School of Education, Boston University, June, 1945.

Regan pointed out some of the limitations of the study:

1. The study was conducted during wartime conditions and certain factors existed which might not be present normally.
2. Only ninth graders from a particular type of suburban community were used in the study.

1/
Moore's Problems of High School Youth. -- This study was conducted in Malden, Massachusetts, and the purpose was to determine the degree of awareness of adults to the problems of the youth. The check list was built from the free writings of the 1,650 pupils in the Malden High School and administered to the following six adult groups:

1. Parents
2. Faculty of the high school
3. Clergy
4. Community Service Groups
 - a. Y.M.C.A.
 - b. Y.W.C.A.
 - c. Boy Scouts
 - d. Girl Scouts
5. Employers
6. Church Leaders

The following fourteen classifications were assigned to the problems:

1. Physical Appearance
2. Physical Health and Fitness

1/Helene Moore, Adult Awareness of the Problems of High School Youth, Unpublished Doctoral Dissertation, School of Education, Boston University, 1950.

3. Religion and Personal Philosophy
4. Moral Issues
5. Psychological Self-Acceptance
6. Relations with Others--Parents
7. Home and Family Relations
8. Relations with Others--Teachers
9. Administration of School Program
10. Achievement in School Work
11. Educational and Vocational Future
12. Relations with Others--Boys and Girls
13. Recreational and Social Opportunities
14. Finance

Moore states in her conclusions that of all the adult groups involved in the study the Faculty seemed to be most aware of the problems which troubled the pupils. In terms of understanding or awareness of the pupils' problems the adult groups were led by the Faculty, followed by the Parents, Employers, Community Service Leaders, Church Leaders, and finally by the Clergy.

^{1/}
The Starr Check List. -- This study involved approximately 1,650 pupils of the senior high school in the town of Brookline, Massachusetts. The purpose of the study was to determine the social and personal problems of the high school students and to show how these problems varied with age, sex, grade, and intelligence quotient.

^{1/}Irving S. Starr, An Analysis of the Problems of Senior-High-School Youth According to Age, Grade, Sex, and Intelligence Quotient, Unpublished Doctoral Dissertation, School of Education, Boston University, 1953.

The method was to build a check list from the free responses of the students concerned. Fourteen categories were chosen:

1. Concerning Myself
2. Health and Physical Appearance
3. Getting Along with Boys and Girls My Own Age
4. Getting Along with My Parents
5. Home and Family Life
6. Getting Along with Grown-ups
7. Getting Along with Teachers
8. School Life
9. Administration of a School Program
10. Concerning My Future
11. Money and Work
12. Religion
13. Moral Issues
14. Life in General.

The check list was devised from the free responses, and 300 problems were listed in Form A and Form B of the test.

Starr concluded that a modification of the curriculum could be inaugurated in terms of helping students to a solution of the real problems, fears, and anxieties. He further states that his study indicates need for the organization and presentation of a core course, including group guidance.^{1/}

The value studies and problem check lists reviewed here are all

^{1/}Starr, op. cit., p. 605.

indicative of a need for further research. Throughout the ages, the awareness of the problems and value-conflicts of individuals and groups has been evident. The new frontier in education must be concerned with the development and implementation of remedial methods which would include discussion techniques. In such an atmosphere pupils could critically examine their problems and conflicts for a better understanding of the self.

Our current groping in the field is expressed by the fact that we have no consistent psychological constellation about which we can build a definite pattern of etiology. In many physical diseases we find some pathogen in a given group of cases as, for example, the virus is the causative agent in most types of pneumonia. In behavior and in the learning process, however, there is no pathogen. The inner drives, motivations, and experiences of an individual are meshed into a complicated set of variables which moves the subject one way or another according to how the stimuli are received; hence, the needs and wants are determinants of considerable import in the selection of a value system. What conditions constitute these needs and wants and the influence that education has upon this very complex phenomenon is a moot question.

^{1/}
Maslow speaks of the failure, for thousands of years, of humanists to construct a naturalistic, psychological value system that could be derived from man's own nature. He expresses optimism, however, in man's ability to explore theories which have failed and to predict, even

^{1/}Abraham H. Maslow, New Knowledge in Human Values, Harper and Brothers, Publishers, New York, 1959.

though dimly, the shape of theories to come.

^{1/}
According to Jacob, no one has yet made a definitive identification of educational situations in which a real influence upon students' values are occurring. The limited studies which have been done are inconclusive for an adequate analysis of the variables accounting for exceptional impact, and the data are so varied that the different situations can hardly be compared.

^{2/}
The need for a certain degree of conformity is expressed by Raup:

"The progressive educators feel they know what they are seeking, but so also do the conservative academicians. The followers of Dewey affirm their aims with vigor, but only to be confronted with the equal vigor of the differing followers of Hutchins. The vocationalists confront the generalists. The indoctrinators tangle with those who promote a 'free' intellectual interest. The authoritarian and strict disciplinarians cannot work well with those who believe democratic classrooms build democratic character. The ardent religionists encounter the equally ardent non-sectarians. Severally, we educators may know each what he wants. But together, do we educators know what we want?"

The changes in our society are evident, and since the values of individuals are closely related to their useful intellectual attainment, it follows that we must concentrate on both concurrently. The educator must have an awareness of "What are the values of pupils?"

^{3/}
Mathews suggests that one of the greatest weaknesses of current

^{1/}Jacob, op. cit., p. 131.

^{2/}R. Bruce Raup, "Frontiers on Human Values," Progressive Education (October, 1948), 26:1-7.

^{3/}Mason Mathews, "Social Values and Research in Child Development," The Journal of Social Issues (1949), 4:5:47, The Society for the Psychological Study of Social Issues, Ann Arbor, Michigan.

research in personality development is the emphasis placed on the compilation of data from the maladjusted individual, the atypical American subgroup, and the primitive society. There is a paucity of observations of normal children and normal families who live in a relatively good emotional climate. These are the people who constitute the bulk of our society; it is with them that the schools, communities, and social scientists should be most concerned. These are the people whose behavior can be indicative of the changes which occur in our culture.

Education must consciously face its highly unknown future as it inevitably changes with the times. Kilpatrick^{1/} states that our situation, while changing, is, however flexible and, within limits, amenable to our control. In view of the uneven culture advance, the emphasis of education must be upon social-moral outlook and effective grasp in order to bring and keep these in pace with the trend toward the materialistic aspects of our civilization.

More testimony about the concern of educators for keeping pace in education with the changes in society is reflected by Kluckhohn:^{2/}

"If we are to do more than keep a finger in the dike, if we are to build upward out of the flood as well as stemming the tide of human misery and frustration, we must inject the study of human behavior, of the individual and his society, into the social process. This study must include the objective investigation of human values. People are not just driven by situational pressures; they are also pulled by idealized goals set by their culture."

^{1/}W. H. Kilpatrick, Education for a Changing Civilization, The Macmillan Company, New York, 1929, p. 317.

^{2/}Clyde Kluckhohn, Mirror for Man, Fawcett Publications, Inc., Greenwich, Connecticut, 1960, p. 217.

^{1/}
Kluckhohn goes on to say that the crisis of our age is a crisis of value and that the variant value systems are responsible for the contrasting human needs of different groups within the same culture.

The phenomenon of change is a consistent one, and the challenge of education is to give increased attention to current problems and issues. The conflict of individualism, self-dependency, self-direction, concurrent with the need for social dependency, social support, and community mindedness, presents a problem of reorientation. Teachers must be aware of the complex situations, and adjustments must be perpetual.

^{2/}
Relative to this, Harding feels that our consideration of current issues and problems, to be effective, must be consistent with sound principles of learning. That means beginning with the learners' determining what kind of issues and problems they face. What are their acceptances, their attitudes, their biases, their faiths, their beliefs, the nature of the neighborhood and community? Harding ^{3/} goes on to say:

"With a thoughtfully and carefully prepared inventory listing the major focal points of value-conflicts, the teacher is ready to proceed. Not revolution, no 'new curriculum' of strange import, but evolution of different materials of study. Longer, more frequent discussion periods in which pupils discuss issues and problems of concern to them, without imposition by superiors."

^{4/}
Harding concludes that only through his own experience does one

1/Kluckhohn, op. cit., p. 217.

2/L. W. Harding, "Building Values in a Problem-Centered Curriculum," Progressive Education (1948), 26:20.

3/Ibid., p. 21.

4/Ibid., p. 22.

develop values and set standards and that valuation is always in relationship to the personal qualities of the individual, formulated in terms of experiences. The value-approach to controversial issues is "What is right?" rather than "Who is right?"

In a similar article, Metcalf^{1/} states that an opportunity for pupils to re-examine their beliefs and attitudes by discussing them as controversial issues in a free and permissive atmosphere gives the teacher first-hand information as to the currently held attitudes and beliefs of the student. These beliefs can then be clarified and tested with data drawn from traditionally conceived material of instruction. This method is consistent with the "pragmatic doctrine" and fosters a unique technique for conservative inquiry. The road to free inquiry^{2/} is not always open, as evidenced in a statement by Childs:

"We live in a period of social change and transformation, and powerful groups who have vested interests in traditional arrangements and practices seek to curb freedom of inquiry and discussion both within and outside our schools.

"Thus in this period of transition, when it is of the utmost importance that the avenues of inquiry and communication be kept open, our schools are increasingly subjected to pressure by a variety of social groups."

Childs^{3/} goes on to say that children need practice in the kind of group discussion that allows for the integration of divergent points of view.

^{1/}Lawrence E. Metcalf, "Attitudes and Beliefs as Material of Instruction," Progressive Education (October, 1948), 27:127.

^{2/}John L. Childs, "Teachers and the Democratic Struggle," Progressive Education (February, 1950), 27:117.

^{3/}Ibid.

Educators may well take advantage of the flexibility of youth and their potential for enthusiastic broadening of their own horizons.

This can be effected by an exchange of views. Relative to this, White^{1/} says:

"The implications of this value for educational policy are far-reaching. It implies, for instance, that the ability to suspend final judgment, 'tolerate ambiguity' and to recognize the inevitable tentative character of all knowledge is a major goal toward which education in a democratic society should strive."

The group discussion technique seems consistent with the first of the four phases for thinking and valuing as suggested by Raup.^{2/} This first phase is for the group to clarify its common purpose. The next step is a survey of the data to be followed by a plan of action, with the final phase being the fusion of the ideal and the existent.

Beck^{3/} suggests that this entire process would be a mockery without this last imperative phase, which is to act upon one's values.

Further testimony to the increased interest in discussion techniques are comments by Herrold,^{4/} who states that a method which has been gaining prominence in the assistance of people with their search

^{1/}Ralph K. White, "Ultimate and Near-Ultimate Democratic Values," Progressive Education (April, 1950), 27:167-168.

^{2/}R. Bruce Raup, George E. Axtelle, Kenneth D. Benne, and B. Othanel Smith, Improvement of Practical Intelligence, Harper and Brothers, Publishers, New York, 1950.

^{3/}Robert Beck, "The Methodology of Decision and Policy Making," Progressive Education (April, 1950), 27:176.

^{4/}Kenneth F. Herrold, "Techniques for Sensitizing Individuals to Their Values," Progressive Education (April, 1950), 27:179.

for values and in their consideration of value-problems is nondirective counseling. He feels that ". . . it is one of the most sensible approaches to helping people to learn to think and to value."^{1/}

The demands on American education have reached unprecedented proportions in the last decade. A justifiable concern for lagging behind other nations in science or missile development has given even greater impetus to the teaching of subjects pertinent to these areas. A prominent question arises, however, relative to the possible neglect of equally important phases of the total educative process.

^{2/}
Mead states:

"It [the great crisis in education] is the great indifference and lack of effective education in the basic principles of living in our way of life, based upon democracy as a way of life, and in the ethical principles of the Hebraic-Christian teachings.

"When convictions do not exist as to fundamental morals, when motives are of the lowest level, we have failed in the education of those who exhibit such behavior. This is the real and greatest crisis in education."

It does not suffice, however, to speak of the needs of education without constructive suggestions as to the implementation of remedial procedures. In order to do this, many questions must be answered, such as: How does one absorb democratic values? How do adults perceive the children's values? Where do the values come from? What values are the best? and How do we agree on the best values?

^{1/}Herrold, op. cit., p. 179.

^{2/}A. R. Mead, "The Real Crisis in Education," Education (December, 1960), 81:231.

1/
 Millis, in discussing the absorbing of democratic values, speaks of democracy as the developing of a high degree of personal integrity. He means, by personal integrity, a person's belief and self-confidence in himself and his willingness to reason out his feelings to the best of his ability. But democracy without respect is an incomplete representation. The individual needs to consider that he has an obligation to help others develop this sense of personal integrity. Millis states, "If the democratic values are to be understood and learned by the pupils, they must be incorporated in the methods of teaching and in the total life of the pupils while in school."^{2/}

3/
 Moore feels that what children value is what they are taught to value either by direct or indirect means. The behavior of parents and teachers is what influences values in children; hence, this behavior must be under constant scrutiny. Moore^{4/} states further:

"'The American Way of Life' is derived by a unique combination of the religious teachings of love, kindness, and cooperation with the frontier values of individualistic achievement, competition, and the aggressive pursuit of personal success. How to balance this dichotomy of values so that it does not become the source of conflict in children and youth is one of the most complex problems of education in the family and in the schools."

A very crucial dilemma in formulating a course of action for teach-

^{1/}G. H. Millis, "Absorbing Democratic Values," Clearing House (December, 1958), 33:243.

^{2/}Ibid., p. 244.

^{3/}B. M. Moore, "Adults Look at Children's Values," Childhood Education (February, 1956), 32:257-261.

^{4/}Ibid., p. 258.

ing values is the determination of what values are best. Axtelle^{1/} feels that values are as varied as situations and communities and that the value in each situation is an action which most fully meets the demands of the situation. He states further:^{2/}

"It is true however that men have learned through their experience certain principles of social action. They have learned, for example, that truth, intelligence, inclusiveness, creativity and other qualities are essential to the cooperative act. We may indeed, as educators, plan to cultivate these qualities in the character of our students."

^{3/}Axtelle warns that we can deprive action of flexibility and intelligence if we ascribe absolute status to values. He suggests that such conceptions of values may represent the vested interests of groups who are unwilling to reconstruct themselves in accordance with the common interests of the community.

The foregoing may focus attention on the question of teaching values and its many attendant problems. The ordinary classroom procedure has gone on teaching content and testing for acquisition. Nostrand^{4/} states, "To stuff a learner with knowledge does not necessarily develop his capacity to think, refine his feelings, or improve his judgment."

^{5/}Moore feels that, because academic subjects occupy most of the

^{1/}George Axtelle, "How Do We Know What Values Are Best?" Progressive Education (April, 1950), 27:194.

^{2/}Ibid.

^{3/}Ibid., p. 195.

^{4/}Howard Lee Nostrand, "Toward Agreement on Cultural Essentials," Journal of General Education (January, 1958), 11:9.

^{5/}Willis Moore, "The Teaching of Values," Educational Record (October, 1947), 28:412-419.

school time, education must first determine what values should be taught and it must select or devise methods of communicating these values under academic circumstances.

^{1/}
Stendler points out the danger of the school attempting to teach values which run counter to those of its pupils. This becomes obvious when one considers the problems of a pupil from a lower culture or social class absorbing the middle class culture of the school. When a pupil learns two or more patterns for behaving, the seed is planted for the fostering of more value-conflicts.

^{2/}
As pointed out by Frumkin, the more education an individual has the less dogmatic he becomes. The more the pupil can learn about variant opinions the better will he be able to act upon the bases of reason and critical thinking. The teacher can be the image to reflect this kind of thinking upon the pupils.

Relative to the aforementioned problem of an individual learning values different from those imposed upon him by a lower culture, Shaf-
tel^{3/} states:

"When an individual steps into another culture, he tends to interpret the events he observes in terms of his own cultural experience. It is only with great effort, usually after some systematic preparation, that some individuals develop an awareness of their own cultural bias and acquire some objectiv-

^{1/}Celia Burns Stendler, "Class Biases in the Teaching of Values," Pro-
gressive Education (February, 1950), 27:123-126.

^{2/}R. M. Frumkin, "Dogmatism, Social Class, Values and Academic Achievement in Sociology," Journal of Educational Sociology (May, 1961), 34: 398-403.

^{3/}Fannie R. Shaftel, "Values in a World of Many Cultures," Educational Leadership (May, 1961), 18:489.

ity in viewing behavior in another culture, eventually achieve an empathic identification which enables them actually to view events through the perceptions of that culture."

1/
Bell stresses the importance of teachers' realizing that their values are based on a middle class culture and that, in many instances, these values may be considered as universal by the teacher. One outstanding example is that a positive value toward formal education is to a great extent determined by class.

2/
Arnstine stresses the importance of teachers themselves discussing values. The forces of acculturation are too powerful for one teacher or a group of teachers acting at cross purposes. He states further that it is not enough to introduce a set of values as being better than another. The task of education is to show why a value being taught is better than its opposite.

3/
The task, however, is not that of the school alone. Davis suggests another condition necessary if socialization of the individual is to take place. The parents must show love for the child and still impose certain limitations in a warning and punishing tone. This engenders love with discipline, an essential duet for the healthy growth of adolescents.

1/Robert B. Bell, "Social Class Values and the Teachers," Bulletin of the National Association of Secondary School Principals (December, 1956), 43:120-126.

2/Donald G. Arnstine, "Some Problems in Teaching Values," Educational Theory (July, 1961), 2:167.

3/Allison Davis and Robert Havighurst, Father of the Man, Houghton Mifflin Company, Boston, 1947, pp. 177-178.

It may be interesting to note here a study done by Rezler^{1/} at Roosevelt University in which he attempted to examine values of under-achievers as compared to achievers. One half of the achievers, who have not arrived at clear-cut vocational goals, are groping to find their values. They are searching for values in which they really can believe. The underachievers believe in the importance of getting a college degree to achieve social prestige and high income without strenuous work. They believe in conforming with group standards and having a good time while one is young. They also believe that one owes it to one's parents to attend college as an expression of gratitude. A very thought-provoking remark is made by Rezler when he states that the outstanding characteristic of our age is that parents themselves have no clear-cut value system to pass on to their children.

One might assume that the ambiguity of students in identifying their personal values may stem from their inability to make choices when confronted with variant systems. Here, again, the need is evident in terms of what the schools can accomplish. Benne^{2/} says:

"Our schools, unless they wish to foster and abet, by indirection if not by intent, unhealthy and dangerous points of view with respect to value judgment, whether that choices cannot be validated by intelligent methods or that the standards of some 'in group' are to be taken as absolutely right, must find an important place for study and practice of processes of personal and public choice within the school program."

1/A. G. Rezler, "Personal Values and Achievement in College," *Personnel and Guidance Journal* (October, 1960), 39:137-143.

2/Kenneth D. Benne, "Educating for Wisdom in Value Judgments," *Progressive Education* (April, 1950), 27:184.

A general statement by Davis^{1/} is pertinent as a preface to the summary of this chapter, when he states that all human problem-solving includes cultural learning. He defines culture as all behavior learned by the individual in conformity with a group. The definition is an all-inclusive one and obviates the need, not only to investigate the experiences of man, but to promulgate the findings for the improvement of society.

SUMMARY

A review of the literature would seem to indicate that the material out of which values are formulated is a complex mesh of interwoven variables, the accumulation of which forms a particular value-system. The needs and wants of an individual, his preferences and attitudes, his relation to other people, and the community are all conditions which directly or indirectly determine his ways of action. Whether the response to a stimulus is based on preferences stemming from a value-system whose origin lies in the roots of relativistic thinking or whether one adheres rigidly to the dogma of a hierarchy of absolutes is not the question here. Of considerable import is the impact such responses have on the society which produces the conditions which determine the particular value-system. People will learn more about valuation by discussing it; a difference of opinion encourages conservative inquiry. The schools have an obligation to promote such inquiry.

^{1/}Allison Davis, Social-Class Influences upon Learning, Harvard University Press, Cambridge, 1948, p. 59.

The writer is encouraged, therefore, to describe in the next chapter a design and its results which may, in some small measure, assist in the resolution of these problems.

CHAPTER III

RESEARCH PROCEDURES AND TECHNIQUES

1. Delimitation of the Term "Values"

Pupils hold many values in varying degrees of assurance or firmness. Since this study could not concentrate on the whole spectrum of human values, it was necessary to determine what value-areas were considered critical in the minds of pupils. It was felt that the areas which would emerge would be those which were most anxiety-laden in the group and that these values would crop up in a discussion either because they represented fields of doubt or conflict or guilt with the individual about which he discerns considerable defiance or noncompliance on the part of his peers or on the part of adults.

2. Techniques for Eliciting Problems

Group discussion.-- From the years of 1957 to 1961 social studies teachers and guidance personnel from the Weeks Junior High School attended courses in leadership under the direction of Edward Landy of Harvard and the Newton public schools. The methodology was based on discussion group technique where classes met weekly and teachers were able to introduce individual problems arising in the actual practice of group leadership.

Fifteen of the teachers who had completed at least one year of the in-service course entered into group discussion with approximately 350

pupils from the Weeks Junior High School representing grades seven, eight, and nine. Not more than 15 pupils were in any one of the groups. In order to maintain small groups it was necessary for some teachers to take more than one group during the course of a week.

The purpose of the discussions was for the pupils to discuss value-conflicts which gave them concern. After one year of these weekly meetings, a list of value-conflicts was constructed with three major categories and fourteen subdivisions, as follows:

A. Honesty v. Expediency relative to

- Cheating
- Petty Thievery
- Lying
- Promise-keeping

B. Conformity to Peers v. Holding Individual Values relative to

- School Work
- Courtesy to Peers
- Choice of Amusement
- Dress
- Respect for Authority (Parents and Other)

C. Self-Interest v. Social Feelings relative to

- Working without Recognition
- Helping Others without Personal Gain
- Taking Responsibility for Deficiency of Others
- Prejudice
- Justice

Robert Chin of the Boston University Human Relations Center, Donald Davidson, principal of Newton South High School, Edward Landy, parents, and teachers trained in group discussion and guidance examined the areas for additions or deletions.

Suggestions for additional value-conflicts were made by faculty members of the Boston University School of Education, and the following

areas were incorporated into category C:

Politics
Freedom
Conservative Inquiry
Culture
Progress and Change
Arts
Economics
Religion

Free-writing instrument.-- Although a full year was spent with pupils in discussing what problems were crucial to them, it was felt that the technique for eliciting responses would be strengthened with the use of free-writing. One hundred pupils who had not experienced group discussion, where the problems originated, were asked to list any problems they felt might not be included in the compiled list. An examination of the responses showed no new predictable conflict-areas.

The Starr Check List.^{1/} -- In order to further strengthen the technique for eliciting responses and to improve the construct validity of the instrument, the Starr Check List was adapted^{2/} and administered to 100 pupils who had not experienced group discussion. This group represented grades seven, eight, and nine. An analysis of these responses neglected to reveal any new problems not already listed in the previous categories.

^{1/}Irving S. Starr, An Analysis of the Problems of Senior-High-School Youth, According to Age, Grade, Sex, and Intelligence Quotient, Unpublished Doctoral Dissertation, School of Education, Boston University, 1953.

^{2/}See Appendix A for sample of questionnaire.

3. Construction of the Instrument

The anecdotes.-- In order to examine the expressed values of pupils in their conflict-areas, a series of anecdotes was written and compiled into booklet form. For example, in regard to Respect for Parents under category B, the following anecdote was submitted:

You are told by your parents that you are not to ride with a sixteen-year-old friend who has recently received his driver's license. Your parents are now in New York. The friend drives up and offers you a ride to the Center.

1. _____ You accept the ride.
2. _____ You do not accept the ride.

Why?

How do you think your parents would answer this problem?

In writing the anecdotes, the following criteria were used:

1. Anecdotes should be organized by type according to the list of value-conflicts.
2. There should be two anecdotes for each subdivision so that Form A and Form B of the instrument may be constructed.
3. Upon completion, the booklets were submitted to a group of parents and teachers for corrections, deletions, and additions. It was agreed that final corrections would be made after a pilot study was conducted.
4. A pilot study was conducted by a random selection of twelve pupils from each of the three grades. Every fifth pupil was selected and, because of alphabetical listing, a random sample

1/
was assured.

The booklets were then evaluated subjectively for structure, word ambiguity, and impression of the instrument by the pupil during the testing period.

Changes incorporated as a result of the pilot study.-- In an analysis of the pilot study data, it was found that there was considerable difficulty in handling the "why" responses of the pupils. It was felt that a statistical treatment of the data would be more significant if the pupils were given a series of alternative answers at the end of each anecdote. The most frequently occurring responses were selected from the pilot study and added in the following manner:

You accept the ride because

- ☐ 1. You feel that you are afraid to offend your friend.
- ☐ 2. You feel that your parents won't know anyway.
- ☐ 3. You feel that you want to spite your parents.

You do not accept the ride because

- ☐ 4. You feel that you promised your parents you wouldn't.
- ☐ 5. You feel that you might get caught.
- ☐ 6. You feel that he is not a capable driver.

How do you think your parents would answer this anecdote?

4. Plan of the Study

Administering the instruments.-- The instrument, which consists of companion anecdotes for each of the 22 conflict areas, was divided into

1/Quinn McNemar, Psychological Statistics, John Wiley and Sons, Inc., New York, 1949, p. 332.

two booklets, Form A and Form B. ^{1/} The total number of anecdotes for both forms totaled 44. The tests were administered to 598 pupils, with one half of the total population receiving Form A and one half receiving Form B.

Approximately 300 pupils of this group were engaged in group discussion for a period of six months with teachers trained in group leadership, as described above. A control group of approximately 300 pupils did not enter into group discussion. In order to reduce the possibility of contaminating the control group, all pupils in the experimental group were urged not to discuss the group sessions. To check the amount of contamination, a check list was administered to the experimental group at the termination of the six-month period stating:

- ☐ I did no talking about our group discussions.
- ☐ I did a little talking about our group discussions.
- ☐ I talked a great deal about our group discussions.

Table 1 shows the results of this check list.

^{1/}See Appendix B for sample booklets.

Table 1. Results of the Check List

	Grade 7		Grade 8		Grade 9		Total	
	F	Per Cent	F	Per Cent	F	Per Cent	F	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I did no talking about our group discussions.	17	13	5	9	8	13	30	12
I did a little talking about our group discussions.....	95	73	47	83	45	74	187	75
I talked a great deal about our group discussions.....	19	14	5	9	8	13	32	13
Total	133	53	57	23	61	24	249	100

Administration of the pre-test.-- Over one half of the entire school was involved in the testing. Classes were cancelled and the entire school was given over to the writer's direction. A sheet of directions ^{1/} was given to each teacher, who had already been oriented as to procedure at several previous meetings. The two forms of the instrument were distributed to 598 pupils, who were asked to sign their names and to fill in the religion, sex, age, and grade blanks with appropriate code numbers. Each pupil was assigned a number in order to insure that every pupils would take the correct form of the post-test.

No time limit was set, but information based on the pilot study indicated that at least 60 minutes, but no more than 90 minutes, would be needed to answer the 22 anecdotes. All pupils completed the test before the 90 minutes had elapsed.

^{1/}See Appendix C for directions.

Scoring procedure.-- A legend ^{1/} and code sheet ^{2/} were developed, with the code sheet showing a total of 57 blocks or cells to accommodate digital codes for the project number, the subject number, form, sex, age, grade, religion, pre-test or post-test, the subject's response, and the subject's perception of his parent's response. Blocks "14" to "57" were assigned to the pupil's response and the response the pupil thought his parent would give. The assigned digits for these responses ranged from "1" to "6" to include any of the six alternate answers for each anecdote. The number "9" was used to signify missing data either because the respondent was reluctant to answer or because of an occasional oversight.

The numbers from each of the 22 anecdotes in each of the 598 tests were recorded on the code sheets to facilitate the IBM computation.

Group discussion during the pre-test and post-test interim.--

Twenty groups of pupils numbering no more than 15 to a group were led by a teacher trained in the techniques of group leadership. Experience had shown it wise to separate the boys and girls for maximum freedom of discussion.

The role of the accepting leader, whom the students learn to regard as a nonjudgmental adult and who is sufficiently in tune with the group to help examine the springs of its own responses, is a difficult one. For this reason, group leaders met weekly to share their problems and successes in helping students learn to criticize and understand

^{1/}See Appendix D for legend.

^{2/}See Appendix E for code sheet.

themselves.

A most revealing method of describing the content of the pupils' discussions would seem to be the presentation of an example. The following account is by no means the most or least productive of the discussions but one indicative of some resistance and then progression to levels of feeling and wondering.

Jane: I don't think of myself all the time, before other people.

Mary (whose hand was raised): I was just going to say what Jane said.

Helen: Do you think we can discuss today?

Betty: The thing is, analyzing is silly. I won't say a person has this fault or that because it might hurt a person. It is no help to say in general.

Nancy: Analysis (of one another) doesn't do much good. I know some of my faults. It doesn't always help to be aware.

Helen: Is there a social problem at Weeks we could discuss?

Jane: If it's a problem, one wouldn't bring it up anyway.

Helen (viewing the hole in her sock and giggling): I have a problem. I want new socks. -- What kinds of problems come to the guidance officer?

Karen: I am worried about high school and this summer.

Betty: We will be small fish in a big pond.

Cynthia: There are two high schools.

Helen: It's not bad to be known. There are more opportunities. A few big wheels.

Ellen: It will be a lot different next year. There are two high schools. They won't be much bigger than Weeks.

Helen: Let us go back to the books.

Ann: We should have new books (SRA pamphlets).

Kathy: What did we do last week?

Ann: Not much.

Judy: Not much.

Nancy: Let's ask the boys what they did.

Ellen: Let's vote.

Nancy: We must decide how to do it.

Cynthia: Let's ask the boys what they did.

Jane: We have to find a way to do it. It would be too much of a bull session. We would gossip.

Helen: Do we have any books here today?

Eileen: Since there are no books (the group vetoed this months ago), we will have to look at ourselves.

Jane: Why look at oneself? I think too much about myself.

Nancy: The definition of a neurotic is that she's always examining herself and seeing things in relation to oneself.

Helen: That's not a neurotic. That's an introvert.

Jane: A person can think about oneself and be nice to other people.

Cynthia: I think I know what Jane means. In one's free time, one thinks about oneself.

Marcia: We could talk about segregation.

Betty: We could read about other people with real problems.

Helen: Thinking of others might help me.

Ellen: We think of ourselves so much. It's hard to see other people happy.

Betty: We gossip, not realizing what we are doing. We don't do it consciously.

Jane: When we sulk, it's good for one to think how lucky we are.

Cynthia: People change. They are so different, so rude.

Helen: No one seems to care how they act at home. If I'm in a bad mood, I take it out on my mother. I wish I could control my temper at home.

Jane: I take things out on my mother.

Marcia: People are different at home and at school.

Karen: At home parents take us as we are. No front is necessary.

Betty: I disagree with Karen. I'm more at ease when my parents are not around. I fight. I'm angry at the end of the day.

Mary: I'm not very nice at home. My mother tells me I can't be two people.

Ellen: That depends on your and your parents' mood.

Kathy: The attitude of the rest of the family has to do with how you act at home. I try to be nice to my parents. But if my brother is in a bad mood . . .

Nancy: Everyone is different at home from school. Some are nicer at home. More natural. Some are ashamed of their parents and so are very stiff.

Karen: I have more of a front with friends than with my family.

Helen: That has to do with relations with parents. I get along better with my father than with my mother. I see more of my mother. My father is always stricter. I get along with him better. I'm afraid to fight with my father.

Cynthia: My family often has business guests. I have to be so formal with my parents--and friendly.

Jane: There is more pressure at home. Little things at home matter.

Betty: Our family is together at dinner. We're all mad at what happened. We yell. My brother, third in our family, is the only boy. My parents are afraid he will get complexes.

Ellen: I can't act the same with friends as with my parents. My younger brother is like Betty's. He yells and screams if we call him a spoiled brat. We can't.

Nancy: So many little things annoy me. I get mad at my family. I don't know my friends that well.

Helen: I wish I could get along better with my sister (in grade 8). My friend has an older sister who is twenty-one. They get along so well. Their family life is so relaxed. So lovable. Friendly. So considerate. As a result, she's well adjusted and relaxed. I wish I could get along with my sister. How can you start things like that?

Ann: I have a sister eight years older and one between us. It's easier to get along when you don't compete (i.e., the age difference is so great).

Kathy: Age makes a difference.

Administration of the post-test.-- During the scoring of the pre-test all pupils had been assigned a number. Of the 598 pupils who took the pre-test, 106 did not answer all of the items. These booklets were discarded, leaving a total N of 492. In administering the post-test, all pupils who had submitted incomplete booklets were disqualified from taking the post-test. Test booklets were prepared in advance, with the number of each subject written on the front page. It was an easy task to see that each pupil was given the same form of the test in both situations.

The administering procedure was similar to the one used in the pre-test, with the entire school given over to the direction of this writer. Teachers were again oriented during private meetings, and a sheet of directions was distributed as in the pre-testing situation. Pupils were urged to answer each anecdote to the best of their ability.

Scoring of the post-test.-- The scoring procedure was identical to the method employed in the pre-test scoring. The same code sheet was used; all items were hand-scored, with the code sheets finally going to the IBM computers for tabulation. Thirteen pupils did not

complete the tests, reducing the final N to 479.

The testing of parents.-- In order to compare the responses of parents with those of the pupils, it was necessary to solicit the co-operation of 100 parents. A letter ^{1/} was sent out and the school building was kept open on one evening and on several afternoons. Parents were given alternate dates and were asked to choose the one most convenient.

The parents were asked to answer each anecdote according to their own way of thinking. In place of the question, "How do you think your parents would answer this anecdote?", was substituted the question, "How do you think your child answered this anecdote?". The parent was given a booklet with a number corresponding to his or her child's number. The reason for this was to assure that the same form was given to both the parent and the child. The scoring procedure was the same as that used for the pupils.

Reliability.-- Although a visual observation during the hand-scoring showed a high degree of similarity between the responses in Form A and Form B, it was felt that another technique for showing reliability would be used. It was decided that 30 pupils would be selected who were not involved in the study and that the instrument would be administered to this group before and after a two-week period. An Index of Reliability is shown in Table 2.

^{1/}See Appendix F.

Table 2. Index of Reliability of 30 Randomly Selected Pupils Taking the A Test and the B Test Before and After a Two-Week Period

Anecdote Number	Conflict Area	Per Cent Agreement Test A	Per Cent Agreement Test B
(1)	(2)	(3)	(4)
1	Honesty v. Expediency relative to Cheating.....	100	100
2	Petty Thievery.....	93	100
3	Lying.....	100	93
4	Promise Keeping.....	93	100
	Conformity to Peers v. Holding Individual Value relative to		
5	School Work.....	93	100
6	Courtesy to Peers.....		
7	Choice of Amusement.....	100	100
8	Dress.....	100	100
9	Respect for Parent Authority.....	100	100
	Self-Interest v. Social Feelings relative to		
10	Working without Recognition.....	100	100
11	Helping Others without Personal Gain.....	100	93
12	Taking Responsibility for the Deficiency of Others.....	100	100
13	Prejudice.....	100	100
14	Justice.....	87	100
15	Politics.....	100	100
16	Freedom.....	100	87
17	Conservative Inquiry.....	100	100
18	Culture.....	100	100
19	Progress and Change.....	100	100
20	Arts.....	100	100
21	Economics.....	100	100
22	Religion.....	100	100

A further study of the above table shows that out of 1,320 possibilities for an answer to be changed during the second administration of the tests, only nine inversions occurred. The total percentage of agreement was 99 per cent.

5. Statistical Treatment

Presentation of results.-- Aggregate responses were tabulated for each anecdote by percentages to present an overview of the general trend of responses.

The difference between the experimental and control groups in both the pre-tests of Forms A and B and the post-tests of the two forms were shown in chi-square tables.

Chi-square.-- Chi-square essentially tests whether the observed frequencies in a distribution differ significantly from the frequencies which might be expected. The expected frequencies may be known or may be estimated according to some hypothesis.

The basic formula is: ^{1/}

$$X^2 = \frac{(O-E)^2}{E}$$

wherein O equals the observed frequencies;

E equals the expected frequencies.

Relationship between experimental and control groups in the pre-test and in the post-test.-- For the purpose of this phase of the study the data will be pooled and the proportion of the sample totals will be used as expected frequencies. ^{2/} A sample problem is demonstrated. ^{3/}

^{1/}Allen L. Edwards, Statistical Analysis for Students in Psychology and Education, Rinehart and Company, Inc., New York, 1947, p. 240.

^{2/}Ibid., p. 247.

^{3/}See Appendix H for sample chi-square table and computation.

Relationship between pupils who answered one way in the pre-test and then answered differently in the post-test.-- In order to show the significance of the difference between pupils who answered positively in the pre-test and negatively in the post-test, and those who answered negatively in the pre-test and positively in the post-test, the following chi-square formula was used:^{1/}

$$X^2 = \frac{(a-d-1)^2}{a+d}$$

wherein a and d equal the diagonal of discrepancy;^{2/}

1 equals correction for continuity.

This same formula was used in the next phase of the study.

Relationship between the responses parents chose for their children and the children's actual responses and the answer children chose for their parents and the parents' actual responses.-- The formula shown above was used to test the significance of the differences between the group of parents who incorrectly chose a positive answer for their children and those who incorrectly chose a negative answer for their children.

The opinions of the children when asked to perceive their parents were treated in the same manner.

^{1/}McNemar, op. cit., p. 207.

^{2/}See Appendix G for sample.

CHAPTER IV

FINDINGS OF THE STUDY

1. The Sample

Size of the sample.-- The size of the basic sample was established at 598, with provision for the anticipated number of incompleting tests. In actual practice 119 respondents did not complete all of the items on the test, reducing the original basic sample to 479.

Subgroupings.-- Division of the aggregate total into groups according to the designated variables is shown in Table 3.

The total enrollment of the school approximated 1,000 pupils for the 1961-1962 school year.

Population characteristics.-- School attendance reports on religious holiday absentees indicate a high proportion of Jewish pupils enrolled at the Weeks Junior High School. It was noted that of the 479 pupils who were involved in this study 289 or 60 per cent were Jewish.

The high degree of proficiency of the students may be reflected in the office records, which show a median I.Q. of 114 for the entire school population.

Table 3 shows the distribution of the population according to grade, sex, form of the test taken, and the group in which the respondents participated.

Table 3. Distribution of Population According to Grade, Sex, Form, and Group

N	Grade	Sex	A Test		B Test	
			Experimental	Control	Experimental	Control
(1)	(2)	(3)	(4)	(5)	(6)	(7)
101	7	M	24	23	32	22
115	7	F	34	26	31	24
66	8	M	15	16	16	19
58	8	F	18	19	8	13
48	9	M	12	8	13	15
91	9	F	23	27	23	18
479			126	119	123	111

A further study of Table 3 shows a total of 245 pupils taking the A Test and 234 pupils taking the B Test. The number of pupils in the experimental and control groups totaled 249 and 230, respectively, for a total number of 479, which approximates one half of the entire school enrollment.

2. Results of the Test

General presentation.-- Compilations of the data gathered by the study are presented in a series of tables throughout this chapter. Because of the extensive treatment of the data in a separate section of this chapter, Tables 4, 5, and 6 are presented as an introductory overview with no statistical reference to the significance of the differences of the percentages.

3. Tables of Percentages

Honesty vs. Expediency Relative to Cheating, Petty Thievery, Lying, and Promise Keeping.-- A comparison of the responses of the pre-test with the post-test in Table 4 shows both the experimental group and the control group in both Test A and Test B decreasing in percentages of those selecting honesty over expediency.

In the four categories the percentages range from 45 per cent to 95 per cent selecting honesty over expediency in Pre-test A as compared to a range of 28 per cent to 89 per cent in the Post-test A.

In Pre-test B the percentages of those selecting honesty range from 70 per cent to 88 per cent, while in the post-test the range is 57 per cent to 83 per cent.

Table 4. Percentages of the Total Population Showing Positive and Negative Responses on the Four Anecdotes Under the Heading of Honesty vs. Expediency Relative to Cheating, Petty Thievery, Lying, and Promise Keeping

Anecdote No.	Relative to	Group	Pre-test A		Post-test A		Pre-test B		Post-test B	
			Hon-est	Expedient	Hon-est	Expedient	Hon-est	Expedient	Hon-est	Expedient
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Cheating	Experimental	45	55	28	72	87	13	77	23
		Control	52	48	32	68	87	13	76	24
2	Petty Thievery	Experimental	79	21	36	64	69	31	57	43
		Control	68	33	29	71	69	31	62	38
3	Lying	Experimental	92	8	89	11	84	16	80	20
		Control	95	5	75	25	88	12	83	17
4	Promise Keeping	Experimental	68	32	62	38	70	30	67	33
		Control	73	27	62	38	72	28	71	29

Conformity to Peers vs. Holding Individual Values Relative to School Work, Courtesy to Peers, Choice of Amusement, Dress, and Respect for Authority.-- Table 5 shows little discrepancy of percentages between the experimental and control groups in any of the five anecdotes.

Relative to school work, the holding of individual values over conformity to peers ranged from 66 per cent to 77 per cent. The lowest percentage holding individual values relative to courtesy to peers was 82 per cent.

Concerning the choice of amusement, 39 per cent to 51 per cent would conform to peers in the pre-test and 57 per cent to 67 per cent would conform to peers in the post-test.

The anecdote on dress poses the question of whether or not a pupil would wear a scout uniform to school and risk the ridicule of friends. More than 50 per cent of both groups would wear the uniform.

In Anecdote 9 concerning respect for authority, pupils in Test B indicate more respect for the police than those in Test A show for parents, although in both situations at least 70 per cent showed respect for authority.

Table 5. Percentages of the Total Population Showing Positive and Negative Responses on the Five Anecdotes Under the Heading of Conformity to Peers vs. Holding Individual Values Relative to School Work, Courtesy to Peers, Choice of Amusement, Dress, and Respect for Authority

Anecdote No.	Relative to	Group	Pre-test A		Post-test A		Pre-test B		Post-test B	
			Indi-vid-ual	Con-form	Indi-vid-ual	Con-form	Indi-vid-ual	Con-form	Indi-vid-ual	Con-form
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
5	School Work	Experimental	75	25	69	31	71	29	67	33
		Control	77	23	66	34	81	19	67	33
6	Courtesy to Peers	Experimental	83	17	82	18	88	12	87	13
		Control	82	18	85	15	87	13	86	14
7	Choice of Amusement	Experimental	55	45	44	56	42	58	34	66
		Control	49	51	49	51	39	61	33	67
8	Dress	Experimental	70	29	66	34	60	34	58	42
		Control	71	29	57	43	64	36	72	28
9	Respect for Authority	Experimental	71	29	62	38	75	25	76	24
		Control	70	30	70	30	85	15	78	22

Self-Interest vs. Social Feeling.-- Because Table 6 shows the frequency of the percentages of responses for thirteen anecdotes under this category, it was decided to consider each anecdote separately.

Anecdote 10, Working without Recognition.-- Test A is concerned with helping out for next year's Book Fair even though the pupil is moving to another part of the city and will attend another school next year. In the pre-test and post-test the percentages range from 66 per cent to 79 per cent of the pupils who would continue to help. The control group increased from 73 per cent to 79 per cent, while the experimental group decreased from 77 per cent to 66 per cent.

In the B Test the range was from 64 per cent to 88 per cent with the control group decreasing from 88 per cent to 86 per cent, while the experimental group decreased from 70 per cent to 64 per cent.

Anecdote 11, Helping Others without Personal Gain.-- The table shows that at least 75 per cent of each group in both tests would help the school or an individual without thinking of personal gain.

Anecdote 12, Taking Responsibility for the Deficiency of Others.-- Both the experimental and control groups taking Pre-test A show that 85 per cent would take the responsibility. In the post-test the control group remained constant but the experimental group decreased by 6 per cent. There were little differences in Test B, with the control group showing 71 per cent in the pre-test who were willing to accept the responsibility and 78 per cent in the experimental group who were willing to accept the responsibility. The two groups decreased 5 per cent and 6 per cent, respectively.

Anecdote 13, Prejudice.-- This anecdote related to the renting of a house to a Negro in a white community. At least 84 per cent of both groups asserted that the color of the individual would make no difference.

Anecdote 14, Justice.-- The Test A anecdote refers to pages torn out of a library book. The question concerned whether or not one should inform the librarian that a pupil was seen removing the pages. In the pre-test 63 per cent of the experimental group felt she should be told and 4 per cent less answered the same way in the post-test. The control group remained constant at 56 per cent, showing that a little less than half would not report it to the librarian.

In the B Test the anecdote refers to a voting situation and asked whether or not a pupil would vote for a friend even though a more qualified person were running for the same office. At least 76 per cent of both groups in the pre-test and post-test elected to vote for the best-qualified person.

Anecdote 15, Politics.-- In answer to the anecdote in Test A relative to pupils' roles in school administration, 39 per cent of the control group and 40 per cent of the experimental group in the A Test felt that they should have more to say about school policy. These figures increased by 9 per cent in the post-test for both groups.

In the B Test concerning the censoring of movies, 51 per cent of the control group felt that censors were necessary and 57 per cent of the experimental group agreed. These percentages changed to 47 and 43 per cent, respectively, in the post-test.

Anecdote 16, Freedom.-- In the answers to Test A relative to whether or not the United States should submit to the demands of Russia, 92 per cent of the control group and 96 per cent of the experimental group felt that we should not. In the post-test the control group percentage remained constant while the experimental group decreased by 3 per cent.

In Test B the "Better Dead than Red" question was considered. In the control and experimental groups 81 and 86 per cent, respectively, felt that it was better to fight than to submit. In the post-test the control group increased to 92 per cent while the experimental group increased to 91 per cent.

Anecdote 17, Conservative Inquiry.-- The anecdotes in Test A and Test B were related to inquiring about other religions. At least 90 per cent of both groups on both tests felt that it was right to know about other religions.

Anecdote 18, Culture.-- At least 87 per cent and as many as 97 per cent of the pupils in both groups felt that pupils from low cultural background could profit by exposure to college atmosphere or a more cultural type of environment.

Anecdote 19, Progress and Change.-- These anecdotes were concerned with majority and minority views. In Test A relative to a toll road causing property to be taken, 70 per cent of the control group and 73 per cent of the experimental group would not protest. In the post-test 59 per cent of the control group and 55 per cent of the experimental group would not protest for a decrease in percentages of both

groups.

In Test B the question was concerned with going along with a majority vote or adhering to the minority. At least 89 per cent of both groups would assent to the majority vote.

Anecdote 20, Arts.-- Here again the pupils' opinions of school subjects are considered. The question concerned whether or not the arts should give way to mathematics and science in the school curriculum. In the pre-test at least 67 per cent of both groups felt that the arts should remain. In the post-test at least 71 per cent favored the arts.

Anecdote 20, Economics.-- Relative to whether or not the goods of the world should be more evenly distributed, 51 per cent of the control group in Pre-test A felt that things are fine as they are. This figure rose to 57 per cent in the post-test. In the experimental group the percentages in favor of our present system of economics rose from 61 per cent in the pre-test to 66 per cent in the post-test.

In the B Test the control group showed 57 per cent in favor of our present system and the experimental group showed 70 per cent in favor. These percentages rose to 70 and 75, respectively, in the post-test.

Anecdote 22, Religion.-- The question here involved dating with pupils of a different faith and attending religious services in a different faith. At least 79 per cent of both groups felt that there was nothing wrong with this when they responded to the pre-test. In the post-test at least 85 per cent felt the same way, with increases in percentages ranging from 2 to 6 per cent.

Table 6. Percentages of the Total Population Showing Positive and Negative Responses on the 13 Anecdotes under the Heading of Self-Interest vs. Social Feelings

Anecdote No.	Relative to	Group	Pre-test A		Post-test A		Pre-test B		Post-test B	
			So-	Self-	So-	Self-	So-	Self-	So-	Self-
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
10	Working without Recognition	Experimental	77	23	66	34	70	30	64	36
		Control	73	27	79	21	88	12	86	14
11	Helping Others without Personal Gain	Experimental	75	25	84	16	90	10	87	23
		Control	81	19	87	13	92	8	90	10
12	Taking Responsibility for Deficiency of Others	Experimental	85	15	79	21	78	22	72	28
		Control	85	15	85	15	71	29	66	34
13	Prejudice	Experimental	87	13	84	16	90	10	87	13
		Control	84	16	84	16	96	4	92	8
14	Justice	Experimental	63	37	59	41	76	24	79	21
		Control	56	44	56	44	90	10	82	18

(continued on next page)

Table 6. (continued)

Anecdote No.	Relative to	Group	Pre-test A		Post-test A		Pre-test B		Post-test B	
			So- cial	Self- Inter- est	So- cial	Self- Inter- est	So- cial	Self- Inter- est	So- cial	Self- Inter- est
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	Politics	Experi- mental	40	60	49	51	57	43	43	57
		Control	39	61	48	52	51	49	47	53
16	Freedom	Experi- mental	96	4	93	7	88	12	91	9
		Control	92	8	92	8	81	19	92	8
17	Conserv- ative Inquiry	Experi- mental	93	7	91	9	98	2	95	5
		Control	93	7	90	10	97	3	95	5
18	Culture	Experi- mental	91	9	97	3	87	13	92	8
		Control	94	6	96	4	91	9	95	5
19	Progress and Change	Experi- mental	73	27	55	45	95	5	94	6
		Control	70	30	59	41	90	10	89	11
20	Arts	Experi- mental	82	18	80	20	71	29	77	23
		Control	85	15	83	18	67	33	71	29
21	Economics	Experi- mental	61	39	66	34	70	30	75	25
		Control	51	49	57	43	57	47	70	30

(concluded on next page)

Table 6. (concluded)

Anecdote No.	Relative to	Group	Pre-test A		Post-test A		Pre-test B		Post-test B	
			So-	Self-	So-	Self-	So-	Self-	So-	Self-
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
22	Religion	Experimental	87	13	91	9	81	19	87	13
		Control	86	14	88	12	79	21	85	15

4. Comparison of Experimental and Control Groups

The previous section showed tables of percentages indicating the general trend of responses to the 22 anecdotes in Test A and the 22 anecdotes in Test B. No reference of significance was made to this introductory phase of the chapter.

In Tables 7 through 16 the chi-square technique described in Chapter III is used to show the significance of the differences between the experimental and the control groups both in the Pre-tests A and B and in the Post-tests A and B. In order to be significant, the two-by-two table used, with one degree of freedom, would require a chi-square value of 3.84 on the .05 level and 6.64 on the .01 level.

Relationships between the experimental and control groups in Grade 7 on Form A of the pre-test and post-test.-- Table 7 shows no significant difference between the experimental and control groups in either the pre-test or the post-test.

This lack of difference tends to discount the effectiveness of the

group discussion experienced by this grade for a period of six months. It might also be suggested that seventh grade pupils arrive at the junior high school level with firmly established convictions about honesty, conformity to peers, and social feelings, and that these convictions, developed over twelve or thirteen years of life's experiences, are not so easily changed.

Table 7. Chi-Square Table Indicating Relationship Between the Experimental and Control Groups in Grade 7 on Form A of the Pre-test and Post-test

Anecdote No.	Conflict Area	Pre-test Chi-square	Post-test Chi-square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	.02	.16
2	Petty Thievery.....	1.41	.00
3	Lying.....	1.75	.01
4	Promise Keeping.....	.03	.81
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....		3.39
6	Courtesy to Peers.....	.01	.00
7	Choice of Amusement.....	.60	.00
8	Dress.....	.01	.04
9	Respect for Parent Authority.....	.34	
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	.05	2.88
11	Helping Others without Personal Gain...	3.48	.99
12	Taking Responsibility for the Deficiency of Others.....	.43	.01
13	Prejudice.....	.01	
14	Justice.....	.36	1.19
15	Politics.....	.00	.01
16	Freedom.....	.02	.05
17	Conservative Inquiry.....	.08	.09
18	Culture.....	.17	.47
19	Progress and Change.....	.77	.01
20	Arts.....	.04	1.37
21	Economics.....	.01	.00
22	Religion.....	.94	.20

Relationships between the experimental and control groups in Grade 8 on Form A of the pre-test and post-test.-- Table 8 shows a significant difference between the experimental and the control groups on Anecdote 1 relative to cheating, under the heading of Honesty vs. Expediency. On Anecdote 2, under the same heading and dealing with petty thievery, there was a significant difference between groups in the post-test. On Anecdote 20, relative to arts, under the heading of Self-Interest vs. Social Feelings, there was a significant difference in the pre-test.

On the cheating question, which asked whether or not a pupil would take money returned accidentally in the telephone coin return, 36 per cent of the experimental group taking the pre-test would return the money to the telephone company and 74 per cent of the control group would return the money to the telephone company. This difference is significant at the .01 level. In the post-test only 18 per cent of the experimental group and 44 per cent of the control group would return the money. This difference was significant at the .05 level. Because the increase of negative answers was proportionately greater in the control group, it seems fair to conclude that the group discussion experienced by the experimental group produced a deterrent effect causing a smaller drop in the percentage of pupils who chose the negative answer. It is difficult to understand why there should be a significant difference in the pre-test. One can only suggest that the tenor of the experimental group, with the anxieties of the pending group discussion, caused them to defiantly suggest that there is nothing wrong in taking

money from a telephone company.

It is possible to draw the same conclusions in Anecdote 2 relative to petty thievery, in which a pupil receives too much change from a stationery store clerk. Seventy per cent of the experimental group and 69 per cent of the control group would return the money in the pre-test for no significant difference. In the post-test, however, only 56 per cent of the experimental group and only 20 per cent of the control group would return the money to the stationery store clerk. Here again, as in the previous anecdote, both groups showed a lower percentage of pupils who would return the money in the post-test than in the pre-test. In reference to drawing similar conclusions, the writer alludes to the implication that the group discussion experienced by the experimental group afforded an opportunity to discuss the problem of petty thievery; hence, fewer pupils in this group chose the negative answer in the post-test than in the control group.

In Anecdote 20, relative to whether or not the arts should give way to mathematics and science in the school curriculum, there was a significant difference at the .05 level between the experimental and control groups taking the pre-test. The experimental group showed 70 per cent of the pupils in favor of maintaining the arts in the school curriculum while 94 per cent of the control group favored maintaining the arts. This difference was significant. In the post-test the experimental group dropped to 61 per cent in favor of maintaining the arts in the school curriculum while the control group decreased to 83 per cent in favor. This difference was not significant.

Once again it is possible to conclude that the discussion of this problem by the experimental group had some effect upon their views. The significant difference between the two groups in the pre-test may be attributed to the knowledge of the experimental group relative to the forthcoming discussions which, in a sense, were related more to the arts than to mathematics or science. It is not unreasonable to assume that pupils of this age group might experience some anxious moments about an unknown project and hence may show some rejection by suggesting that the arts give way to science and mathematics in the school curriculum. In the post-test there was no significant difference between the responses of the two groups, indicating a more proportionate balance of negative and positive responses.

In all of the remaining nineteen anecdotes the differences between the experimental and control groups were not significant.

It is obvious that the degree of firmness or assurance with which some values are held varies with the conflict area under inspection and also with the age level of the pupils involved. This eighth grade group showed significant differences between the experimental and control groups in three of the twenty-two anecdotes. In retrospect, the previous analysis of the seventh grade responses showed no significant differences.

Table 8. Chi-Square Table Indicating the Relationship Between the Experimental and Control Groups in Grade 8 on Form A of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	8.43**	4.69*
2	Petty Thievery.....	.03	8.63*
3	Lying.....	.33	1.00
4	Promise Keeping.....	.02	.47
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	.03	.89
6	Courtesy to Peers.....	.04	.22
7	Choice of Amusement.....	.04	3.77
8	Dress.....	.02	2.07
9	Respect for Parent Authority.....	.89	.47
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	.01	.94
11	Helping Others without Personal Gain...	.04	.01
12	Taking Responsibility for the Deficiency of Others.....	.08	.54
13	Prejudice.....	.01	.12
14	Justice.....	1.01	.05
15	Politics.....		.29
16	Freedom.....	.12	2.21
17	Conservative Inquiry.....	.00	.01
18	Culture.....	.78	.00
19	Progress and Change.....	.87	.01
20	Arts.....	5.48*	3.14
21	Economics.....	.04	.00
22	Religion.....	.01	.00

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the experimental and control groups in Grade 9 on Form A of the pre-test and post-test.-- Table 9 shows that, of the twenty-two anecdotes, a significant difference between the groups was found only in Anecdote 21 dealing with economics, under the heading of Self-Interest vs. Social Feelings. The difference occurred in the post-test and was highly significant at the .01 level.

The question was whether or not a more equal distribution of the world's goods would be better than our present economic system. In the pre-test 86 per cent of both the experimental and control groups stated that they were satisfied with our present economic system. In the post-test the percentage of pupils in the experimental group favoring our present economic system remained constant at 86 per cent, while the percentage in the control group dropped to 54 per cent affecting a difference between the two groups, significant at the .01 level.

One might conclude that the group discussions experienced by the ninth grade boys had some stabilizing effect on their responses. This was a period of time when all the media of communication expounded the collusion and bribery trials of some of the country's largest business corporations. Bids on government contracts were mutually and secretly agreed upon by competitive companies to guarantee an equal distribution of government money to the various business enterprises. It is not unreasonable to expect public protest of these illegal activities as represented in the responses of the control group, where 46 per cent expressed dissatisfaction with our present economic system.

Table 9. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 9 on Form A of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	.22	.00
2	Petty Thievery.....	2.68	.06
3	Lying.....	.09	.29
4	Promise Keeping.....	2.07	.24
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	.03	.06
6	Courtesy to Peers.....	.07	.00
7	Choice of Amusement.....	.02	.60
8	Dress.....	1.29	.51
9	Respect for Parent Authority.....	.01	.94
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	.41	.34
11	Helping Others without Personal Gain...	.11	.38
12	Taking Responsibility for the Deficiency of Others.....	1.86	.38
13	Prejudice.....	.39	.00
14	Justice.....	.78	2.12
15	Politics.....	.01	.00
16	Freedom.....	.24	.00
17	Conservative Inquiry.....	.00	.00
18	Culture.....	.33	.34
19	Progress and Change.....	1.21	.55
20	Arts.....	.50	.12
21	Economics.....	.00	8.47**
22	Religion.....	3.08	.91

** Significant at the .01 level.

Relationship between the experimental and control groups of girls on Form A of the pre-test and post-test.-- Only in the post-test of one anecdote was there any significant difference between the experimental and control groups. This occurred in Anecdote 10 dealing with a pupil's working without recognition. In the pre-test the experimental group showed 70 per cent who would help the school without the reward of recognition. There were 80 per cent in the control group who would help without the expectancy of their work being recognized. These percentages changed to 65 per cent for the experimental group in the post-test and 82 per cent for the control group in the post-test for a difference between the two groups significant at the .05 level.

In order to explain the 15 per cent loss of girls in the experimental group who would help in school affairs without expecting recognition for their work, the writer offers the following suggestion. There is general agreement among the faculty of this junior high school that school grades are an all-important factor in the lives of the youngsters. Pupils entered into the group discussion classes by giving up an English period or two each week. It is possible that, in talking over this problem during the group discussion periods, many felt that they themselves were not compensated in their English grades for the time spent away from the class. One may conclude that this protest was reflected in the post-test responses of the experimental group where a larger percentage than was evident in the pre-test stated that they would not work without recognition.

Table 10. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Girls on Form A of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	1.16	.12
2	Petty Thievery.....	1.03	.60
3	Lying.....	.02	.02
4	Promise Keeping.....	1.91	.92
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	.00	1.69
6	Courtesy to Peers.....	.00	2.13
7	Choice of Amusement.....	.75	
8	Dress.....	.02	2.47
9	Respect for Parent Authority.....	.05	2.56
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	.03	4.38*
11	Helping Others without Personal Gain...	.00	2.09
12	Taking Responsibility for the Deficiency of Others.....	.38	1.01
13	Prejudice.....	.07	.54
14	Justice.....	.68	.01
15	Politics.....	1.32	.01
16	Freedom.....	.21	.49
17	Conservative Inquiry.....	.47	.05
18	Culture.....	.47	.73
19	Progress and Change.....	.07	.01
20	Arts.....	.51	1.36
21	Economics.....	1.86	2.97
22	Religion.....	.48	.01

* Significant at the .05 level.

Relationship between the experimental and control groups of boys on Form A of the pre-test and post-test.-- There is a close relationship between Anecdote 10 which deals with a pupil's working without recognition, and Anecdote 11 which concerns the helping of others without personal gain. The reader will note that the girls in the experimental group protested more in the post-test than in the pre-test about working without recognition. In Anecdote 11, relative to helping others without personal gain, the boys of the experimental group showed a similar reaction, with 90 per cent of this group answering positively in the pre-test as compared to 83 per cent of the control group for no significant difference between the groups. In the post-test, however, only 77 per cent of the experimental group stated they would be willing to help others without personal gain as compared to 94 per cent of the control group. This difference was significant at the .05 level.

It is possible to conclude, as in the previous anecdote which involved a significant difference between the groups of girls, that many boys felt that they were helping to inaugurate group discussion classes but that they were being taken out of their English classes to do so and were not being compensated in their English grades for giving up their class time. There is general agreement among faculty members that the competitive spirit for high school grades is as intense among the boys as it is among the girls.

Table 11. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Boys on Form A of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	.02	.06
2	Petty Thievery.....	2.41	.08
3	Lying.....	1.22	.55
4	Promise Keeping.....	.07	.86
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	.39	.00
6	Courtesy to Peers.....	.04	.05
7	Choice of Amusement.....	.00	1.08
8	Dress.....	.10	.05
9	Respect for Parent Authority.....	.01	.01
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	1.86	.75
11	Helping Others without Personal Gain...	.67	4.80*
12	Taking Responsibility for the Deficiency of Others.....	.25	.08
13	Prejudice.....	2.02	1.16
14	Justice.....	.02	.57
15	Politics.....	1.81	.04
16	Freedom.....	.01	.01
17	Conservative Inquiry.....	.22	.02
18	Culture.....	.02	.81
19	Progress and Change.....	.05	.45
20	Arts.....	.03	.07
21	Economics.....	.28	.01
22	Religion.....	3.24	.69

* Significant at the .05 level.

Relationship between the experimental and control groups in Grade 7 on Form B of the pre-test and post-test.-- Seventh grade responses to the twenty-two items showed significant differences between the experimental and control groups in the post-test of two of the anecdotes.

In Anecdote 14, dealing with justice and asking whether or not a pupil would vote against a friend seeking office if the opponent was more qualified, 87 per cent of the experimental group and 75 per cent of the control group would vote for the best qualified person. This difference was not significant. In the post-test 89 per cent of the experimental group would vote for the best qualified person as compared to 72 per cent of the control group for a difference reaching the .05 level of significance.

In Anecdote 22, concerning religion, there was no significant difference in the pre-test, with 87 per cent of the experimental group and 75 per cent of the control group stating that there was nothing wrong in attending religious services of another faith. In the post-test, however, 88 per cent of the experimental group and 68 per cent of the control group felt that there was nothing wrong in attending services of another faith. This difference was significant at the .05 level.

In both of these anecdotes one might conclude that in the process of growth experienced during the first year of junior high school, the pupils, when left to themselves, tend to become more interested in the self, while those experiencing group discussion tend to become more liberal in their social feelings relative to justice and religion.

Table 12. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 7 on Form B of the Pre-test and Post-test

Anecdote No.	Conflict Area	Pre-test Chi-square	Post-test Chi-square
(1)	(2)	(3)	(4)
Honesty vs. Expediency relative to			
1	Cheating.....	.13	.19
2	Petty Thievery.....	1.22	1.03
3	Lying.....	.01	.27
4	Promise Keeping.....	.01	.42
Conformity to Peers vs. Holding Individual Value relative to			
5	School Work.....	.96	.01
6	Courtesy to Peers.....	1.22	1.50
7	Choice of Amusement.....	.28	.79
8	Dress.....	.26	2.86
9	Respect for Parent Authority.....	2.64	.26
Self-Interest vs. Social Feelings relative to			
10	Working without Recognition.....	2.53	2.57
11	Helping Others without Personal Gain...	.13	.05
12	Taking Responsibility for the Deficiency of Others.....	.10	.45
13	Prejudice.....	.00	.02
14	Justice.....	2.14	4.06*
15	Politics.....	.00	1.47
16	Freedom.....	.42	.00
17	Conservative Inquiry.....	.69	.11
18	Culture.....	.00	.15
19	Progress and Change.....	.68	.26
20	Arts.....	.00	.16
21	Economics.....	.39	.53
22	Religion.....	2.18	4.82*

* Significant at the .05 level.

Relationship between the experimental and control groups in Grade 8 on Form B of the pre-test and post-test.-- In twenty of the twenty-two anecdotes to which the eighth graders responded there were no significant differences between the experimental and control groups. Only in Anecdote 10, dealing with a pupil's willingness to work without recognition, and in Anecdote 22, which involves the religious question, were there significant differences between the two groups.

In the former anecdote, 60 per cent of the experimental group and 88 per cent of the control group asserted that they would protest if a science project which received much parent help were selected over theirs. This was considered the positive answer. The difference was significant at the .05 level. In the post-test the experimental group dropped to 50 per cent who would protest, while the control group increased to 91 per cent, establishing a difference between the two groups which was highly significant at the .01 level. It would seem that the more the experimental group talked about this problem, the less inclined they became to protest. On the other hand, the control group leaned more toward protesting about an obviously unfair award.

On the question of attending religious services of another faith, the control group remained reasonably constant, with 97 per cent in the pre-test and 100 per cent in the post-test asserting that there was nothing wrong in the visitation. The experimental group decreased from 83 per cent in the pre-test to 60 per cent in the post-test, establishing a difference in the post-test, between the groups, which was significant at the .01 level. The exchange of views, which was an integral

part of the group discussions, obviously induced a less tolerant attitude among members of the experimental group.

Table 13. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 8 on Form B of the Pre-test and Post-test

Anecdote No.	Conflict Area	Pre-test Chi-square	Post-test Chi-square
(1)	(2)	(3)	(4)
Honesty vs. Expediency relative to			
1	Cheating.....	.11	.02
2	Petty Thievery.....	1.00	2.72
3	Lying.....	.32	.00
4	Promise Keeping.....	.55	.04
Conformity to Peers vs. Holding Individual Value relative to			
5	School Work.....	.00	.51
6	Courtesy to Peers.....	.01	
7	Choice of Amusement.....	.23	.05
8	Dress.....	.90	1.81
9	Respect for Parent Authority.....	.00	.02
Self-Interest vs. Social Feelings relative to			
10	Working without Recognition.....	4.61*	9.56**
11	Helping Others without Personal Gain...	.60	.17
12	Taking Responsibility for the Deficiency of Others.....	.08	.05
13	Prejudice.....	3.45	.17
14	Justice.....	1.02	.02
15	Politics.....	.37	.44
16	Freedom.....	1.61	.00
17	Conservative Inquiry.....	.33	.07
18	Culture.....	.06	.23
19	Progress and Change.....	.66	.11
20	Arts.....	.02	.02
21	Economics.....	1.13	.05
22	Religion.....	3.51	10.31**

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the experimental and control groups in Grade 9 on Form B of the pre-test and post-test.-- The responses of the ninth graders showed no significant differences between the experimental and control groups except in the anecdote which deals with taking responsibility for the deficiency of others. Eighty-one per cent of the experimental group would assume the responsibility of cleaning up the picnic area after the friends had left the area littered with refuse. Only 55 per cent of the control group would assume the responsibility, establishing a difference between the groups significant at the .05 level. There was little difference in the responses of both groups in the post-test, thus maintaining the significant difference between the groups. Since the responses of both groups remained constant from the pre-test to the post-test, an inference is made that the group discussion experienced by the experimental group had little effect on the ninth graders.

The significant difference found in the pre-test can only be explained by the anticipatory state of mind of the experimental group, which had recently been assigned classes for group discussion. It is possible that this group answered as they felt they should answer, although this was not the case in most of the anecdotes.

Table 14. Chi-Square Table Indicating Relationship between the Experimental and Control Groups in Grade 9 on Form B of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....		.26
2	Petty Thievery.....	2.15	2.01
3	Lying.....	.01	.04
4	Promise Keeping.....	.12	.28
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	1.84	.00
6	Courtesy to Peers.....	3.08	3.08
7	Choice of Amusement.....	.00	.37
8	Dress.....	.01	.00
9	Respect for Parent Authority.....	.01	.04
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	3.12	2.03
11	Helping Others without Personal Gain...	.03	.33
12	Taking Responsibility for the Deficiency of Others.....	4.53*	5.29*
13	Prejudice.....	2.06	2.18
14	Justice.....	.75	.12
15	Politics.....	.12	.07
16	Freedom.....	.16	.01
17	Conservative Inquiry.....	.00	.36
18	Culture.....	.69	.46
19	Progress and Change.....	2.67	2.97
20	Arts.....	3.01	.60
21	Economics.....	2.58	.00
22	Religion.....	.00	.73

* Significant at the .05 level.

Relationship between the experimental and control groups of girls on Form B of the pre-test and post-test.-- Table 15 shows the difference between the groups to be significant in three of the twenty-two anecdotes.

In Anecdote 8, which is concerned with dress, under the heading of Conformity to Peers vs. Holding Individual Values, 69 per cent of the girls in the experimental group indicated in the pre-test that they would go along with the type of attire the group decided to wear for the day, as compared with 66 per cent of the control group. This difference was not significant. In the post-test 55 per cent of the experimental group and 79 per cent of the control group would conform to the group, establishing a difference which was significant at the .05 level. It is evident that the holding of individual values became more conspicuous in the group of girls who experienced group discussion, while it declined in the control group.

There was also a significant difference in the post-test of Anecdote 10, dealing with working without recognition. The experimental group remained constant from pre-test to post-test, with 77 per cent indicating a willingness to work without recognition, while the control group increased from 87 per cent to 94 per cent. One might conclude that it might be better if the pupils were not exposed to group discussion. The effect of group discussion varies, however, with the value under consideration. In Anecdote 14, for instance, which concerns voting for a friend or for a better qualified opponent, the experimental group increased in the number who would vote for the better candidate,

while the control group decreased in numbers from the pre-test to the post-test.

Table 15. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Girls on Form B of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	.06	.04
2	Petty Thievery.....	.23	.04
3	Lying.....	2.65	.07
4	Promise Keeping.....	.05	.12
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	.18	.05
6	Courtesy to Peers.....	.21	.03
7	Choice of Amusement.....	.10	.02
8	Dress.....	.03	6.37*
9	Respect for Parent Authority.....	.00	.55
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	3.17	5.24*
11	Helping Others without Personal Gain...	.33	2.21
12	Taking Responsibility for the Deficiency of Others.....	1.24	.93
13	Prejudice.....	2.43	2.43
14	Justice.....	.05	7.81**
15	Politics.....	1.71	.02
16	Freedom.....	.00	.03
17	Conservative Inquiry.....	.02	.01
18	Culture.....	.04	.41
19	Progress and Change.....	.87	.24
20	Arts.....	.03	.00
21	Economics.....	.75	.04
22	Religion.....	.03	1.74

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the experimental and control groups of boys on Form B of the pre-test and post-test.-- On the previous page it was suggested that the anecdote dealing with working without recognition be omitted from group discussion because, from pre-test to post-test, the experimental group of girls remained constant in the number who showed willingness to work without recognition, while the control group increased in number.

The only anecdote responded to by the boys, where there was any significant difference between the groups, was Anecdote 10, dealing with working without recognition. In this case, not only did the control group increase in the number who would work without recognition, but the experimental group decreased from 61 to 57 per cent. This difference was highly significant, producing a chi-square value of 10.04, which reached the .01 level of significance. In both cases of boys and girls, it would seem that the exchange of views experienced in group discussion produced an increase in self-interest and a decrease in social feelings in terms of working without recognition.

Table 16. Chi-Square Table Indicating Relationship between the Experimental and Control Groups of Boys on Form B of the Pre-test and Post-test

Anec- dote No.	Conflict Area	Pre-test Chi- square	Post-test Chi- square
(1)	(2)	(3)	(4)
	Honesty vs. Expediency relative to		
1	Cheating.....	.08	.02
2	Petty Thievery.....	.01	.22
3	Lying.....	.00	.00
4	Promise Keeping.....	.76	.16
	Conformity to Peers vs. Holding Individual Value relative to		
5	School Work.....	2.15	.00
6	Courtesy to Peers.....	.00	.00
7	Choice of Amusement.....	.01	.01
8	Dress.....	.45	.17
9	Respect for Parent Authority.....	.46	1.37
	Self-Interest vs. Social Feelings relative to		
10	Working without Recognition.....	5.78*	10.04**
11	Helping Others without Personal Gain...	.02	.00
12	Taking Responsibility for the Deficiency of Others.....	.00	.02
13	Prejudice.....	.58	.01
14	Justice.....	.43	.85
15	Politics.....	.04	.63
16	Freedom.....	.03	.04
17	Conservative Inquiry.....	.57	.01
18	Culture.....	.05	.02
19	Progress and Change.....	.22	.24
20	Arts.....	.25	.86
21	Economics.....	3.39	1.91
22	Religion.....	.00	.00

* Significant at the .05 level.

** Significant at the .01 level.

5. Comparison of Matched Groups

Comparison of pupils whose answers in the post-test differed from the answers they chose in the pre-test.-- The following section contains forty-four tables, one for each of the anecdotes in Forms A and B of the test, with chi-square values to show the significance of the differences between the group of pupils who changed from positive answers in the pre-test to negative answers in the post-test, and the group of pupils who changed from negative answers in the pre-test to positive answers in the post-test.

The terms positive and negative will be translated into the actual responses.

In order to be significant, the two-by-two table used with one degree of freedom would require a chi-square value of 3.84 at the .05 level and 6.64 at the .01 level. These requirements will persist throughout the next forty-four tables. Tables 17, 18, 19, and 20 fall under the heading of Honesty vs. Expediency.

Anecdote 1, Form A, relative to Cheating.-- This anecdote deals with the 80 cents falling into the telephone coin return. The pupil can either call the operator and return the money or keep it.

Table 17 shows that, when broken down into grade and sex, no significant chi-square value was evident, indicating that there would be as many pupils changing their answers from positive to negative as there would be changing from negative to positive in the post-test. An answer in which the pupil returns the money would be considered a positive answer.

The aggregate of boys and girls in all three grades, however, does show a significant difference both in the experimental and the control groups. In the experimental group 4 per cent of the boys who stated that they would keep the money changed their answers in the post-test and now felt that they would return the money. Twenty per cent who stated in the pre-test that they would return the money answered differently in the post-test, stating that they would not return the money to the telephone company.

The difference between these two groups was significant at the .05 level.

Nine per cent of the girls in all three grades who represented the experimental group changed from negative to positive and 24 per cent changed from positive to negative. This difference was also significant at the .05 level.

In the control group 4 per cent of the boys changed from negative to positive and 21 per cent changed from positive to negative for a difference significant at the .05 level.

The most significant change occurred with the girls in the control group who scored 7 per cent as changing from negative to positive, compared to 29 per cent changing from positive to negative. This difference produced a chi-square value of 8.65, which was significant at the .01 level.

Since both the experimental and control groups moved significantly toward the choice of keeping the money, it might be concluded that the group discussion experienced by the experimental group had no effect

upon the pupils relative to the answering of this anecdote.

Because this anecdote and the next three deal with Honesty vs. Expediency, a statement suggesting a possible reason for the recorded responses will be deferred to the end of Anecdote 4.

Table 17. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 1, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	7	29	6	25	2	8	9	38	1.13
	7	F	34	9	26	10	29	3	9	12	35	2.77
	8	M	15	1	7	2	13	0	0	12	80	.50
	8	F	18	4	22	5	28	1	6	8	44	1.50
	9	M	12	2	17	2	17	0	0	8	67	.50
	9	F	23	3	13	3	13	3	13	14	61	.17
	7-8-9	M	51	10	20	10	20	2	4	29	57	4.08*
	7-8-9	F	75	16	21	18	24	7	9	34	45	4.00*
Control	7	M	23	5	22	4	17	1	4	13	57	.80
	7	F	26	9	35	10	38	0	0	7	27	8.10**
	8	M	16	5	31	6	38	1	6	4	25	2.29
	8	F	19	8	42	7	37	2	11	2	11	1.78
	9	M	8	1	13	0	0	0	0	7	88	.00
	9	F	27	3	11	4	15	3	11	17	63	.00
	7-8-9	M	47	11	23	10	21	2	4	24	51	4.50*
	7-8-9	F	72	20	28	21	29	5	7	26	36	8.65**

* Significant at the .05 level.

** Significant at the .01 level.

Anecdote 2, Form A, relative to Petty Thievery.-- Anecdote 2 concerns the pupil who receives too much change from a clerk in a stationery store. The question is whether or not the pupil would return the money to a clerk who is now busy waiting on another customer. The answer was considered positive in the coding of responses if the pupil stated that the money would be returned.

Table 18 shows that, except for the girls in the experimental group of Grades 7, 8, and 9, there was no significant difference between the pupils who changed from a positive answer in the pre-test to a negative answer in the post-test, and those who changed from negative to positive.

Where the difference was significant at the .05 level, the girls demonstrated that 7 per cent changed from negative to positive, while 20 per cent changed from positive to negative.

The reader might note that in instances where the chi-square values of the experimental group almost reached a level of significance the trend was also toward a change from a positive to a negative answer.

Table 18. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 2, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
				F	%	F	%	F	%	F	%	
Experimental	7	M	24	15	63	5	21	2	8	2	8	.50
	7	F	34	22	65	7	21	1	3	4	12	3.13
	8	M	15	7	47	1	7	1	7	6	40	.50
	8	F	18	9	50	6	33	3	17	0	0	.44
	9	M	12	3	25	7	58	1	8	1	8	3.13
	9	F	23	16	70	2	9	1	4	4	17	.00
	7-8-9	M	51	25	49	13	25	4	8	9	18	3.77
	7-8-9	F	75	47	63	15	20	5	7	8	11	4.05*
Control	7	M	23	13	57	2	9	1	4	7	30	.50
	7	F	26	17	65	3	12	4	15	2	8	.00
	8	M	16	7	44	2	13	3	19	4	25	.00
	8	F	19	14	74	1	5	4	21	0	0	.80
	9	M	8	2	25	0	0	3	38	3	38	1.33
	9	F	27	12	44	7	26	4	15	4	15	.36
	7-8-9	M	47	22	47	4	9	7	15	14	30	.36
	7-8-9	F	72	43	60	11	15	12	17	6	8	.00

* Significant at the .05 level.

Anecdote 3, Form A, relative to Lying.-- This anecdote concerns the pupil who missed an examination and received the answers from a friend. The question is whether or not the pupil will admit this when asked about it by the teacher.

The only differences which were found to be significant, according to Table 19, occurred in the answers of the aggregate of the boys in the experimental group and the aggregate of the boys in the control group. Sixteen per cent of the boys who were in the experimental group

said they would admit having the answers but changed to a negative response in the post-test. Only 2 per cent of the boys who stated in the pre-test that they would cheat in the examination changed their answers in the post-test to state that they would admit having the answers. The difference between these changes in response was significant at the .05 level.

The trend in the control group of boys went in the same direction, with 11 per cent of the boys changing from positive to negative, while none of the boys changed from negative to positive, for a difference significant at the .01 level with a chi-square value of 9.09.

The reader will note that, while there were no significant differences elsewhere in Table 19, the trend from a positive to a negative answer was most conspicuous among the ninth grade boys of both the experimental and control groups.

Table 19. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 3, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
				F	%	F	%	F	%	F	%	
Experimental	7	M	24	21	88	2	8	1	4	0	0	.00
	7	F	34	28	82	2	6	4	12	0	0	.13
	8	M	15	13	87	2	13	0	0	0	0	.50
	8	F	18	16	89	2	11	0	0	0	0	.50
	9	M	12	7	58	4	33	0	0	1	8	2.25
	9	F	23	15	65	3	13	2	9	3	13	.00
	7-8-9	M	51	41	80	8	16	1	2	1	2	4.00*
	7-8-9	F	75	59	79	7	9	6	8	3	4	.00
Control	7	M	23	21	91	2	9	0	0	0	0	.50
	7	F	26	23	88	2	8	1	4	0	0	.00
	8	M	16	15	94	1	6	0	0	0	0	.00
	8	F	19	17	89	0	0	2	11	0	0	.50
	9	M	8	6	75	2	25	0	0	0	0	.50
	9	F	27	19	70	4	15	2	7	2	7	.13
	7-8-9	M	47	42	89	5	11	0	0	0	0	9.09**
	7-8-9	F	72	59	82	6	8	5	7	2	3	.00

* Significant at the .05 level.

** Significant at the .01 level.

Anecdote 4, Form A, relative to Promise Keeping.-- Anecdote 4

deals with the pupil who has promised neighbors to babysit on a Saturday and then receives an invitation to join friends at the beach. The question is whether or not the pupil should break his promise and join his friends. Table 20 shows that, except for the aggregate of girls in both the experimental and control groups, there were no significant differences between the pupils who answered positively in the pre-test by stating that they would not break their promise and then negatively

in the post-test and between those who changed from negative to positive.

Eight per cent of the girls in the experimental group changed from negative in the pre-test to positive in the post-test, while 21 per cent changed from positive to negative. This difference was significant at the .05 level.

Eight per cent of the girls in the control group changed from negative to positive and 24 per cent changed from positive to negative. This difference was also significant at the .05 level.

The trend of responses in these four anecdotes dealing with Honesty vs. Expediency indicates a change from a positive answer in the pre-test to a negative answer in the post-test. It might be suggested that during this junior high school period of growth and development pupils tend to become less honest. One cannot ignore the negative and inciting reporting of the daily newspapers, which thrive on the account of some corrupt political or business enterprise. It is not unreasonable to assume that pupils may ask how the ideals of the classroom will equip them for the realism of a competitive society. Perhaps a more positive approach would stem the tide and lessen the exaggerated gap between the real and the ideal.

Table 20. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 4, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
				F	%	F	%	F	%	F	%	
Experimental	7	M	24	15	63	4	17	3	13	2	8	.00
	7	F	34	17	50	6	18	3	9	8	24	.44
	8	M	15	11	73	0	0	1	7	3	20	.00
	8	F	18	7	39	6	33	2	11	3	17	1.13
	9	M	12	6	50	0	0	2	17	4	33	.50
	9	F	23	10	43	4	17	1	4	8	35	.80
	7-8-9	M	51	32	63	4	8	6	12	9	18	.10
	7-8-9	F	75	34	45	16	21	6	8	19	25	3.69*
Control	7	M	23	11	48	5	22	2	9	5	22	.57
	7	F	26	11	42	8	31	3	12	4	15	1.46
	8	M	16	9	56	1	6	2	13	4	25	.00
	8	F	19	13	68	2	11	2	11	2	11	.25
	9	M	8	4	50	1	13	2	25	1	13	.00
	9	F	27	15	56	7	26	1	4	4	15	3.13
	7-8-9	M	47	24	51	7	15	6	13	10	21	.00
	7-8-9	F	72	39	54	17	24	6	8	10	14	4.35*

* Significant at the .05 level.

Tables 21, 22, 23, 24, and 25 deal with Anecdotes 5, 6, 7, 8, and 9, respectively, which fall under the heading of Conformity to Peers vs. Holding Individual Values.

Anecdote 5, Form A, relative to School Work.-- Anecdote 5 deals with the problem of loaning homework to a friend who has asked for it. The pupil who would not loan the paper is considered to have answered positively.

Table 21 shows that the only significant difference between the pupils who answered positively in the pre-test and negatively in the

post-test and those who changed from negative to positive occurred among the eighth grade girls in the experimental group. None of the girls changed from negative to positive, while 33 per cent changed from positive to negative. This difference was significant at the .05 level and, hence, not due to chance. One might hazard an opinion that perhaps the group discussion experienced by the eighth grade girls effected the change. The importance of peer acceptance cannot be minimized at this age level, where the status symbol is the number of friends one has.

Table 21. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 5, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
				F	%	F	%	F	%	F	%	
Experimental	7	M	24	16	67	2	8	5	21	1	4	.57
	7	F	34	20	59	7	21	6	18	1	3	.00
	8	M	15	9	60	1	7	1	7	4	27	.50
	8	F	18	10	56	6	33	0	0	2	11	4.17*
	9	M	12	3	25	3	25	1	8	5	42	.25
	9	F	23	14	61	3	13	3	13	3	13	.17
	7-8-9	M	51	28	55	6	12	7	14	10	20	.00
	7-8-9	F	75	44	59	16	21	9	12	6	8	1.44
Control	7	M	23	11	48	5	22	1	4	6	26	1.50
	7	F	26	17	65	6	23	2	8	1	4	1.13
	8	M	16	11	69	1	6	2	13	2	13	.00
	8	F	19	12	63	4	21	3	16	0	0	.00
	9	M	8	2	25	5	63	0	0	1	13	3.20
	9	F	27	13	48	5	19	4	15	5	19	.00
	7-8-9	M	47	24	51	11	23	3	6	9	19	3.50
	7-8-9	F	72	42	58	15	21	9	13	6	8	1.04

* Significant at the .05 level.

Anecdote 6, Form A, relative to Courtesy to Peers.-- This anecdote confronts the pupil with the problem of joining or not joining a group of friends who plan to openly "make fun of" another pupil who is going to sing in a talent show.

Table 22 shows that there are no significant differences in any of the groups between those who stated in the pre-test that they would not join their friends and then stated in the post-test that they would, and those who answered vice versa.

One might conclude that the lack of any significant difference in either the experimental or control group shows little effect of the group discussion experienced by the experimental group in terms of answering this anecdote. It appears that this anecdote presents too flagrant an abuse of courtesy to peers; hence, most of the pupils rejected going along with the small group of conspirators. There was little reason for this majority to change from a positive to a negative answer.

Table 22. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 6, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	13	54	5	21	4	17	2	8	.00
	7	F	34	26	76	4	12	3	9	1	3	.00
	8	M	15	10	67	1	7	3	20	1	7	.25
	8	F	18	15	83	2	11	0	0	1	6	.50
	9	M	12	9	75	2	17	1	8	0	0	.00
	9	F	23	17	74	1	4	2	9	3	13	.00
	7-8-9	M	51	32	63	8	16	8	16	3	6	.63
	7-8-9	F	75	58	77	7	9	5	7	5	7	.83
Control	7	M	23	15	65	3	13	2	9	3	13	.00
	7	F	26	23	88	0	0	0	0	3	12	.00
	8	M	16	12	75	1	6	1	6	2	13	.50
	8	F	19	15	79	0	0	4	21	0	0	2.25
	9	M	8	4	50	2	25	1	13	1	13	.00
	9	F	27	22	81	1	4	3	11	1	4	.00
	7-8-9	M	47	31	66	6	13	4	9	6	13	.10
	7-8-9	F	72	60	83	1	1	7	10	4	6	3.13

Anecdote 7, Form A, relative to Choice of Amusement.-- This anecdote confronts the pupil with the problem of watching an educational TV program to supplement class work or watching a favorite program being shown on another channel. Watching the educational program was considered the positive answer.

Table 23 shows that the girls of the experimental group showed a significant difference at the .05 level between those who chose positive in the pre-test and negative in the post-test, and those who chose negative in the pre-test and positive in the post-test. Twenty-one per

cent changed from positive to negative, while only 7 per cent changed from negative to positive.

A further study of the table shows that the change from positive to negative is most conspicuous among the girls of the experimental group in Grades 7 and 8. It may be possible that these younger girls rejected the group discussions centered on the notion that perhaps they should give up their favorite programs. The writer suggests this as only one possible reason why a significant number changed from positive to negative. The pressures of this particular school stress the need for high scholastic achievement and, although the records show strong pupil endeavor, it is not unreasonable to suggest that, at some point, the pupils may protest against what seems to them unreasonable demands. Common sense awareness tells us that television is a very popular form of entertainment.

Table 23. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 7, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	9	38	5	21	4	17	6	25	.00
	7	F	34	17	50	6	18	1	3	10	29	2.29
	8	M	15	5	33	3	20	2	13	5	33	.00
	8	F	18	4	22	7	39	1	6	6	33	3.13
	9	M	12	3	25	2	17	1	8	6	50	.00
	9	F	23	6	26	3	13	3	13	11	48	.17
	7-8-9	M	51	17	33	10	20	7	14	17	33	2.12
	7-8-9	F	75	27	36	16	21	5	7	27	36	4.76*
Control	7	M	23	12	52	0	0	3	13	8	35	1.33
	7	F	26	10	38	4	15	2	8	10	38	.13
	8	M	16	7	44	1	6	4	25	4	25	.80
	8	F	19	10	53	2	11	1	5	6	32	.00
	9	M	8	2	25	1	13	0	0	5	63	.00
	9	F	27	6	22	3	11	1	4	17	63	.25
	7-8-9	M	47	21	45	2	4	7	15	17	36	1.14
	7-8-9	F	72	11	18	12	20	7	11	31	51	1.23

* Significant at the .05 level.

Anecdote 8, Form A, relative to Dress.-- This anecdote deals with wearing a scout uniform to school for a special program. The problem is that the pupil may be embarrassed because none of the friends had ever done this. Conforming to peers would be substituted for not wearing the uniform and being different. Wearing the uniform was considered the positive answer.

Table 24 shows that the seventh grade girls and the aggregate of girls in the experimental group were the only groups to show any sig-

nificant differences between the pupils who changed from positive to negative and those who changed from negative to positive in the pre-test to the post-test. Twenty-four per cent of the seventh grade girls changed from positive to negative, while only 3 per cent changed from negative to positive, for a difference between the two groups which is significant at the .05 level.

In the aggregate of girls in the experimental group, 24 per cent changed their answers from positive in the pre-test to negative in the post-test, while only 4 per cent changed from negative to positive. This was highly significant at the .01 level.

It might be concluded that the more these girls talked about the problem in group discussion the more apt they were to reject their original conviction that the uniform should be worn. There were no significant differences among the boys who perhaps are not so conscious of clothes as are the girls at this age level.

Table 24. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 8, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	18	75	2	8	1	4	3	13	.00
	7	F	34	19	56	8	24	1	3	6	18	4.00*
	8	M	15	12	80	2	13	0	0	1	7	.50
	8	F	18	4	22	6	33	1	6	7	39	2.29
	9	M	12	6	50	0	0	2	17	4	33	.50
	9	F	23	7	30	4	17	1	4	11	48	.80
	7-8-9	M	51	36	71	4	8	3	6	8	16	.00
	7-8-9	F	75	30	40	18	24	3	4	24	32	9.33**
Control	7	M	23	14	61	6	26	3	13	0	0	.44
	7	F	26	15	58	6	23	1	4	4	15	2.29
	8	M	16	13	81	1	6	1	6	1	6	.50
	8	F	19	10	53	1	5	1	5	7	37	.50
	9	M	8	4	50	1	13	1	13	2	25	.50
	9	F	27	11	41	2	7	4	15	10	37	.17
	7-8-9	M	47	31	66	8	17	5	11	3	6	.31
	7-8-9	F	72	36	50	9	13	6	8	21	29	.27

* Significant at the .05 level.

** Significant at the .01 level.

Anecdote 9, Form A, relative to Respect for Authority.-- The problem here concerns the daily meeting of friends at the local drugstore. The police have warned the boys to move away and not to congregate, but the boys have decided to go back. The choice the pupil must make is whether or not to join the group. This choice would be considered negative, whereas the respect for authority would be considered the positive answer.

Table 25 shows that, except for the ninth grade girls and the aggregate of girls in the experimental group, there were no significant differences between those who changed from positive in the pre-test to negative in the post-test, and those who changed from negative to positive.

None of the ninth grade girls changed from negative to positive, but 26 per cent changed from positive to negative for a difference which was significant at the .05 level.

Four per cent of the aggregate of girls changed from negative to positive, while 20 per cent changed from positive to negative. This difference was highly significant at the .01 level.

Once again it might appear that the group discussion experienced by the girls in the experimental group may have had some effect in the significant change from positive to negative answers. It would seem that the more the girls talked about this problem the more inclined they became to proclaim their individual rights. Perhaps the girls gained strength from one another in the group discussions to protest against what they previously accepted as the only reaction to the concept of authority.

Table 25. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 9, Form A

Group	Grade	Sex	N	+ + F %	+ - F %	- + F %	- - F %	Chi- square
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Experi- mental	7	M	24	13 54	5 21	4 17	2 8	.00
	7	F	34	20 59	7 21	3 9	4 12	.90
	8	M	15	5 33	2 13	4 27	4 27	.17
	8	F	18	11 61	2 11	0 0	5 28	.50
	9	M	12	5 42	2 17	1 8	4 33	.00
	9	F	23	12 52	6 26	0 0	5 22	4.16*
	7-8-9	M	51	23 45	9 18	9 18	10 20	.06
	7-8-9	F	75	43 57	15 20	3 4	14 19	6.72**
Control	7	M	23	11 48	3 13	4 17	5 22	.00
	7	F	26	17 65	3 12	3 12	3 12	.17
	8	M	16	11 69	0 0	0 0	5 13	.00
	8	F	19	11 58	4 21	3 16	1 5	.00
	9	M	8	3 38	2 25	0 0	3 38	.50
	9	F	27	16 59	3 11	4 15	4 15	.00
	7-8-9	M	47	25 53	5 11	4 9	13 28	.00
	7-8-9	F	72	44 61	10 14	10 14	8 11	.20

* Significant at the .05 level.

** Significant at the .01 level.

Tables 26 through 38 deal with Anecdotes 10 through 22, respectively, in the Form A test. The major heading for this group of anecdotes is Self-Interest vs. Social Feelings.

Anecdote 10, Form A, relative to Working without Recognition.--

The problem in this anecdote concerns the pupil who has been working for next year's Book Fair only to find that he or she is moving away and will not be at the school next year. The question is whether or not the pupil should continue to help.

Table 26 shows that there were no significant differences between those pupils who stated in the pre-test that they would help and then changed their answers in the post-test and those pupils who stated that they would not continue to help but then decided that they would as they answered the post-test.

The problem considered in this anecdote seemed no conflict to the pupils, most of whom would continue to help for next year's Book Fair. It seemed as though this was what one was expected to do; no group discussion or lack of it affected the attitudes of the pupil.

Table 26. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 10, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
				F	%	F	%	F	%	F	%	
Experimental	7	M	24	13	54	7	29	1	4	3	13	3.13
	7	F	34	18	53	9	26	3	9	4	12	2.08
	8	M	15	8	53	2	13	2	13	3	20	.25
	8	F	18	10	56	1	6	2	11	5	28	.00
	9	M	12	8	67	2	17	2	17	0	0	.25
	9	F	23	16	65	4	17	1	4	3	13	.80
	7-8-9	M	51	29	57	11	22	5	10	6	12	1.56
	7-8-9	F	75	43	57	14	19	6	8	12	16	2.45
Control	7	M	23	14	61	2	9	3	13	4	17	.00
	7	F	26	20	77	2	8	1	4	3	12	.00
	8	M	16	9	56	1	6	3	19	3	19	.25
	8	F	19	11	58	2	11	5	26	1	5	.57
	9	M	8	4	50	0	0	3	38	1	13	1.33
	9	F	27	19	70	3	11	3	11	2	7	.17
	7-8-9	M	47	27	57	3	6	9	19	8	17	1.39
	7-8-9	F	72	50	69	7	10	9	13	6	8	.06

Anecdote 11, Form A, relative to Helping Others without Personal Gain.-- The question is "Would you help a pupil who has been asked to get a group of boys to help put up chairs in the cafeteria?" This meant that the pupil would lose a chance to do some extra-credit work in the classroom. Helping the boys would constitute a positive answer.

Table 27 shows that there would be just as many pupils changing their answers from positive in the pre-test to negative in the post-test as there would be changing from negative to positive.

Here, again, the anecdote presented no problem serious enough to

effect any significant changes. Most of the pupils would help in both the pre-test and the post-test, and it appears that there was no need to discuss the issue.

Table 27. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 11, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	17	71	1	4	5	21	1	4	1.50
	7	F	34	20	59	4	12	5	15	5	15	.00
	8	M	15	11	73	2	13	2	13	0	0	.25
	8	F	18	14	78	0	0	2	11	2	11	.50
	9	M	12	7	58	1	8	4	33	0	0	.80
	9	F	23	17	74	1	4	2	9	3	13	.00
	7-8-9	M	51	35	69	4	8	11	22	1	2	2.40
	7-8-9	F	75	51	68	5	7	9	12	10	13	.64
Control	7	M	23	19	83	3	13	1	4	0	0	.25
	7	F	26	20	77	2	8	4	15	0	0	.13
	8	M	16	13	81	1	6	2	13	0	0	.00
	8	F	19	14	74	1	5	3	16	1	5	.25
	9	M	8	8	99	0	0	0	0	0	0	.00
	9	F	27	14	52	2	7	5	19	6	22	.57
	7-8-9	M	47	40	85	4	9	3	6	0	0	.00
	7-8-9	F	72	48	67	5	7	12	17	7	10	2.12

Anecdote 12, Form A, relative to Taking Responsibility for the Deficiency of Others.-- Anecdote 12 concerns the problem of a school cabinet officer who sees students deliberately damaging cafeteria chairs. The question is whether or not the pupil should report the incident. The positive answer was considered the one where the pupil would report the incident.

Table 28 shows that just as many pupils would change their answers from positive in the pre-test to negative in the post-test as would change from negative to positive.

The duty of the pupils seemed evident, with most of them selecting the positive answer in both the pre-test and post-test.

Neither the group discussion nor the lack of it effected any changes in either group. One might question the lack of conformity to peers, particularly if the offenders were friends of the cabinet officer, but experience has shown such offices to be highly sought. The pupils' preconceived notions of what to do in such a situation are not easily changed.

Table 28. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 12, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	17	71	2	8	1	4	4	17	.00
	7	F	34	26	76	2	6	3	9	3	9	.00
	8	M	15	12	80	2	13	1	7	0	0	.00
	8	F	18	11	61	4	22	1	6	2	11	.80
	9	M	12	8	67	3	25	0	0	1	8	1.33
	9	F	23	19	83	2	9	0	0	2	9	.50
	7-8-9	M	51	37	73	7	14	2	4	5	10	1.14
	7-8-9	F	75	56	75	8	11	4	5	7	9	.75
Control	7	M	23	16	70	4	17	2	9	1	4	.17
	7	F	26	21	81	2	8	2	8	1	4	.25
	8	M	16	15	94	1	6	0	0	0	0	.00
	8	F	19	14	74	1	5	1	5	3	16	.50
	9	M	8	4	50	3	38	1	13	0	0	.25
	9	F	27	19	70	1	4	6	22	1	4	2.29
	7-8-9	M	47	35	74	8	17	3	6	1	2	1.46
	7-8-9	F	72	54	75	4	6	9	13	5	7	1.23

Anecdote 13, Form A, relative to Prejudice.-- The question here concerns the renting of a house to a Negro in an all-white section of the community. Those pupils who stated that they would rent to a Negro were considered to have given a positive answer.

Table 29 shows no significant difference between the pupils who would change from positive in the pre-test to negative in the post-test and those who would change from negative to positive.

A further study of Table 29 shows that most of the pupils answered positively both in the pre-test and the post-test, indicating very

little prejudice evident according to the responses to this anecdote.

Table 29. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 13, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	22	92	1	4	0	0	1	4	.00
	7	F	34	29	85	2	6	0	0	3	9	.50
	8	M	15	14	93	0	0	1	7	0	0	.00
	8	F	18	11	61	2	11	4	22	1	6	.13
	9	M	12	9	75	2	17	1	8	0	0	.00
	9	F	23	12	52	5	22	3	13	3	13	.13
	7-8-9	M	51	45	88	3	6	2	4	1	2	.00
	7-8-9	F	75	52	69	9	12	7	9	7	9	.06
Control	7	M	23	21	91	0	0	0	0	2	9	.00
	7	F	26	22	85	2	8	1	4	1	4	.00
	8	M	16	15	94	1	6	0	0	0	0	.00
	8	F	19	17	89	0	0	1	5	1	5	.00
	9	M	8	4	50	1	13	0	0	3	38	.00
	9	F	27	19	70	1	4	1	4	6	22	.50
	7-8-9	M	47	38	81	1	2	1	2	7	15	.50
	7-8-9	F	72	58	81	3	4	3	4	8	11	.17

Anecdote 14, Form A, relative to Justice.-- Anecdote 14 deals with the problem confronting the pupil who sees another pupil tear pages out of a much-sought-after reference book. The question is whether or not the pupil should report the incident to the librarian.

Table 30 shows no significant difference between the pupils who stated they would report it when answering in the pre-test and then changed answers in the post-test by stating that they would not report it and the group of pupils who responded vice versa.

The offence mentioned in this anecdote is the source of constant complaints by pupils and faculty of this school. The responses of the pupils were almost evenly split among those who would and those who would not report the incident to the librarian. One can only conclude that the values held by the pupils relative to this particular problem remain unchanged.

Table 30. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 14, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	15	63	1	4	2	8	6	25	.00
	7	F	34	20	59	7	21	4	12	3	9	.36
	8	M	15	6	40	2	13	1	7	6	40	.00
	8	F	18	7	39	6	33	1	6	4	22	2.29
	9	M	12	6	50	0	0	2	17	4	33	.50
	9	F	23	7	30	2	9	3	13	11	48	.00
	7-8-9	M	51	27	53	3	6	5	10	16	31	.12
	7-8-9	F	75	34	45	15	20	8	11	18	24	1.13
Control	7	M	23	15	65	1	4	4	17	3	13	.80
	7	F	26	20	77	3	12	1	4	2	8	.17
	8	M	16	4	25	4	25	1	6	7	44	.80
	8	F	19	7	37	2	11	4	21	6	32	.13
	9	M	8	1	13	1	13	0	0	6	75	.00
	9	F	27	6	22	3	11	4	15	14	52	.00
	7-8-9	M	47	20	43	6	13	5	11	16	34	.00
	7-8-9	F	72	33	46	8	11	9	13	22	31	.00

Anecdote 15, Form A, relative to Politics.-- Anecdote 15 asks the question whether or not pupils should have more to say about school discipline, courses offered in the school, and school politics. The positive answer was the one in which the pupil felt that the administration should decide these matters.

Table 31 shows that the only difference of responses which was significant occurred in the aggregate of boys in the experimental group.

Twenty-five per cent of the boys in the experimental group answered negatively in the pre-test and then changed to a positive answer in the post-test. Six per cent answered positively in the pre-test and then changed to a negative answer in the post-test.

One might conclude that the more the boys discussed this problem the more prone they became to feeling that, perhaps, pupils should not have more to say about school administration.

Table 31. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 15, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	5	21	3	13	7	29	9	38	.90
	7	F	34	8	24	9	26	8	24	9	26	.00
	8	M	15	6	40	0	0	2	13	7	47	.50
	8	F	18	7	39	1	6	6	33	4	22	2.29
	9	M	12	2	17	0	0	4	33	6	50	2.25
	9	F	23	4	17	6	26	3	13	10	43	.44
	7-8-9	M	51	13	25	3	6	13	25	22	43	6.23*
	7-8-9	F	75	19	25	16	21	17	23	23	31	.00
Control	7	M	23	8	35	4	17	4	17	6	30	.13
	7	F	26	6	23	3	12	7	27	10	38	.90
	8	M	16	5	31	2	13	3	19	6	38	.00
	8	F	19	6	32	1	5	5	26	7	37	1.50
	9	M	8	1	13	2	25	1	13	4	50	.00
	9	F	27	4	15	5	19	6	22	12	44	.00
	7-8-9	M	47	14	30	8	17	8	17	17	36	.06
	7-8-9	F	72	16	22	9	13	18	25	29	40	2.37

* Significant at the .05 level.

Anecdote 16, Form A, relative to Freedom.-- The question in Anecdote 16 concerns whether or not we should accept the demands of Russia in order to prevent world destruction.

Table 32 shows no significant differences between the pupils who changed their answers from positive in the pre-test to negative in the post-test and those who changed from negative to positive.

The reader might note the high percentages in all groups who answered positively in both the pre-test and the post-test, indicating

that they would prefer not to accept the demands of Russia.

The problem presented in this anecdote contained no conflict for the pupils, resulting in consistent responses from each group in both the pre-test and post-test.

Table 32. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 16, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	22	92	1	4	0	0	1	4	.00
	7	F	34	32	94	2	6	0	0	0	0	.50
	8	M	15	15	99	0	0	0	0	0	0	.00
	8	F	18	16	89	0	0	2	11	0	0	.50
	9	M	12	11	92	0	0	0	0	1	8	.00
	9	F	23	21	91	1	4	0	0	1	4	.00
	7-8-9	M	51	48	94	1	2	0	0	2	4	.00
	7-8-9	F	75	69	92	3	4	2	3	1	1	.00
Control	7	M	23	22	96	1	4	0	0	0	0	1.00
	7	F	26	23	88	1	4	1	4	1	4	.50
	8	M	16	12	75	1	6	3	19	0	0	.25
	8	F	19	15	79	3	16	1	5	0	0	.25
	9	M	8	8	99	0	0	0	0	0	0	.00
	9	F	27	24	89	1	4	1	4	1	4	.50
	7-8-9	M	47	42	89	2	4	3	6	0	0	.00
	7-8-9	F	72	62	86	5	7	3	4	2	3	.12

Anecdote 17, Form A, relative to Conservative Inquiry.-- Anecdote 17 presents the pupil with an opportunity to attend a group meeting where questions may be asked of a rabbi, a priest, and a minister to clear up any questions on the Jewish, Catholic, and Protestant sections of the book One God. Willingness to attend was considered a positive answer.

Table 33 shows no significant differences in the changes of responses made by any of the groups. It is interesting to note that most of the pupils stated, in both the pre-test and the post-test, that they would attend such a meeting.

The responses to Anecdote 17 indicate a high degree of liberalism in terms of examining other religions. It is interesting to note that, in Anecdote 13, dealing with prejudice, a high degree of tolerance toward another race was demonstrated.

Table 33. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 17, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	20	83	2	8	1	4	1	4	.00
	7	F	34	30	88	2	6	1	3	1	3	.00
	8	M	15	13	87	1	7	0	0	1	7	.50
	8	F	18	15	83	2	11	0	0	1	6	.50
	9	M	12	11	92	0	0	1	8	0	0	.00
	9	F	23	20	87	1	4	2	9	0	0	.00
	7-8-9	M	51	44	86	3	6	2	4	2	4	.00
	7-8-9	F	75	65	87	5	7	3	4	2	3	.12
Control	7	M	23	19	83	0	0	1	4	3	13	1.00
	7	F	26	24	92	1	4	0	0	1	4	.50
	8	M	16	13	81	2	13	1	6	0	0	.00
	8	F	19	17	89	2	11	0	0	0	0	.50
	9	M	8	7	88	0	0	0	0	1	13	.00
	9	F	27	26	96	0	0	0	0	1	4	.00
	7-8-9	M	47	39	83	2	4	2	4	4	9	.25
	7-8-9	F	72	67	93	3	4	0	0	2	3	1.33

Anecdote 18, Form A, relative to Culture.-- Anecdote 18 was designed to elicit opinions from the students as to whether or not a pupil from a low cultural background who was accepted at Harvard on an experimental basis could succeed. Those who felt that the pupil could succeed were considered to have chosen the positive answer.

Table 34 shows no significant difference between the pupils who chose a positive answer in the pre-test and a negative answer in the post-test and those who changed from negative to positive.

A further study of Table 34 indicates that most of the pupils answered positively both in the pre-test and post-test.

Table 34. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 18, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	20	83	1	4	3	13	0	0	.25
	7	F	34	31	91	0	0	3	9	0	0	1.33
	8	M	15	12	80	0	0	2	13	1	7	.50
	8	F	18	16	89	0	0	1	6	1	6	.00
	9	M	12	12	99	0	0	0	0	0	0	.00
	9	F	23	22	96	1	4	0	0	0	0	.00
	7-8-9	M	51	44	86	1	2	5	10	1	2	1.50
	7-8-9	F	75	69	92	1	1	4	5	1	1	.80
Control	7	M	23	18	75	2	9	2	9	1	4	.25
	7	F	26	26	99	0	0	0	0	0	0	.00
	8	M	16	13	81	1	6	2	13	0	0	.00
	8	F	19	19	99	0	0	0	0	0	0	.00
	9	M	8	7	88	1	13	0	0	0	0	.00
	9	F	27	25	93	0	0	2	7	0	0	.50
	7-8-9	M	47	38	81	4	9	4	9	1	2	.12
	7-8-9	F	72	70	97	0	0	2	3	0	0	.50

Anecdote 19, Form A, relative to Progress and Change.-- Anecdote

19 concerns the toll road which will make it necessary for you to give up your home. The question is whether or not the pupil would offer protest, even though it is generally agreed that the road will benefit many. The pupil who would not protest was considered to have given a positive answer.

Table 35 shows that among both the seventh grade girls and the aggregate of boys in the experimental group, the differences between those who answered positive in the pre-test and negative in the post-test and those who answered negative in the pre-test and then changed to positive in the post-test were significant at the .05 level.

Six per cent of the seventh grade girls in the experimental group changed from positive to negative, while 32 per cent changed from negative to positive.

Eight per cent of the aggregate of boys in the experimental group changed from positive to negative, while 31 per cent changed from negative to positive.

One might conclude that in these two groups, after experiencing group discussion where the problem could be aired, a significantly larger number changed from negative to positive than changed from positive to negative.

During the time of this study, state-wide attention was being focused on the toll road controversy existing in the city of Newton. The extension of the toll road was to claim a great amount of property, and the high percentage of negative answers in Table 35 is indicative of the general feeling at the time.

Table 35. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 19, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	7	29	2	8	5	21	10	42	.57
	7	F	34	7	21	2	6	11	32	14	41	4.92*
	8	M	15	0	0	2	13	6	40	7	47	1.13
	8	F	18	2	11	3	17	3	17	10	56	.17
	9	M	12	1	8	0	0	5	42	6	50	3.20
	9	F	23	4	17	4	17	5	22	10	43	.00
	7-8-9	M	51	8	16	4	8	16	31	23	45	6.05*
	7-8-9	F	75	13	17	9	12	19	25	34	45	2.89
Control	7	M	23	6	26	1	4	4	17	12	52	.80
	7	F	26	9	35	3	12	6	23	8	31	.44
	8	M	16	1	6	3	19	4	25	8	50	.00
	8	F	19	7	37	1	5	1	5	10	53	.50
	9	M	8	1	13	0	0	2	25	5	63	.50
	9	F	27	2	7	2	7	6	22	17	63	1.13
	7-8-9	M	47	8	17	4	9	10	21	25	53	1.79
	7-8-9	F	72	18	25	6	8	13	18	35	49	1.90

* Significant at the .05 level.

Anecdote 20, Form A, relative to Arts.-- The question in Anecdote 20 concerns whether or not the school should drop music and art in order to devote more time to mathematics and science.

Table 36 shows no significant differences between the changes in responses. It is interesting to note the number of pupils who stated both in the pre-test and post-test that they would like these subjects retained.

It is possible that some pupils answered positively because they feared additional work in the already difficult areas of science and mathematics. This writer feels that a genuine concern over the possible loss of music and art prompted the recorded responses.

Table 36. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 20, Form A

Group	Grade	Sex	N	+ + F %		+ - F %		- + F %		- - F %		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	24	18	75	1	4	3	13	2	8	.25
	7	F	34	27	79	3	9	3	9	1	3	.17
	8	M	15	7	47	2	13	0	0	6	40	.50
	8	F	18	12	67	2	11	1	6	3	17	.00
	9	M	12	8	67	1	8	1	8	2	17	.50
	9	F	23	20	87	2	9	0	0	1	4	.50
	7-8-9	M	51	33	65	4	8	4	8	10	20	.12
	7-8-9	F	75	59	79	7	9	4	5	5	7	.36
Control	7	M	23	13	57	3	13	2	9	5	22	.00
	7	F	26	21	81	3	12	2	8	0	0	.00
	8	M	16	10	63	4	25	1	6	1	6	.80
	8	F	19	18	95	1	5	0	0	0	0	.00
	9	M	8	4	50	0	0	2	25	2	25	.50
	9	F	27	24	89	0	0	1	4	2	7	.00
	7-8-9	M	47	27	57	7	15	5	11	8	17	.83
	7-8-9	F	72	63	88	4	6	3	4	2	3	.00

Anecdote 21, Form A, relative to Economics.-- The question in Anecdote 21 concerns whether or not all of the goods of the world should be collected and distributed more equally. Those who stated that this should be done were considered to have answered negatively. Those who

expressed satisfaction with our present system of economics were considered to have answered positively.

Table 37 shows that, except for the seventh grade girls in the control group, there were no significant differences between the pupils who chose a positive answer in the pre-test and a negative answer in the post-test and those who changed from negative to positive.

Thirty-one per cent of the seventh grade girls changed from a negative answer in the pre-test to a positive answer in the post-test, while none of the girls changed from a positive to a negative answer.

It is possible that the six-month period of growth experienced between the pre-test and the post-test caused some seventh grade girls to reflect on their choice of a negative answer. Actually, the change became significant even though the number of pupils changing totaled only to eight. It is interesting to note that the change created new percentages which corresponded to the general proportion demonstrated by the remainder of the population. This proportion consisted of a little more than half selecting a positive answer and a little less than half selecting a negative answer.

Table 37. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 21, Form A

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	24	7	29	5	21	3	13	9	38	.13
	7	F	34	12	35	4	12	11	32	7	21	2.40
	8	M	15	7	47	2	13	1	7	5	33	.00
	8	F	18	8	44	1	6	2	11	7	39	.00
	9	M	12	12	99	0	0	0	0	0	0	.00
	9	F	23	18	78	1	4	1	4	3	13	.50
	7-8-9	M	51	26	51	7	14	4	8	14	27	.36
	7-8-9	F	75	38	51	6	8	14	19	17	23	2.45
Control	7	M	23	7	30	2	9	5	22	9	39	.57
	7	F	26	9	35	0	0	8	31	9	35	6.12*
	8	M	16	10	63	2	13	1	6	3	19	.00
	8	F	19	8	42	1	5	1	5	9	47	.50
	9	M	8	5	63	1	13	1	13	1	13	.50
	9	F	27	10	37	5	19	3	11	9	33	.13
	7-8-9	M	47	22	47	5	11	7	15	13	28	.83
	7-8-9	F	72	27	38	6	8	12	17	27	38	1.39

* Significant at the .05 level.

Anecdote 22, Form A, relative to Religion.-- Anecdote 22 deals with the problem of dating with a pupil of a different faith. Those who felt that there was nothing wrong with this were considered to have answered positively.

Table 38 shows no significant difference between the pupils who gave a positive answer in the pre-test and a negative one in the post-test and those who changed from negative to positive.

The reader may find it interesting to note the high percentage of pupils who answered positively in both the pre-test and post-test. It is also interesting to note that, while differences were not significant, the girls in the experimental group showed some tendency toward change from a negative to positive answer, producing a chi-square value of 3.13.

In Anecdotes 13 and 17 dealing with prejudice and conservative inquiry, the pupils demonstrated a high degree of tolerance and liberal thinking. This pattern holds true in Anecdote 22, with at least 85 per cent of the pupils stating that there was nothing wrong in dating a person of another faith. Furthermore, there were no significant differences in any of the three anecdotes mentioned above, indicating that pupils' enculturation has indoctrinated them with certain values relative to prejudice, conservative inquiry, and religion, and that these values are firm, hence not easily changed.

Table 38. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 22, Form A

Group	Grade	Sex	N	+ + F %	+ - F %	- + F %	- - F %	Chi-square
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Experimental	7	M	24	23 96	0 0	1 4	0 0	.00
	7	F	34	23 68	1 3	7 21	3 9	3.13
	8	M	15	14 93	0 0	0 0	1 7	.00
	8	F	18	15 83	0 0	0 0	3 17	.00
	9	M	12	10 83	2 17	0 0	0 0	.50
	9	F	23	21 91	0 0	0 0	2 9	.00
	7-8-9	M	51	47 92	2 4	1 2	1 2	.00
	7-8-9	F	75	59 79	1 1	7 9	8 11	3.13
Control	7	M	23	17 74	3 13	2 9	1 4	.00
	7	F	26	25 96	0 0	1 4	0 0	.00
	8	M	16	12 75	0 0	3 19	1 6	1.33
	8	F	19	18 95	0 0	0 0	1 5	.00
	9	M	8	7 88	1 13	0 0	0 0	.00
	9	F	27	18 67	1 4	2 7	6 22	.00
	7-8-9	M	47	36 77	4 9	5 11	2 4	.00
	7-8-9	F	72	61 85	1 1	3 4	7 10	.25

The following twenty-two tables deal respectively with each of the anecdotes in Test B. Anecdotes 1 through 4 fall under the heading of Honesty vs. Expediency.

Anecdote 1, Form B, relative to Cheating.-- Anecdote 1 concerns joining friends who have found a way of getting cokes out of the machine without putting in money. The pupils who stated that they would not join their friends were considered to have answered positively.

Table 39 shows that only among the aggregate of boys in the control group was there any significant difference between those who an-

swered positively in the pre-test and then negatively in the post-test and those who changed their answers from negative to positive. This difference was highly significant at the .01 level, with 2 per cent of the boys changing from negative to positive and 21 per cent changing from positive to negative.

Because this anecdote and the next three deal with Honesty vs. Expediency, a statement suggesting a possible reason for the recorded responses will be deferred to the end of Anecdote 4.

Table 39. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 1, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	21	66	8	25	2	6	1	3	2.50
	7	F	31	26	84	4	13	0	0	1	3	2.25
	8	M	16	11	69	2	13	1	6	2	13	.00
	8	F	8	8	99	0	0	0	0	0	0	.00
	9	M	13	5	38	1	8	1	8	6	46	.50
	9	F	23	18	78	3	13	2	9	0	0	.00
	7-8-9	M	61	37	61	11	18	4	7	9	15	2.40
	7-8-9	F	62	52	84	7	11	2	3	1	2	1.78
Control	7	M	22	16	73	3	14	1	5	2	9	.25
	7	F	24	21	88	3	13	0	0	0	0	1.33
	8	M	19	13	68	5	26	0	0	1	5	3.20
	8	F	13	12	92	1	8	0	0	0	0	.00
	9	M	15	6	40	4	27	0	0	5	33	2.25
	9	F	18	13	72	0	0	2	11	3	17	.50
	7-8-9	M	56	35	63	12	21	1	2	8	14	7.69**
	7-8-9	F	55	46	84	4	7	2	5	3	5	.16

** Significant at the .01 level.

Anecdote 2, Form B, relative to Petty Thievery.-- Anecdote 2 deals with the problem of entering a bus and being pushed in without giving the driver the ticket. The question is whether or not the pupil would take the time to give the driver the ticket. The pupils who stated that they would turn in the ticket were considered to have answered positively.

Table 40 shows that, except for the seventh grade boys in the experimental group and the aggregate of girls in the control group, there were no significant differences between the pupils who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from a negative to a positive answer.

Six per cent of the boys in the experimental group changed from negative to positive, while 31 per cent changed from positive to negative. This difference was significant at the .05 level.

Two per cent of the aggregate of girls in the experimental group changed from negative to positive and 15 per cent changed from positive to negative for a difference significant at the .05 level.

Table 40. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 2, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	16	50	10	31	2	6	4	13	4.08*
	7	F	31	20	65	4	13	2	6	5	16	.13
	8	M	16	11	69	2	13	1	6	2	13	.00
	8	F	8	4	50	1	13	1	13	2	25	.50
	9	M	13	2	15	0	0	2	15	9	69	.50
	9	F	23	14	61	5	22	0	0	4	17	3.20
	7-8-9	M	61	24	39	13	21	5	8	19	31	2.72
	7-8-9	F	62	38	61	10	16	3	5	11	18	2.77
Control	7	M	22	13	59	5	23	2	9	2	9	.57
	7	F	24	19	79	4	17	0	0	1	4	.75
	8	M	19	9	47	3	16	3	16	4	21	.17
	8	F	13	12	92	1	8	0	0	0	0	.00
	9	M	15	0	0	3	20	3	20	9	60	.17
	9	F	18	6	33	3	17	1	6	8	44	.25
	7-8-9	M	56	22	39	11	20	8	14	15	27	.21
	7-8-9	F	55	37	67	8	15	1	2	9	16	4.00*

* Significant at the .05 level.

Anecdote 3, Form B, relative to Lying.-- Anecdote 3 deals with the problem of whether or not to admit leaving borrowed books at home when the rules stated that the books may be kept overnight only. The pupil would lose borrowing privileges if such an admission were made. Those who stated that they would admit leaving the books at home were considered to have answered positively.

Table 41 shows that only among the aggregate of girls in the experimental group was there a significant difference between those who

answered positively in the pre-test and negatively in the post-test and those who changed from negative to positive.

Three per cent of the aggregate of girls in the experimental group changed from negative answers in the pre-test to positive answers in the post-test, while 18 per cent changed from positive to negative answers. This difference was significant at the .05 level.

One might conclude that the girls in the experimental group may have become less honest after six months of group discussion during which time the problem of lying was considered.

Table 41. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 3, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	21	66	6	19	4	13	1	3	.10
	7	F	31	24	77	6	19	1	3	0	0	2.29
	8	M	16	12	75	1	6	3	19	0	0	.25
	8	F	8	7	88	1	13	0	0	0	0	.00
	9	M	13	6	46	2	15	2	15	3	23	.25
	9	F	23	18	78	4	17	1	4	0	0	.80
	7-8-9	M	61	39	64	9	15	9	15	4	7	.56
	7-8-9	F	62	49	79	11	18	2	3	0	0	4.92*
Control	7	M	22	16	73	3	14	2	9	1	5	.00
	7	F	24	20	83	2	8	1	4	1	4	.00
	8	M	19	14	74	0	0	1	5	4	21	.00
	8	F	13	12	92	0	0	1	8	0	0	.00
	9	M	15	11	73	2	13	1	7	1	7	.00
	9	F	18	11	61	3	17	2	11	2	11	.00
	7-8-9	M	56	41	73	5	9	4	7	6	11	.00
	7-8-9	F	55	43	78	5	9	4	7	3	5	.00

* Significant at the .05 level.

Anecdote 4, Form B, relative to Promise Keeping.-- Anecdote 4 concerns the pupil who promised to help on a paper drive for needy families and then gets invited to an out-of-state football game. The question is whether or not the pupil should keep the promise and help with the drive. Those who stated that they would help with the drive were considered to have answered positively.

The only significant difference between those who selected a positive answer in the pre-test and then selected a negative answer in the post-test and those who changed from negative to positive occurred among the aggregate of girls in the control group. Five per cent changed from negative to positive, while 22 per cent changed from positive to negative. This difference was significant at the .05 level.

In these first four anecdotes of Test B under the heading of Honesty vs. Expediency, there occurred five significant changes between those who chose honesty in the pre-test and expediency in the post-test and those who chose expediency in the pre-test and honesty in the post-test. In all cases the change turned from a positive answer to a negative answer. This corroborates a previous statement made by the writer at the end of Anecdote 4 of Test A that pupils tend to become less honest as they proceed through junior high school. Here, again, it is suggested that the flagrant publicity given to political and business corruption influences pupils. It has not been uncommon for group discussion leaders to hear comments such as "We are not so naive now. You've got to cheat to get ahead."

Table 42. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 4, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	18	56	5	16	3	9	6	19	.13
	7	F	31	24	77	4	13	0	0	3	10	2.25
	8	M	16	7	44	2	13	2	13	5	31	.25
	8	F	8	5	63	0	0	0	0	3	38	.00
	9	M	13	3	23	1	8	3	23	6	46	.25
	9	F	23	14	61	2	9	3	13	4	17	.00
	7-8-9	M	61	28	46	8	13	8	13	17	28	.63
	7-8-9	F	62	43	69	6	10	3	5	10	16	.44
Control	7	M	22	15	68	2	9	3	14	2	9	.00
	7	F	24	17	71	2	8	1	4	4	17	.00
	8	M	19	9	47	4	21	1	5	5	26	.80
	8	F	13	8	62	3	23	1	8	1	8	.25
	9	M	15	8	53	1	7	0	0	6	40	.00
	9	F	18	5	28	7	39	1	6	5	28	3.13
	7-8-9	M	56	32	57	7	13	4	7	13	23	.36
	7-8-9	F	55	30	55	12	22	3	5	10	18	4.27*

* Significant at the .05 level.

Anecdotes 5 through 9 fall under the heading of Conformity to Peers vs. Holding Individual Values.

Anecdote 5, Form B, relative to School Work.-- Anecdote 5 is concerned with the problem of joining friends for entertainment and copying a friend's homework or staying at home to do the work. The pupils who elected to stay at home were considered to have chosen the positive answer.

Table 43 shows that the aggregate of boys in the experimental

group demonstrated a significant difference at the .05 level between the boys who selected a positive answer in the pre-test and a negative answer in the post-test and those who selected a negative answer in the pre-test and a positive one in the post-test. Three per cent of the boys changed from negative to positive, while 18 per cent changed from positive to negative.

Evidence seems to indicate that the boys experiencing group discussion feel freer to copy someone else's homework. This is consistent with the negative trend of previous anecdotes. This might conceivably be interpreted to mean that group discussion, in some instances and with some groups, produces a negative effect.

Table 43. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 5, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	21	66	6	19	2	6	3	9	1.13
	7	F	31	20	65	8	26	2	6	1	3	2.50
	8	M	16	10	63	3	19	0	0	3	19	1.33
	8	F	8	4	50	1	13	1	13	2	25	.50
	9	M	13	7	54	2	15	0	0	4	31	.50
	9	F	23	14	61	4	17	1	4	4	17	.80
	7-8-9	M	61	38	62	11	18	2	3	10	16	4.92*
	7-8-9	F	62	38	61	13	21	4	6	7	11	3.77
Control	7	M	22	14	64	4	18	2	9	2	9	.12
	7	F	24	13	54	5	21	3	13	3	13	.13
	8	M	19	11	58	3	16	2	11	3	16	.00
	8	F	13	10	77	2	15	1	8	0	0	.00
	9	M	15	3	20	3	20	4	27	5	33	.00
	9	F	18	10	56	2	11	2	11	4	22	.25
	7-8-9	M	56	28	50	10	18	8	14	10	18	.56
	7-8-9	F	55	33	60	9	16	6	11	7	13	.27

* Significant at the .05 level.

Anecdote 6, Form B, relative to Courtesy to Peers.-- This anecdote confronts the pupil with the problem of being invited to a party and knowing that his or her friends are going to "crash" the party. The problem is whether or not to inform the hostess, who is also a pupil at the same school.

Table 44 shows that there were no significant differences between the pupils who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from negative

to positive.

It is interesting to note that most of the pupils in each of the groups chose the positive answer both in the pre-test and the post-test. The anecdote seems to have produced no value conflict.

Table 44. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 6, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	23	72	2	6	3	9	4	13	.00
	7	F	31	23	74	3	10	4	13	1	3	.00
	8	M	16	12	75	1	6	2	13	1	6	.00
	8	F	8	8	99	0	0	0	0	0	0	.00
	9	M	13	11	85	2	15	0	0	0	0	.50
	9	F	23	22	96	1	4	0	0	0	0	.00
	7-8-9	M	61	46	75	5	8	5	8	5	8	.10
	7-8-9	F	62	53	85	4	6	4	6	1	2	.13
Control	7	M	22	18	82	0	0	2	9	2	9	.50
	7	F	24	22	92	1	4	1	4	0	0	.50
	8	M	19	16	84	1	5	0	0	2	11	.00
	8	F	13	11	85	1	8	1	8	0	0	.50
	9	M	15	9	60	1	7	1	7	4	27	.50
	9	F	18	14	78	3	17	0	0	1	6	1.33
	7-8-9	M	56	43	77	2	4	3	5	8	14	.00
	7-8-9	F	55	47	85	5	9	2	4	1	2	.57

Anecdote 7, Form B, relative to Choice of Amusement.-- Anecdote 7 presents the problem of attending a school movie, the proceeds of which will go to charity, or joining friends at a local movie. Those who would go to the charity movie were considered to have answered positively.

Table 45 shows that 31 per cent of the seventh grade boys in the experimental group changed from a positive answer in the pre-test to a negative answer in the post-test, while only 6 per cent changed from a negative to a positive answer. This difference was significant at the .05 level.

Comparing the seventh grade boys with the ninth grade boys, the reader may note that in the experimental group 62 per cent of the boys answered negatively in both the pre-test and post-test, as compared with 44 per cent of the seventh grade boys. With an additional 31 per cent of the seventh grade boys changing from positive to negative, it would seem as though just as many seventh grade boys answered negatively in the post-test as did ninth grade boys. The trend among the eighth grade boys seems to be toward a negative answer also, suggesting that as the boys grow older they would prefer to be with their friends.

Table 45. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 7, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	6	19	10	31	2	6	14	44	4.08*
	7	F	31	7	23	7	23	8	26	9	29	.00
	8	M	16	3	19	1	6	3	19	9	56	.25
	8	F	8	0	0	2	25	1	13	5	63	.00
	9	M	13	2	15	1	8	2	15	8	62	.00
	9	F	23	5	22	4	17	2	9	12	52	.17
	7-8-9	M	61	11	18	12	20	7	11	31	51	.84
	7-8-9	F	62	12	19	13	21	11	18	26	42	.42
Control	7	M	22	6	27	5	23	3	14	8	36	.13
	7	F	24	9	38	5	21	3	13	7	29	.13
	8	M	19	2	11	3	16	3	16	11	58	.17
	8	F	13	2	15	3	23	2	15	6	46	.00
	9	M	15	3	20	2	13	0	0	10	67	.50
	9	F	18	2	11	3	17	2	11	11	61	.00
	7-8-9	M	56	11	20	10	18	6	11	29	52	.56
	7-8-9	F	55	13	24	11	20	7	13	24	44	.50

* Significant at the .05 level.

Anecdote 8, Form B, relative to Dress.-- Anecdote 8 deals with conforming with the standards of dress approved by the group. The question is whether or not the pupil will go along with the group in wearing socks of different colors. Those who would not go along with the group were considered to have answered positively.

Table 46 shows no significant difference between those pupils who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from negative to positive.

Table 46. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 8, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	12	38	2	6	2	6	16	50	.50
	7	F	31	6	19	3	10	10	32	12	39	2.77
	8	M	16	5	31	1	6	2	13	8	50	.00
	8	F	8	1	13	1	13	3	38	3	38	.25
	9	M	13	3	23	2	15	0	0	8	62	.50
	9	F	23	6	26	2	9	2	9	13	57	.25
	7-8-9	M	61	20	33	5	8	4	7	32	52	.00
	7-8-9	F	62	13	21	6	10	15	24	28	45	3.05
Control	7	M	22	8	36	3	14	3	14	8	36	.17
	7	F	24	2	8	6	25	1	4	15	63	2.29
	8	M	19	2	11	1	5	3	16	13	68	1.33
	8	F	13	2	15	2	15	1	8	8	62	.00
	9	M	15	2	13	2	13	1	7	10	67	.00
	9	F	18	6	33	1	6	0	0	11	61	.00
	7-8-9	M	56	12	21	6	11	7	13	31	55	.00
	7-8-9	F	55	10	18	9	16	2	4	34	62	3.27

Anecdote 9, Form B, relative to Respect for Parent Authority.--

The pupil in this anecdote is confronted with the problem of either accepting or not accepting a ride in a car driven by a 16-year-old boy. The pupil's parents are away but have forbidden him or her to ride with the boy.

Table 47 shows that more than one-half of the pupils in each of the aggregates selected a positive answer in the pre-test and a positive answer in the post-test, indicating that they would not ride with the friend.

There were no significant differences, however, between those who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from negative to positive.

It is clear that those who respected parental authority in the pre-test did not change their responses in the post-test, whether or not they experienced group discussion. Those who chose to disobey their parents in the pre-test reacted similarly in the post-test, whether or not they experienced group discussion. One might conclude that respect or disrespect for parental authority is a value not easily changed.

Table 47. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 9, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	25	78	2	6	1	3	4	13	.00
	7	F	31	25	81	3	10	2	6	1	3	.00
	8	M	16	11	69	2	13	1	6	2	13	.00
	8	F	8	6	75	1	13	0	0	1	13	.00
	9	M	13	1	8	4	31	2	15	6	46	.13
	9	F	23	17	74	2	9	1	4	3	13	.00
	7-8-9	M	61	37	61	8	13	4	7	12	20	.75
	7-8-9	F	62	48	77	6	10	3	5	5	8	.44
Control	7	M	22	19	86	2	9	0	0	1	5	.50
	7	F	24	22	92	2	8	0	0	0	0	.50
	8	M	19	15	79	3	16	0	0	1	5	1.33
	8	F	13	9	69	2	15	1	8	1	8	.00
	9	M	15	6	40	1	7	4	27	4	27	.80
	9	F	18	8	44	6	33	3	17	1	6	.44
	7-8-9	M	56	40	71	6	11	4	7	6	11	.10
	7-8-9	F	55	39	71	10	18	4	7	2	4	1.79

Anecdotes 10 through 22 fall under the heading of Self-Interest vs. Social Feeling and will be dealt with in Tables 48 through 60, respectively.

Anecdote 10, Form B, relative to Working without Recognition.--

The question in Anecdote 10 concerns whether or not a pupil who did not win first prize in the Science Fair should inform the teachers that the winner had considerable parent help in the project. Those who stated they would say nothing were considered to have answered negatively.

Table 48 shows that there were no significant differences between those pupils who changed from positive to negative and those who changed from negative to positive.

Although no significance can be attached to the following observation, casual remarks by pupils in group discussion suggested that most pupils accepted some kind of help; hence, it would be unfair to complain about another pupil who received help.

Table 48. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 10, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	6	19	4	13	7	22	15	47	.36
	7	F	31	5	16	3	10	4	13	19	61	.00
	8	M	16	6	38	1	6	1	6	8	50	.50
	8	F	8	3	38	0	0	2	25	3	38	.50
	9	M	13	6	46	0	0	0	0	7	54	.00
	9	F	23	0	0	3	13	3	13	17	74	.17
	7-8-9	M	61	18	30	5	8	8	13	30	49	.31
	7-8-9	F	62	8	13	9	15	6	10	39	63	.27
Control	7	M	22	1	5	3	14	4	18	14	64	.00
	7	F	24	0	0	3	13	4	17	17	71	.00
	8	M	19	0	0	3	16	2	11	14	74	.00
	8	F	13	0	0	0	0	1	8	12	92	.00
	9	M	15	0	0	2	13	1	7	12	80	.00
	9	F	18	0	0	0	0	2	11	16	89	.50
	7-8-9	M	56	1	2	8	14	7	13	40	71	.00
	7-8-9	F	55	0	0	7	13	3	5	45	82	.90

Anecdote 11, Form B, relative to Helping Others without Personal Gain.-- The question in Anecdote 11 deals with whether or not a pupil should help another pupil who does not understand the work when valuable time could be spent on extra-credit work. The pupil who would help was considered to have given a positive answer.

Table 49 shows no significant differences between the pupils who selected a positive answer in the pre-test and a negative one in the post-test and those who changed from negative to positive.

Most of the pupils in the aggregate chose a positive answer both in the pre-test and post-test. The answers seem to indicate the favoring of social feelings over self-interest relative to the problem in Anecdote 11. This may be attributable to the need for immediate satisfactory peer relations or to anticipation by the pupil giving the help of a future need for similar assistance.

Table 49. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 11, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	25	78	3	9	2	6	2	6	.00
	7	F	31	29	94	2	6	0	0	0	0	.50
	8	M	16	13	81	1	6	1	6	1	6	.50
	8	F	8	5	63	2	25	1	13	0	0	.00
	9	M	13	10	77	2	15	1	8	0	0	.00
	9	F	23	17	74	2	9	2	9	2	9	.25
	7-8-9	M	61	48	79	6	10	4	7	3	5	.10
	7-8-9	F	62	51	82	6	10	3	5	2	3	.44
Control	7	M	22	17	77	3	14	2	9	0	0	.00
	7	F	24	21	88	2	8	1	4	0	0	.00
	8	M	19	16	84	2	11	0	0	1	5	.50
	8	F	13	13	99	0	0	0	0	0	0	.00
	9	M	15	11	73	1	7	1	7	2	13	.50
	9	F	18	17	94	0	0	1	6	0	0	.00
	7-8-9	M	56	44	79	6	11	3	5	3	5	.44
	7-8-9	F	55	51	93	2	4	2	4	0	0	.25

Anecdote 12, Form B, relative to Taking Responsibility for the Deficiency of Others.-- Anecdote 12 deals with the pupil who enjoyed the privilege of picnicking on private grounds with some friends only to find that they left without cleaning up in order to attend a movie. The question is whether or not the pupil should stay to clean up. Those who chose to stay were considered to have selected a positive answer.

Table 50 shows that at least one-half of the pupils in the aggregate of girls and boys in both the experimental and control groups

selected a positive answer in both the pre-test and post-test.

There was no significant difference between the group who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from negative to positive. Considering that almost 30 per cent of the experimental group chose the negative answer in both the pre-test and post-test, it should be concluded that the group discussion had no effect in convincing this 30 per cent that it was proper to stay and clean up the grounds.

Table 50. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 12, Form B

Group	Grade	Sex	N	+ + F %		+ - F %		- + F %		- - F %		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	32	17	53	7	22	1	3	7	22	3.13
	7	F	31	21	68	3	10	3	10	4	13	.17
	8	M	16	12	75	1	6	1	6	2	13	.50
	8	F	8	4	50	1	13	0	0	3	38	.00
	9	M	13	8	62	1	8	2	15	2	15	.00
	9	F	23	18	78	2	9	1	4	2	9	.00
	7-8-9	M	61	37	61	9	15	4	7	11	18	1.23
	7-8-9	F	62	43	69	6	10	4	6	9	15	.10
Control	7	M	22	14	64	4	18	2	9	2	9	.13
	7	F	24	18	75	1	4	0	0	5	21	.00
	8	M	19	13	68	3	16	1	5	2	11	.25
	8	F	13	8	62	0	0	1	8	4	31	.00
	9	M	15	6	40	1	7	2	13	6	40	.00
	9	F	18	8	44	3	17	1	6	6	33	.25
	7-8-9	M	56	33	59	8	14	5	9	10	18	.31
	7-8-9	F	55	34	62	4	7	2	4	15	27	.17

Anecdote 13, Form B, relative to Prejudice.-- This anecdote deals with the renting of an apartment in the pupil's home to a Negro professor. Those who stated that they would rent the apartment were considered to have answered positively.

Table 51 shows no significant difference between those who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from a negative to a positive answer.

A further study of Table 51 shows that most of the pupils answered positively both in the pre-test and the post-test, indicating very little prejudice evident according to the responses to this anecdote.

Table 51. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 13, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	31	97	1	3	0	0	0	0	.00
	7	F	31	26	84	2	6	0	0	3	10	.50
	8	M	16	15	94	0	0	0	0	1	6	.00
	8	F	8	4	50	1	13	1	13	2	25	.50
	9	M	13	12	92	1	8	0	0	0	0	.00
	9	F	23	17	74	1	4	1	4	4	17	.50
	7-8-9	M	61	58	95	2	3	0	0	1	2	.50
	7-8-9	F	62	47	76	4	6	2	3	9	15	.17
Control	7	M	22	21	95	1	5	0	0	0	0	.00
	7	F	24	18	75	1	4	0	0	5	21	.00
	8	M	19	16	84	3	16	0	0	0	0	1.33
	8	F	13	13	99	0	0	0	0	0	0	.00
	9	M	15	15	99	0	0	0	0	0	0	.00
	9	F	18	17	94	0	0	0	0	1	6	.00
	7-8-9	M	56	52	93	4	7	0	0	0	0	2.25
	7-8-9	F	55	48	87	3	5	2	4	2	4	.00

Anecdote 14, Form B, relative to Justice.-- Anecdote 14 deals with the problem of voting for one's friend who is running for a school office or voting for the friend's opponent who is more qualified. Those who chose the answer of voting for the most qualified candidate were considered to have selected the positive answer.

Table 52 shows that at least 65 per cent of the aggregate selected a positive answer in both the pre-test and post-test. These pupils would not vote for their friend.

Table 52 shows no significant difference between the pupils who changed from a positive answer in the pre-test to a negative one in the post-test and those who changed from negative to positive.

The recorded responses to this anecdote give further evidence that some values relative to certain conflict areas are firmly established and that no change can be easily effected by short-term group discussion.

Table 52. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 14, Form B

Group	Grade	Sex	N	+ + F %		+ - F %		- + F %		- - F %		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	32	26	81	3	9	1	3	2	6	.25
	7	F	31	25	81	2	6	4	13	0	0	.17
	8	M	16	13	81	2	13	0	0	1	6	.50
	8	F	8	6	75	1	13	0	0	1	13	.00
	9	M	13	9	69	2	15	0	0	2	15	.50
	9	F	23	17	74	4	17	0	0	2	9	2.25
	7-8-9	M	61	48	79	5	8	3	5	5	8	.12
	7-8-9	F	62	48	77	2	3	9	15	3	5	2.00
Control	7	M	22	13	59	3	14	4	18	2	9	.00
	7	F	24	16	67	3	13	0	0	5	21	.67
	8	M	19	15	79	2	11	0	0	2	11	.50
	8	F	13	8	62	1	8	4	31	0	0	.80
	9	M	15	11	73	1	7	0	0	3	20	.00
	9	F	18	12	67	2	11	3	17	1	6	.00
	7-8-9	M	56	39	70	7	13	3	5	7	13	.90
	7-8-9	F	55	36	65	10	18	3	5	6	11	2.77

Anecdote 15, Form B, relative to Politics.-- This anecdote concerns the censoring of movies. The pupil who approves is considered to have selected the positive answer.

Table 53 shows that there is a significant difference in the aggregate of girls in the experimental group between those who selected the positive answer in the pre-test and changed to negative in the post-test and those who changed from negative to positive. Twenty-one per cent of the girls in the experimental group changed from positive to negative, while only 5 per cent changed from negative to positive.

One might conclude that talking about this problem in group discussion may have changed the feelings of these girls who approved of censorship in the pre-test and rejected it in the post-test. One might suggest that junior high school girls, who consider themselves on the threshold of adulthood and who have experienced so much supervision during childhood, now rebel against restriction and demonstrate this feeling by rejecting censorship.

Table 53. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 15, Form B

Group	Grade	Sex	N	+ + F %		+ - F %		- + F %		- - F %		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	32	9	28	9	28	3	9	11	34	1.39
	7	F	31	15	48	7	23	2	6	7	23	1.78
	8	M	16	8	50	2	13	2	13	4	25	.25
	8	F	8	2	25	2	25	0	0	4	50	.50
	9	M	13	3	23	1	8	0	0	9	69	.00
	9	F	23	8	35	4	17	1	4	10	43	.80
	7-8-9	M	61	20	33	12	20	5	8	24	39	2.12
	7-8-9	F	62	25	40	13	21	3	5	21	34	5.06*
Control	7	M	22	11	50	4	18	3	14	4	18	.00
	7	F	24	11	46	3	13	3	13	7	29	.17
	8	M	19	6	32	3	16	1	5	9	47	.25
	8	F	13	4	31	2	15	1	8	6	46	.00
	9	M	15	4	27	2	13	3	20	6	40	.00
	9	F	18	5	28	1	6	1	6	11	61	.50
	7-8-9	M	56	21	38	9	16	7	13	19	34	.00
	7-8-9	F	55	20	36	6	11	5	9	24	44	.00

* Significant at the .05 level.

Anecdote 16, Form B, relative to Freedom.-- Anecdote 16 presents the "Better Red than Dead" question. The pupil should decide whether it is better to live under communism or to fight and risk having the world destroyed. Those who would not accept communism were considered to have selected a positive answer.

Table 54 shows that, although there were no significant differences between those pupils who selected a negative answer in the pre-test and a positive one in the post-test and those pupils who changed from positive to negative, at least 82 per cent of each aggregate would not live under communism. The positive answer was selected in both the pre-test and the post-test.

Table 54. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 16, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	27	84	1	3	1	3	3	9	1.00
	7	F	31	26	84	2	6	2	6	1	3	.25
	8	M	16	15	94	0	0	1	6	0	0	.00
	8	F	8	5	63	0	0	3	38	0	0	1.33
	9	M	13	10	77	1	8	1	8	1	8	.50
	9	F	28	20	87	2	9	1	4	0	0	.00
	7-8-9	M	61	52	85	2	3	3	5	4	7	.00
	7-8-9	F	62	51	82	4	6	6	10	1	2	.10
Control	7	M	22	17	77	1	5	2	9	2	9	.00
	7	F	24	19	79	1	4	2	8	2	8	.00
	8	M	19	19	99	0	0	0	0	0	0	.00
	8	F	13	99	0	0	0	0	0	0	0	.00
	9	M	15	14	93	1	7	0	0	0	0	.00
	9	F	18	16	89	1	6	0	0	1	6	.00
	7-8-9	M	56	50	89	2	4	2	4	2	4	.25
	7-8-9	F	55	48	87	2	4	2	4	3	5	.25

Anecdote 17, Form B, relative to Conservative Inquiry.-- The question involves whether or not one would read all three sections of Mary Fitch's book entitled One God. The three sections are explanations of the three major religions in our country--the Catholic, Protestant, and Jewish. Those who would read all three sections were considered to have answered positively.

Table 55 shows that at least 92 per cent of each aggregate answered positively in both the pre-test and the post-test.

There were no significant differences between the groups of pupils who changed their responses from positive to negative and those who changed from negative to positive. The liberal thinking demonstrated by the pupils in this anecdote has been evident in similar previous anecdotes. There appeared to be no problem in this type of anecdote.

Table 55. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 17, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	32	29	91	3	9	0	0	0	0	1.33
	7	F	31	30	97	0	0	1	3	0	0	.00
	8	M	16	14	88	1	6	1	6	0	0	.50
	8	F	8	7	88	1	13	0	0	0	0	.00
	9	M	13	13	99	0	0	0	0	0	0	.00
	9	F	23	23	99	0	0	0	0	0	0	.00
	7-8-9	M	61	56	92	4	7	1	2	0	0	.80
	7-8-9	F	62	60	97	1	2	1	2	0	0	.50
Control	7	M	22	20	91	1	5	1	5	0	0	1.00
	7	F	24	22	92	0	0	1	4	1	4	.00
	8	M	19	18	95	1	5	0	0	0	0	.00
	8	F	13	13	99	0	0	0	0	0	0	.00
	9	M	15	14	93	1	7	0	0	0	0	.00
	9	F	18	17	94	1	6	0	0	0	0	.00
	7-8-9	M	56	52	93	3	5	1	2	0	0	.25
	7-8-9	F	55	52	95	1	2	1	2	1	2	.50

Anecdote 18, Form B, relative to Culture.-- Time Magazine had an article telling of a school principal who took a group of pupils from a slum area on their first visit to a museum, a ballet, an opera, and

a baseball game. The pupil was to respond as to whether or not this type of child could profit from such experience.

Table 56 shows that there were no significant differences between the pupils who changed from a positive answer in the pre-test to a negative answer in the post-test and the group who changed from negative to positive.

At least 81 per cent of each aggregate felt, in both the pre-test and post-test, that the pupils could profit from the experience.

Table 56. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 18, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experi- mental	7	M	32	27	84	1	3	3	9	1	3	.25
	7	F	31	28	90	0	0	1	3	2	6	.00
	8	M	16	14	88	1	6	1	6	0	0	.50
	8	F	8	7	88	0	0	1	13	0	0	.00
	9	M	13	11	85	1	8	0	0	1	8	.00
	9	F	23	15	65	2	9	5	22	1	4	.57
	7-8-9	M	61	52	85	3	5	4	7	2	3	.00
	7-8-9	F	62	50	81	2	3	7	11	3	5	1.14
Control	7	M	22	20	91	2	9	0	0	0	0	.50
	7	F	24	18	75	1	4	5	21	0	0	1.50
	8	M	19	17	89	1	5	1	5	0	0	.50
	8	F	13	12	92	0	0	1	8	0	0	.00
	9	M	15	12	80	1	7	2	13	0	0	.00
	9	F	18	16	89	1	6	1	6	0	0	.50
	7-8-9	M	56	49	88	4	7	3	5	0	0	.00
	7-8-9	F	55	46	84	2	4	7	13	0	0	1.78

Anecdote 19, Form B, relative to Progress and Change.-- Anecdote 19 deals with the problem of going along with the majority vote or adhering to the minority when one agrees with the latter group.

Table 57 shows no significant differences in the changes of responses, although at least 80 per cent of each aggregate would not stay with the minority group in both the pre-test and post-test. This is particularly interesting in view of the recent controversy in the city of Newton over whether or not the toll road extension would be permitted to pass through the city. Many of the pupils were either directly or indirectly affected by the proposed road, and a popular argument by proponents of the extension was that it was best for the majority. Perhaps the final decision to allow the extension was instrumental in the choice of positive answers by so many of the pupils.

Table 57. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 19, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	30	94	1	3	0	0	1	3	.00
	7	F	31	26	84	3	10	2	6	0	0	.00
	8	M	16	13	81	1	6	2	13	0	0	.00
	8	F	8	5	63	2	25	1	13	0	0	.00
	9	M	13	13	99	0	0	0	0	0	0	.00
	9	F	23	23	99	0	0	0	0	0	0	.00
	7-8-9	M	61	56	92	2	3	2	3	1	2	.25
	7-8-9	F	62	54	87	5	8	3	5	0	0	.12
Control	7	M	22	19	86	2	9	1	5	0	0	.00
	7	F	24	17	71	3	13	3	13	1	4	.17
	8	M	19	17	89	1	5	1	5	0	0	.50
	8	F	13	12	92	1	8	0	0	0	0	.00
	9	M	15	11	73	2	13	1	7	1	7	.00
	9	F	18	15	83	1	6	1	6	1	6	.50
	7-8-9	M	56	47	84	4	7	4	7	1	2	.12
	7-8-9	F	55	44	80	5	9	4	7	2	4	.12

Anecdote 20, Form B, relative to Arts.-- Anecdote 20 confronts the pupil with the problem of whether or not to have music, painting, and creative writing give way to mathematics and science in the school curriculum.

Table 58 shows in the aggregate of each group that more girls than boys would favor retaining music, painting, and creative writing.

There was no significant difference between the pupils who changed from positive answers in the pre-test to negative ones in the post-test and the pupils who changed from negative to positive.

At least 28 per cent of both the experimental and control groups favored more mathematics and science and were firm enough in their convictions so that no change was effected from the pre-test to post-test.

Table 58. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 20, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	11	34	6	19	8	25	7	22	.07
	7	F	31	23	74	1	3	3	10	4	13	.17
	8	M	16	7	44	1	6	6	38	2	13	2.29
	8	F	8	5	63	1	13	1	13	1	13	.50
	9	M	13	10	77	1	8	0	0	2	15	.00
	9	F	23	20	87	1	4	0	0	2	9	.00
	7-8-9	M	61	28	46	8	13	14	23	11	18	1.14
	7-8-9	F	62	48	77	3	5	4	6	7	11	.00
Control	7	M	22	10	45	4	18	2	9	6	27	.13
	7	F	24	15	63	3	13	3	13	3	13	.17
	8	M	19	8	42	1	5	6	32	4	21	2.29
	8	F	13	10	77	0	0	2	15	1	8	.50
	9	M	15	6	40	2	13	1	7	6	40	.00
	9	F	18	14	78	1	6	3	17	0	0	.25
	7-8-9	M	56	24	43	7	13	19	16	16	29	.63
	7-8-9	F	55	39	71	4	7	8	15	4	7	.75

Anecdote 21, Form B, relative to Economics.-- Anecdote 21 deals with a more equal distribution of the country's goods so that these goods will not be in the hands of a few.

Table 59 shows no significant difference between the pupils who changed from a positive answer in the pre-test to a negative answer in

the post-test and those who changed from negative to positive. Most of the pupils were satisfied with our present economic system and selected the positive answer in both the pre-test and the post-test.

Table 59. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 21, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	F	%	F	%	F	%	F	%	(9)
Experimental	7	M	32	21	69	3	9	6	19	1	3	.44
	7	F	31	11	35	6	19	9	29	5	16	.27
	8	M	16	9	56	3	19	3	19	1	6	.17
	8	F	8	4	50	3	38	1	13	0	0	.25
	9	M	13	10	77	1	8	2	15	0	0	.00
	9	F	23	12	52	3	13	3	13	5	22	.17
	7-8-9	M	61	41	67	7	11	11	18	2	3	.50
	7-8-9	F	62	27	44	12	19	13	21	10	16	.00
Control	7	M	22	10	45	4	18	6	27	2	9	.10
	7	F	24	11	46	2	8	4	17	7	29	.13
	8	M	19	10	53	3	16	4	21	2	11	.00
	8	F	13	6	46	1	8	3	23	3	23	.25
	9	M	15	5	33	2	13	6	40	2	13	1.13
	9	F	18	9	50	1	6	4	22	4	22	.80
	7-8-9	M	56	25	45	9	16	16	29	6	11	1.44
	7-8-9	F	55	26	47	4	7	11	20	14	25	2.40

Anecdote 22, Form B, relative to Religion.-- Anecdote 22 concerns the problem of attending religious services of another faith. Those pupils who felt that there was nothing wrong in this were considered to have answered positively.

Table 60 shows a significant difference between the pupils in the aggregate of girls in the experimental group who answered positively in the pre-test and negatively in the post-test and those who answered negatively in the pre-test and positively in the post-test. Three per cent of the girls changed from positive to negative, while 16 per cent changed from negative to positive. This difference produced a chi-square value of 4.08, which was significant at the .05 level.

One might conclude that these girls who experienced group discussion became more tolerant in terms of answering this anecdote. The significant difference occurred when only two girls of the 47 girls involved changed from positive to negative, while 10 girls changed from negative to positive. It should be noted, however, that 79 per cent of the girls answered positively in the pre-test without the additional 10 girls who answered positively in the post-test. This point is mentioned to show the consistency of positive answers to the anecdotes in this study dealing with religion, prejudice, and conservative inquiry.

Table 60. Significance of Chi-Square Showing a Comparison between Pupils Who Selected a Positive Answer in the Pre-test and a Negative Answer in the Post-test and Those Who Selected a Negative Answer in the Pre-test and a Positive One in the Post-test--Anecdote 22, Form B

Group	Grade	Sex	N	+ +		+ -		- +		- -		Chi-square
(1)	(2)	(3)	(4)	(5)		(6)		(7)		(8)		(9)
Experimental	7	M	32	23	72	3	9	3	9	3	9	.17
	7	F	31	28	90	1	3	1	3	1	3	.50
	8	M	16	10	63	3	19	1	6	2	13	.25
	8	F	8	3	38	4	50	0	0	1	13	2.25
	9	M	13	11	85	1	8	1	8	0	0	.50
	9	F	23	16	70	1	4	5	22	1	4	1.50
	7-8-9	M	61	44	72	5	8	7	11	5	8	.83
	7-8-9	F	62	47	76	2	3	10	16	3	5	4.08*
Control	7	M	22	16	73	3	14	0	0	3	14	1.33
	7	F	24	13	54	3	13	2	8	6	25	.00
	8	M	19	18	95	0	0	1	5	0	0	.00
	8	F	13	13	99	0	0	0	0	0	0	.00
	9	M	15	7	47	3	20	3	20	2	13	.17
	9	F	18	16	89	0	0	1	6	1	6	.00
	7-8-9	M	56	41	73	3	5	7	13	5	9	.90
	7-8-9	F	55	42	76	2	4	4	7	7	13	.17

* Significant at the .05 level.

The previous forty-four tables, numbering from 17 through 60, showed the relationship between the pupils who selected a positive answer in the pre-test and changed it to a negative answer in the post-test and the pupils who selected a negative answer in the pre-test and changed it to a positive answer in the post-test. The terms positive and negative were translated into the text of the anecdote.

With sixteen breakdowns of grade and sex on each chart, the possibilities for significant differences to appear totaled 704 in the

forty-four charts. Only twenty-nine significant differences occurred where the null hypothesis could be rejected. In the remaining cases the null hypothesis was accepted--that there would be no significant difference between those who changed their answers from positive to negative and those who changed their answers from negative to positive. This would seem to indicate that the group discussion, in general, as experienced by the experimental group, was not effective to any degree of significance.

Of the twenty-nine differences which were significant, twenty were found to occur within the experimental group. Only nine of the significant differences occurred within the control group.

6. Comparison of Parents' and Children's Perceptions of One Another

Another phase of this study concerns the parents' perception of their children and the children's perception of their parents relative to the way each thought the other would react to the anecdotes.

Tables 61 and 62 show the relationship between the answers the parents chose for their children and their children's actual answers in both Test A and Test B. Tables 63 and 64 show the relationship between the answers the children chose for their parents and the parents' actual answers in both Test A and Test B.

The chi-square technique described in Chapter III is used to show the relationship between parents who chose a positive answer for the child, whereas the child chose a negative answer, and the parents who

predicted that their children would select a negative answer, whereas the children chose the positive answer. The terms positive and negative will be translated into the actual responses.

In order to be significant the two-by-two table used, with one degree of freedom, would require a chi-square value of 3.84 on the .05 level and 6.64 on the .01 level.

Relationship between the answers parents chose for the children and the children's actual answers in Test A.-- Table 61 shows the relationship between parents in Test A who chose a positive answer for their children, whereas the children chose a negative answer, and the parents who chose a negative answer for their children, whereas the children chose the positive answers.

The difference between these two groups was found to be significant in only four of the twenty-two anecdotes.

In Anecdote 5, relative to whether or not a pupil should loan his homework to another, 14 per cent of the parents felt that their children would loan their homework, whereas the children stated that they would not. Forty per cent of the parents predicted that their children would not loan their homework to a friend, whereas their children stated that they would. The difference between these groups is significant at the .01 level. The table also shows that there was 46 per cent agreement and 54 per cent disagreement, indicating that more than half the parents perceived their children incorrectly in this anecdote.

In Anecdote 8, relative to the wearing of a scout uniform to school, 8 per cent of the parents felt that their children would wear

the uniform even though it might cause embarrassment, whereas their children asserted that they would not wear the uniform. Twenty-nine per cent of the parents felt that their children would not wear the uniform, whereas their children stated they would. This difference is significant at the .05 level. Less than one-half of the parents did not perceive their children accurately in this anecdote.

Anecdote 12 concerns a school cabinet member who has cafeteria duty and sees students deliberately damaging tables. Four per cent of the parents predicted that their children would report the incident, whereas their children stated they would not. Thirty-five per cent of the parents felt that their children would not report the incident, when, actually, their children said they would. This difference is significant at the .01 level. The table also shows that 62 per cent of the parents had predicted the correct choice of response for their children, while 38 per cent did not perceive their children accurately.

Anecdote 14 concerns one pupil observing another pupil tearing pages from a reference book which could not be taken from the library. The question is whether or not the first pupil would notify the librarian. Seven per cent of the parents felt that their children would notify the librarian, when, actually, the children stated that they would not. Thirty-seven per cent of the parents were wrong in thinking that their children would not tell the librarian. This difference is significant at the .05 level. The table also shows that 50 per cent of the parents perceived their children correctly.

Analysis of Test B, administered to parents, will be shown on the

next few pages. Because significant differences were found between the answers parents chose for their children and the children's actual answers in Test B and because three of these anecdotes correspond with those of Test A, conclusions and suggested reasons for the differences will be deferred to the end of the analysis of Test B.

Table 61. Chi-Square Showing Relationship between the Answers Parent Chose for Child and Child's Actual Answer on Test A

Anec- dote No.	+ + F %		+ - F %		- + F %		- - F %		Per Cent in Agreement	Per Cent in Dis- agreement	Chi- square
(1)	(2)		(3)		(4)		(5)		(6)	(7)	(8)
1	15	29	12	23	12	23	13	25	54	46	.04
2	3	6	11	21	8	15	30	58	65	35	1.89
3	41	79	3	6	8	15	0	0	79	21	1.45
4	4	8	7	14	9	17	32	62	69	31	1.06
5	6	12	21	40	7	14	18	35	46	54	6.04*
6	3	6	5	10	6	12	38	73	79	21	.00
7	10	19	9	17	19	37	14	27	46	54	2.89
8	27	52	4	8	15	29	6	12	64	36	5.26*
9	2	4	6	12	9	17	35	67	71	29	.27
10	30	58	10	19	10	19	2	4	62	38	.05
11	29	56	10	19	10	19	3	6	62	38	.05
12	30	58	2	4	18	35	2	4	62	38	11.25**
13	36	69	5	10	9	17	2	4	73	27	.64
14	14	27	7	14	19	37	12	23	50	50	4.65*
15	17	33	10	19	14	27	11	21	54	46	.38
16	0	0	3	6	3	6	46	89	89	11	.17
17	43	83	4	8	5	10	0	0	83	17	.00
18	42	81	4	8	6	12	0	0	81	19	.04
19	17	33	11	21	15	29	9	17	50	50	.35
20	3	6	6	12	6	12	37	71	77	23	.08
21	5	10	7	14	16	31	24	46	56	44	2.78
22	36	69	4	8	10	19	2	4	73	27	1.79

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the answers parents chose for their children and the children's actual answers in Test B.-- Table 62 shows that in only five of the twenty-two anecdotes was there any significant difference between the parents who incorrectly selected a negative answer as their children's choice and those who incorrectly selected the positive answer.

Anecdote 4 concerns helping with a paper drive after having promised to do so. The pupil is then invited to an out-of-state football game. Six per cent of the parents incorrectly felt that their children would not keep the promise to help with the drive, while 31 per cent incorrectly selected the positive answer for their children, for a difference between the groups significant at the .01 level. Because 62.5 per cent of the parents perceived their children correctly and 37.5 per cent perceived their children incorrectly, the reader may note that the total per cent in the table amounts to 101 per cent. Because each number was rounded to the nearest decimal, the tables may show similar discrepancies.

Anecdote 5 concerns conforming to peers vs. holding individual values in relation to school work. Ten per cent of the parents were wrong in thinking their children would not do the homework and go to the circus with friends, while 35 per cent of the parents were in error in thinking their children would not go to the circus but would stay at home to do the homework. This difference between the groups was significant at the .05 level. Fifty-four per cent of the parents perceived their children correctly in this anecdote.

Anecdote 12 deals with picnicking and asks whether or not a pupil would stay to clean up the private grounds after the rest of the group had left for a movie. None of the parents thought their children would stay, only to have the children say they would have stayed to clean up; but 46 per cent were incorrect in feeling that their children would not stay. Here, again, 56 per cent of the parents perceived their children correctly. The difference between those parents who selected incorrect responses was significant at the .01 level.

Anecdote 13 concerns prejudice. Four per cent of the parents were wrong in thinking that their children would rent a neighborhood house to a Negro. Twenty-one per cent were incorrect in stating that their children would not rent to a Negro. This difference is significant at the .05 level. Only 25 per cent of the parents were wrong in predicting their children's responses.

Anecdote 14 discusses the problem of voting for a friend or for his more qualified opponent. Only 2 per cent of the parents were wrong in stating that their children would vote for the better candidate. Fifty-two per cent chose the wrong answer when they asserted that their children would not vote for the better candidate. This difference is significant at the .01 level. More than one-half of the parents perceived their children incorrectly in this anecdote.

Under the heading of Honesty vs. Expediency, only the analysis of the responses of the parents in Test B showed any significant difference between the answers the parents chose for the children and the children's actual responses. Thirty-eight per cent of the parents per-

ceived their children incorrectly in the problem of promise keeping, stating that the child would keep a promise once made. One can only conclude that these parents underestimated the importance of peer relations. An invitation to attend a football game with friends appears to be an important enough reason in the social lives of many junior high school pupils to warrant the breaking of a promise to baby-sit for a neighbor.

In Anecdote 5, dealing with school work, the difference between the answer the parents chose for their children and the pupils' actual answer was significant in both Test A and Test B. Thirty-six per cent of the parents in Test A and 64 per cent in Test B perceived their children incorrectly. These anecdotes attempt to examine feelings relative to the importance of pupils doing their own homework without help. It seems clear that many of the pupils attach less importance to this problem than do the parents. One may conclude that parents also underestimate the strength of peer relations among pupils and their willingness to help one another in the completion of daily assignments.

In Anecdote 8, relative to dress, a significant difference was found only in Test A, where 36 per cent of the parents underestimated the individual values held by the children by stating that these children would not wear a scout uniform to school. Because of the emphasis placed on clothes in this upper middle class community, it may not be difficult to understand why parents could have misjudged.

Both Test A and Test B showed a significant difference between the answers parents chose for the children and the pupils' actual answers

in Anecdote 12. Thirty-eight per cent of the parents taking Test A perceived their children incorrectly, with 35 per cent of this group feeling that the children would not assume responsibility for the deficiency of others. Forty-six per cent of the parents taking Test B also incorrectly selected the same answer. Once again it seems that parents are misjudging the things which are important to their children.

In Anecdote 14, dealing with justice, there was a significant difference in both Test A and Test B between the answers the parents chose for their children and the children's actual answers. In both tests the parents perceived their children incorrectly in thinking them more interested in themselves than in social feelings.

From the data described above, it would seem that parents tend to underestimate the quality of the values held by their children. Perhaps the notoriety given to adolescent delinquency has caused some parents to take a dim view of their own children. It is also possible that the parents are quite occupied with their work and social life, and the child is equally busy with the heavy school load and a social life of his own. This leaves little time in the home for deliberate discussion of a youngster's problems, particularly when they involve the time-consuming concept of human values.

Table 62. Chi-Square Showing Relationship between the Answers Parent Chose for Child and Child's Actual Answer on Test B

Anec- dote No.	+ +		+ -		- +		- -		Per Cent in Agreement	Per Cent in Dis- agreement	Chi- square
(1)	(2)		(3)		(4)		(5)		(6)	(7)	(8)
1	4	8	4	8	2	4	38	79	87	13	.17
2	12	25	7	25	5	10	24	50	75	25	.08
3	2	4	7	15	3	6	36	75	79	21	.90
4	11	23	15	31	3	6	19	40	63	38	8.07**
5	6	13	17	35	5	10	20	42	54	46	5.50*
6	40	83	3	6	5	10	0	0	83	17	.13
7	8	17	9	19	11	23	20	42	58	42	.05
8	1	2	4	8	10	21	33	69	71	29	1.79
9	1	2	10	21	5	10	32	67	69	31	1.07
10	5	10	12	25	4	8	27	56	67	33	3.06
11	2	4	11	23	3	6	32	67	71	29	3.50
12	15	31	0	0	22	46	11	23	54	46	20.04**
13	35	73	2	4	10	21	1	2	75	25	4.08*
14	7	15	25	52	1	2	15	31	46	54	20.35**
15	24	50	8	17	4	8	12	25	75	25	.75
16	0	0	4	8	4	8	40	83	83	17	.13
17	46	96	2	4	0	0	0	0	96	4	.50
18	39	81	6	12	3	6	0	0	81	19	.44
19	4	8	6	12	2	4	36	75	83	17	.75
20	2	4	6	12	13	27	27	56	60	40	1.89
21	26	54	12	25	6	12	4	8	63	37	1.39
22	38	79	5	10	2	4	3	6	85	15	.57

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the answers children chose for their parents and the parents' actual answers in Test A.-- Table 63 shows that in six of the twenty-two anecdotes the differences between the children who selected an incorrect negative answer for their parents and those who incorrectly selected a positive answer reached at least the .05 level of significance.

In Anecdote 1, relative to taking money from a telephone booth, 33 per cent were incorrect in thinking that their parents would take the money and only 10 per cent were incorrect in thinking that their parents would not take the money. This difference is significant at the .05 level. Forty-two per cent of the children had an incorrect perception of their parents in this anecdote.

In Anecdote 5 the question concerns whether or not one should give a homework assignment to another pupil. Twenty-nine per cent of the children were wrong in thinking that their parents would give out the assignment and only 2 per cent were wrong in thinking that their parents would not give out the homework paper. This difference is significant at the .01 level. Thirty-one per cent of the children perceived their parents incorrectly in this anecdote.

Anecdote 7 deals with two television programs, one educational and related to school work and the other for entertainment only. Twenty-nine per cent of the pupils were incorrect in stating that their parents would not watch the educational program and 2 per cent were wrong in thinking that the parents would watch the entertainment program. This difference is significant at the .01 level. The total of the percentages shows that 29 per cent of the children perceived their parents incorrectly in this anecdote.

Anecdote 8 deals with the wearing of a scout uniform to school. Twenty-five per cent of the children were wrong in stating that their parents would wear the uniform to school and 10 per cent were wrong in feeling that their parents would not wear the uniform. This difference

is significant at the .01 level. The sum of the above percentages shows that 35 per cent of the children perceived their parents incorrectly in this anecdote.

In Anecdote 14, the question concerns seeing a pupil tear pages out of a reference book in the library. Twenty-nine per cent of the children incorrectly thought their parents would report it to the librarian. Four per cent of the children were incorrect in thinking that their parents would not report the incident. This difference is significant at the .01 level.

Anecdote 21 compares our present economic system with a more socialistic one. Four per cent of the pupils were incorrect in feeling that their parents were not satisfied with our present system and 46 per cent were wrong in thinking that their parents would not want a more equal distribution of the world's goods. This difference was also significant at the .01 level.

Table 63. Chi-Square Showing Relationship between the Answers Child Chose for Parent and Parent's Actual Answer on Test A

Anec- dote No.	+ +		+ -		- +		- -		Per Cent in Agreement	Per Cent in Dis- agreement	Chi- square
(1)	(2)		(3)		(4)		(5)		(6)	(7)	(8)
1	12	23	5	10	17	33	18	35	58	42	5.50*
2	0	0	4	8	4	8	44	85	85	15	.13
3	46	89	2	4	4	8	0	0	89	11	.17
4	0	0	4	8	10	19	38	73	73	27	1.79
5	0	0	1	2	15	29	36	69	69	31	10.56**
6	0	0	0	0	1	2	51	98	98	2	.00
7	34	65	13	25	2	4	3	6	71	29	6.67**
8	34	65	13	25	5	10	0	0	65	35	6.72**
9	0	0	1	2	1	2	50	96	96	4	1.00
10	39	75	4	8	8	15	1	2	77	23	.75
11	29	56	8	15	11	21	4	8	64	36	.21
12	44	85	6	12	2	4	0	0	85	15	1.13
13	28	54	12	23	5	10	7	14	67	33	2.12
14	29	56	15	29	2	4	6	12	67	33	8.47**
15	5	10	13	25	5	10	29	56	65	35	2.72
16	0	0	3	6	2	4	47	90	90	10	.00
17	46	89	2	4	4	8	0	0	89	11	.17
18	42	81	4	8	6	12	0	0	81	19	.04
19	16	31	17	33	8	15	11	21	52	48	2.56
20	0	0	8	15	2	4	42	81	81	19	1.56
21	0	0	24	46	2	4	26	50	50	50	18.50**
22	40	77	5	10	6	12	1	2	79	21	.00

* Significant at the .05 level.

** Significant at the .01 level.

Relationship between the answers children chose for their parents and the parents' actual answers in Test B.-- Table 64 shows that in six of the twenty-two anecdotes the differences between the children who selected an incorrect negative answer for their parents and those who incorrectly selected a positive answer reached at least a .05 level of significance.

Anecdote 2 concerns taking a bus ride without giving the driver a ticket. Twenty-one per cent of the children were wrong in thinking their parents would not give the driver the ticket once they had been pushed into the bus by the crowd. Only 4 per cent were wrong in thinking that their parents would give the ticket to the driver. This difference is significant at the .05 level. Twenty-five per cent of the children perceived their parents incorrectly in this anecdote.

Anecdote 4 deals with promise keeping relative to the paper drive. Thirty-three per cent of the children incorrectly felt that their parents would not keep their promise and help with the paper drive rather than to join their friends at the football game. Six per cent were wrong in thinking their parents would help in the paper drive. This difference is significant at the .01 level. Forty per cent of the children perceived their parents incorrectly in this anecdote.

Anecdote 5 falls under the heading of Conformity to Peers vs. Holding Individual Values relative to school work and presents the problem of doing homework or joining friends for a trip to the Rodeo. Twenty-seven per cent of the children were wrong in thinking their parents would not stay home and do the homework. Four per cent incorrectly thought that their parents would not go to the Rodeo. This difference is significant at the .01 level.

Anecdote 12 deals with the picnic grounds. Twenty-one per cent of the children were wrong in thinking that their parents would stay to clean up the grounds after the group had left for the movies. Two per cent of the children incorrectly felt that their parents would not

stay. This difference is significant at the .05 level.

Anecdote 14 concerns voting for a friend or for his more qualified opponent. Twenty-three per cent of the children incorrectly felt that their parents would not vote for the better candidate. Only 2 per cent were wrong in thinking that their parents would vote for the better candidate. This difference is significant at the .01 level.

Anecdote 21 compares our present economic system with a more socialistic one. Eight per cent of the children were wrong in thinking that their parents were satisfied with our present system and 33 per cent were wrong in thinking that their parents were not satisfied with our present system and, therefore, wanted a more equal distribution of the world's goods. This difference is significant at the .05 level. Forty-two per cent of the children perceived their parents incorrectly in this anecdote.

In Test A the differences between the answer the pupils chose for their parents and the parents' actual answers were significant in six of the twenty-two anecdotes, with five of these differences reaching the .01 level of significance. In Test B there were also significant differences in six of the twenty-two anecdotes, with three reaching the .01 level of significance. It is clearly indicated that pupils perceive their parents more incorrectly than the parents perceive their children. Pupils complain of a busy academic schedule in school heavily laden with homework. Many attend the religious school in the afternoon in addition to music lessons and other extracurricular activities. Mothers are busy transporting children to school, shopping for food and

clothing, and performing many of the other functions so common to the housewife. Fathers are busy commuting to work which, combined with the social activities of this busy community, occupies a major part of their waking hours. This leaves very little time for families to spend together in the conversations so necessary for mutual understanding. It is not difficult to see why so many parents and pupils perceive each other incorrectly.

Table 64. Chi-Square Showing Relationship between the Answers Child Chose for Parent and Parent's Actual Answer on Test B

Anecdote No.	+ + F %		+ - F %		- + F %		- - F %		Per Cent in Agreement	Per Cent in Dis- agreement	Chi- square
(1)	(2)		(3)		(4)		(5)		(6)	(7)	(8)
1	4	8	4	8	2	4	38	79	88	12	.50
2	2	4	2	4	10	21	34	71	75	25	4.08*
3	0	0	1	2	2	4	45	94	94	6	.75
4	3	6	3	6	16	33	26	54	60	40	7.58**
5	0	0	2	4	13	27	33	69	69	31	6.67**
6	44	92	2	4	2	4	0	0	92	8	.25
7	13	27	13	27	9	19	13	27	54	36	.41
8	7	15	16	33	7	15	18	38	52	48	2.78
9	0	0	0	0	5	10	43	90	90	10	3.20
10	3	6	5	10	10	21	30	63	69	31	1.07
11	5	10	9	19	7	15	27	56	67	33	.62
12	36	75	10	21	1	2	1	2	77	23	5.82*
13	29	60	12	25	4	8	3	6	67	33	3.06
14	2	4	1	2	11	23	34	71	75	25	6.75**
15	30	63	9	19	6	13	3	6	69	31	.26
16	1	2	6	13	3	6	38	79	81	19	.44
17	46	96	0	0	2	4	0	0	96	4	.50
18	41	85	1	2	6	13	0	0	85	15	2.29
19	3	6	7	15	4	8	34	71	77	23	.36
20	2	4	15	31	6	13	25	52	56	44	3.05
21	27	56	4	8	16	33	1	2	58	42	6.05*
22	38	79	2	4	6	13	2	4	83	17	.75

* Significant at the .05 level.

** Significant at the .01 level.

7. Recapitulation

This chapter has listed, in descriptive and tabular forms, the results obtained from the responses of 479 pupils and 100 parents to 44 different anecdotes. The expressed values of pupils were shown in percentage tables, a comparison of the experimental and control groups was shown in tables with chi-square values, a comparison of the pupils who changed their answers from pre-test to post-test was shown in tables with chi-square values, and a comparison of answers that pupils chose for their parents with the answers actually chosen by the parents along with a comparison of the answers parents chose for their children with the actual answers of the children was shown in tables with chi-square values.

The following chapter will assess the implications of these results and will offer suggestions for the hopeful improvement of the group discussion implementation.

CHAPTER V

SUMMARY AND CONCLUSIONS

The preceding chapter, through a tabular and descriptive presentation, has given a detailed analysis of the findings of the study. A brief statement was given suggesting possible reasons for the recorded responses in each table. In the paragraphs which follow, the writer will attempt to summarize these findings, draw general conclusions, and offer some suggestions for the possible improvement of the group discussion technique.

1. Honesty vs. Expediency

Expressed values of pupils.-- There were four anecdotes under this heading in both Test A and Test B. The anecdotes concerned cheating, petty thievery, lying, and promise keeping. An interval of six months elapsed between the pre-test and the post-test, during which time 249 pupils entered into group discussion.

Both the experimental and control groups taking Test A and Test B showed an increase, from the pre-test to the post-test, in the number of pupils who chose expediency over honesty. When the data for this study were completed, it was suggested that group discussion leaders introduce the differences in responses which had occurred, hopefully seeking some reasons for the change. It was not uncommon to have pupils remark that the naivete of the pre-test was gone and that one had to

cheat to get ahead--witness the newspapers and magazines.

In retrospect, this was a period heavily laden with newspaper accounts of political and business collusion and bribery trials. These cases were brought up in group discussion and pupils began to ask, "Where does this all begin?" Magazine articles were introduced for discussion purposes, where the high incidence of cheating in public schools was the dominant subject. If grades are the criterion for college admission and a college education is the criterion for success, then it is profitable to cheat in examinations. This was not an uncommon argument. Unquestionably, the six-month period of group discussion did not allow sufficient time for proper analysis of these problems. One should not ignore the danger of raising issues not solvable in the short period of allotted time. Some problems are never resolved. Raising the group to a pitch in problem solving, and then leaving them there because the school year ends, can create more harm than good.

Comparison of the experimental and control groups.-- Only among the eighth grade pupils was there any significant difference between the experimental and control groups. The differences occurred in Anecdote 1, dealing with cheating, and in Anecdote 2, dealing with petty thievery. In both instances the groups decreased in honesty. Because the decrease was proportionately less in the experimental group, it may be possible to conclude that the group discussion experienced by the experimental group of eighth graders produced a deterrent effect, causing a smaller drop in the percentage of pupils who

chose a negative answer. It should be noted, however, that there were no significant differences between the experimental and control groups of the seventh and ninth grades nor in the aggregate of the boys and the girls. The value of group discussion is to be highly questioned in view of the high percentage of negative answers offered by the experimental group in the pre-test and, consequently, the excellent opportunity for group discussion to effect some positive changes.

Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.-- Some pupils changed from a negative answer in the pre-test to a positive answer in the post-test and others changed from a positive answer to a negative one.

In Anecdote 1, there were significant differences between those who changed from a negative to a positive answer and those who changed from a positive to a negative answer in the aggregate of boys and girls in both the experimental and control groups. In all instances the differences became significant when more pupils changed from a positive answer to a negative answer. The difference between the group of girls who changed their answers from pre-test to post-test reached the .01 level of significance when 29 per cent of the girls selected honesty in the pre-test, then changed their answers in the post-test to favor expediency. Despite group discussion, pupils tended to become more dishonest in dealing with this anecdote.

Relationship between answers parents chose for their children and the children's actual responses.-- Only in Anecdote 4, dealing with promise keeping, was there any significant difference between those who

incorrectly selected a positive answer for their children and those who incorrectly selected a negative answer. Thirty-eight per cent of the parents perceived their children incorrectly, with 31 per cent stating incorrectly that their children would keep a promise once made. There were no significant differences in any of the remaining three anecdotes.

The statistical technique used shows the relationship between those parents who chose a positive answer for their children when, in reality, the children selected a negative answer and those parents who selected a negative answer when actually the children selected a positive answer. In many instances these two groups were equal in number, producing no significant chi-square value even though, as in one instance, 50 per cent of the parents incorrectly perceived their children. On the question of cheating, for example, 46 per cent of the parents perceived their children incorrectly, but there were no significant differences between the groups of parents who selected incorrect answers for their children. In other words, as many parents incorrectly selected a positive answer as those who incorrectly chose a negative answer.

Relationship between the answers children chose for their parents and the parents' actual answers.-- In three of the four anecdotes under the heading of Honesty vs. Expediency, a significant difference was found between the pupils who incorrectly selected a positive answer for their parents and those who incorrectly selected a negative answer for their parents. The anecdotes concerned cheating, petty thievery, and promise keeping.

Relative to cheating, 42 per cent of the children selected the wrong answers for their parents, with 33 per cent suggesting that they did not feel that their parents would return the money found in the telephone coin return and 10 per cent incorrectly stating that their parents would return the money.

On the question of petty thievery, 21 per cent thought their parents dishonest when, actually, the parents stated that they would not cheat a bus company.

Twenty-seven per cent of the pupils felt that their parents would break a promise to baby-sit for a neighbor if some interesting invitation should arrive. These pupils were wrong. The difference here was highly significant at the .01 level. One might wonder if the children's negative perception of the parents relative to honesty could be a causative agent in their own selection of negative answers.

The evidence, though admittedly limited, gives insight into the constellation of problems that impinge upon a family where mutual understanding is negligible in some aspects of human behavior. The limited time busy families utilize together is perhaps spent on disconnected discussions void of any established norms. The moral realism with which children regard rules established and maintained by their parents remains an empty shell when the communicative process of the family is inoperative.

2. Conformity to Peers vs. Holding Individual Values

Expressed values.-- The anecdotes dealing with school work, courtesy to peers, dress, and respect for authority presented little problem to the pupils, with 70 per cent holding individual values over conformity to peers. On the anecdote concerning choice of amusement, more than half of the pupils elected conformity to peers, showing a preference for attending a movie with friends rather than joining in a charity drive movie or watching an educational program on television. Although pupils suggested these categories as crucial conflict areas, the responses in the pre-test and post-test seemed to be consistent, showing little, if any, difficulty in terms of decision making.

Comparison of the experimental and control groups.-- There were no significant differences between the groups except in the aggregate of girls taking Post-test B. The difference occurred in Anecdote 8, dealing with dress. The question concerned whether or not a girl would go along with a group of friends who agreed to wear a special type of similar attire during a school day. The control group increased, in the post-test, in the number of girls who would go along with their friends, whereas the experimental group decreased in the number of girls who would conform. This difference was significant at the .05 level.

In all other instances there were no significant differences, with both the experimental and control groups remaining reasonably constant from pre-test to post-test.

Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.-- In four of the five

anecdotes under the heading of Holding Individual Values, there were significant differences, in some groups, between those who changed from a negative to a positive answer and those who changed from a positive to a negative answer.

Anecdote 5 deals with the problem of loaning homework to a friend. Thirty-three per cent of the eighth grade girls in the experimental group who stated that they would not loan their homework changed their answers in the post-test, asserting that they would loan their homework. Eighteen per cent of the boys in the experimental group made a similar change when asked to express their feelings, in Test B, about copying homework assignments.

Anecdote 7 deals with choice of amusement. There was a significant difference in the aggregate of boys, in the experimental group, between those who held individual values over conformity to peers in the pre-test and then changed their answers in the post-test and those who responded vice versa. The change was from positive to negative. It should be noted that this was the only anecdote in which more than 50 per cent of the pupils selected conformity to peers over the holding of individual values.

Anecdote 8 deals with dress. There was a significant difference among the aggregate of girls, with more girls answering negatively in the post-test than in the pre-test. The aggregate of girls in the experimental group also showed a significant trend toward a negative answer in the post-test of Anecdote 9, dealing with respect for authority.

In all of these anecdotes where a significant difference occurred,

the pupils belonged to the experimental group and the post-test answers became more negative. It is possible that the pupils became closer friends during the six months of participation in group discussion. This would explain the trend toward conformity to peers.

The reader will note that in a previous showing of the relationship between the experimental and control groups relative to the anecdotes discussed here, only one out of fifty comparisons showed a significant difference. In other words, the changes which demonstrate a significant difference in the present analysis were counterbalanced by an accumulation of small changes in the opposite direction, too small to be significant by themselves, but producing an aggregate comparable to the opposite, but large, significant changes.

Relationship between the answers parents chose for their children and the children's actual answers.-- Significant differences occurred in Anecdote 5, dealing with school work, and in Anecdote 8, dealing with dress. In both anecdotes the parents perceived their children incorrectly, stating that these children would conform to their peers.

Relationship between answers children chose for their parents and the parents' actual answers.-- It is interesting to note that significant differences were also demonstrated in Anecdote 5, dealing with school work, and in Anecdote 8, dealing with dress.

In Anecdote 5 the pupils were wrong in stating that their parents would not loan a homework assignment.

In Anecdote 8, 25 per cent of the pupils selected the incorrect answer when they stated that their parents would wear a scout uniform

to school. These significant differences are consistent with those found in the previous paragraph and each explains the incorrect responses of the other.

There was also a difference reaching the .01 level of significance in Anecdote 7, regarding choice of amusement. The pupils were incorrect in stating that their parents would not prefer an educational television program.

It would appear that the responses of the pupils were in agreement with what they thought their parents would select as responses. The difficulty lies in the erroneous perceptions. If the distortion is a matter of family structure, then it can be rectified only by an effective reordering of the family. There is no intent here to magnify the problem because of a few discrepancies in perception. Perhaps further investigation will prove more fruitful in terms of accurate diagnoses.

3. Self-Interest vs. Social Feelings

Expressed values.-- Of the possible 104 positive responses in the thirteen anecdotes of Test A and Test B, only twenty-three, choosing social feelings over self-interest, showed a score of less than 70 per cent. In only three anecdotes was there a decrease in the choice of positive answers and these decreases occurred among the experimental group on the anecdotes dealing with working without recognition, responsibility for the deficiency of others, and justice. In general, social feelings ran high. Most conspicuous were the high percentages of pupils who showed tolerance on the question of prejudice and liberal

thinking on the questions of conservative inquiry and religion. This is highly compensatory in view of the negative responses recorded under the heading of Honesty vs. Expediency.

The spectrum of human values is endless and only a few are considered here. Despite this paucity, a trend is observable and a tendency to evaluate is justifiable if caution is exercised. It might only be suggested that perhaps an emphasis on the positive in all studies of adolescent behavior would help present a clearer and more optimistic view of the forthcoming generation.

Relation between the experimental and control groups.-- There were significant differences between the groups in seven of the thirteen anecdotes under the category of Self-Interest vs. Social Feelings.

In the anecdote dealing with dress, the ninth grade girls in the experimental group taking Test B increased, from pre-test to post-test, in the number expressing social feelings. Where there was no significant difference in the pre-test, the difference in the post-test was significant at the .05 level.

The effect of group discussion varies with the problem under consideration. In the problem of working without recognition, the girls in the experimental group decreased in the number who selected a positive answer in the post-test.

The boys reacted similarly in dealing with the same problem, except that the difference between the experimental and control groups, in this case, reached a difference significant at the .01 level in the post-test. It is clear, therefore, that in some instances group dis-

cussion produces positive effects and in other instances it produces negative effects.

On the problem of justice, the seventh grade boys in the experimental group taking Test B increased in the number who selected justice over self-interest. The difference between the two groups was significant at the .05 level, whereas there were no significant differences in the pre-test.

Relative to replacing the arts with more mathematics and science in the school curriculum, the experimental group showed fewer people favoring the arts in the post-test than in the pre-test. This is not necessarily a negative effect, considering the emphasis of scientific advancement in our society. Pupils may feel that it is very patriotic to favor a more intense mathematics and science curriculum.

Eighth graders experiencing group discussion became less tolerant about religion. The difference between the experimental group and the control group taking Test B was highly significant at the .01 level. This is the year when afternoon attendance at religious school is a "must" among members of the Jewish faith. It is possible that this influenced some of the changes, although observation of the responses of the total population shows a high incidence of toleration.

The variables which contribute to changes in responses are obscure in many instances. One can only guess at the reasons, but certain inferences can safely be made relative to group discussions. Significant differences have been demonstrated. What remains to be investigated is the degree of firmness or assurance with which certain values are held.

The element of change can be effected simply or with great difficulty, depending on the surety with which one holds certain values. It must then be determined what changes, if any, are to be made. Social models change with the times or with the indoctrinating agency. The church may object to changes brought about in the school, and vice versa. No attempt is made here to explain this problem. It is introduced only as speculation to promote research. Common sense tells us, however, that perhaps teaching agencies such as the home, the school, the church, and the community should have some mutuality in terms of the social model they represent. This might prevent some measure of confusion in the adolescent selection of values in some of the categories listed above.

Relationship between pupils who changed from one answer in the pre-test to a different answer in the post-test.-- Only in three anecdotes in Test A and two in Test B were there any significant differences between those who changed from a positive answer in the pre-test to a negative answer in the post-test and those who changed from negative to positive.

In both Tests A and B there was a significant difference in Anecdote 15, dealing with politics. In Test A, 25 per cent of the boys in the experimental group changed their responses by stating in the post-test that the administration should decide on school policy without the aid of pupils.

In Test B, Anecdote 15 deals with censorship, and 21 per cent of the girls in the experimental group who approved of censorship in the

pre-test rejected it in the post-test. The difference between the groups in Test A who changed their responses and the groups in Test B who changed their responses was significant at the .05 level.

From the responses of the boys in Test A, one may conclude that the discussion of the problem led many to change their views about pupil participation in the formulation of school policy. Perhaps the discussion uncovered problems inherent in school administration not previously evident to these boys. General comments in group discussion showed this to be the case in some instances.

From the responses of the girls in Test B, it appears that a protest was being registered relative to the amount of restrictions placed upon adolescents. It was not uncommon for girls to discuss the desired model of the school and its insistence on conformity. It is not unreasonable to conclude that the girls incited each other with talk of restrictions and, as a result, protested the censorship.

Anecdote 19 deals with the toll road controversy. There was a significant difference between the seventh grade girls and the aggregate of boys who changed their responses. Thirty-one per cent of the boys and 32 per cent of the girls changed their answers from negative in the pre-test to positive in the post-test. The positive answer would offer no protest to the toll road extension which would take a great deal of Newton property. The history of the controversy in the city shows final acceptance of the road. Because the issue was prominent during the time of this study, one can readily understand the change of attitude among the pupils.

Relative to the question of whether or not a more equal distribution of the world's goods is preferable to our present economic system, only the seventh grade girls showed any significant difference between those who changed from a negative to a positive answer and those who changed from a positive to a negative answer. The difference was significant at the .05 level, with 31 per cent changing their answers in the post-test to state that they now felt satisfied with our present economic system. This necessarily implies that these girls showed dissatisfaction in the pre-test. One can only guess at a possible reason, with the most obvious one being a lack of maturity or misunderstanding of the problem. In all other instances there was a high percentage of pupils who indicated satisfaction with our present economic system.

The question of religion was discussed in Anecdote 22, and the responses of the girls in the experimental group taking Test B showed a significant difference between those who changed from a negative answer in the pre-test to a positive answer in the post-test. Those who felt that there was nothing wrong in attending religious services of another faith were considered to have answered positively. Sixteen per cent of the girls changed from a negative answer in the pre-test to a positive answer in the post-test. It appears that the girls who experienced group discussion became more tolerant in terms of the conflict in this anecdote. Before this change was recorded, 79 per cent of the girls had already answered positively. This point is mentioned to show the consistency of positive answers to the anecdotes in this study dealing with religion, prejudice, and conservative inquiry.

Relationship between the answers parents chose for their children and the children's actual answers.-- Anecdote 12, dealing with assuming responsibility for the deficiency of others, showed a significant difference between parents who incorrectly selected a positive answer for their children and those who incorrectly selected a negative answer. The difference was significant at the .01 level and occurred in both Test A and Test B. In each instance, parents incorrectly stated that their children would not assume responsibility for the deficiency of others. Thirty-eight per cent of the parents did not perceive their children accurately. The reasons why parents underestimate their children in this regard can only be attributed to the mutual estrangement of busy families, who live in the same house but find little time to communicate with one another on problems vital to everyday living.

Parents similarly underestimated their children's concept of justice in Anecdote 14, where the difference between parents who incorrectly selected a positive answer for their children and those who incorrectly selected a negative answer was significant at the .05 level in Test A and at the .01 level in Test B. It is clear that in some values and in some aspects of human behavior parents do not understand their children.

Relationship between the answers children chose for their parents and the parents' actual answer.-- In discussing the choice of answers which parents selected for their children, in the previous paragraphs, it was shown that in Anecdote 12, dealing with assuming responsibility for the deficiency of others, parents underestimated their children's sense of responsibility. It is now demonstrated that, in the same anecdote,

dote, children overestimated their parents' sense of responsibility. The difference between the pupils who incorrectly selected a negative answer for their parents and those who incorrectly selected a positive answer was significant at the .05 level. In other words, children responded as they felt their parents would respond, and parents responded as they felt their children would respond, with each group incorrectly perceiving the other.

In Anecdote 21, dealing with economics, the children in Test A and Test B incorrectly assumed that their parents were satisfied with our present economic system. In Test A the difference between those who incorrectly selected a negative answer and those who incorrectly selected a positive answer was significant at the .01 level. In Test B the difference reached the .05 level of significance. Once again, it is clear that families have not discussed these issues. There seems to be no other explanation for the discrepancies described above.

4. Recapitulation

The ultimate usage of the findings in the previous sections of this chapter requires some reasonably concise statements for simplification. A number of these statements will be made in the following paragraphs, with caution to the reader that reference to the main body of this study is necessary if a more than cursory understanding is desired.

1. In the comparison of the experimental and control groups there were 220 possible instances where a significant difference could occur. Only 15 significant differences were observed.

2. In comparing the experimental and control groups, the eighth graders in the experimental group differed significantly from the eighth graders in the control group on the question of cheating. The pupils in the experimental group showed more dishonesty in the post-test than in the pre-test. The control group acted similarly. In the three remaining anecdotes under the heading of Honesty vs. Expediency, there were no significant differences between the groups. The effects of group discussion seem negligible to this point.
3. In the comparison of the two groups on the anecdotes under the heading of Conformity to Peers vs. Holding Individual Values, only among the girls was there any significant difference between the experimental and control groups. This difference occurred in the discussion of dress, where, in the post-test, fewer girls would not conform to the group but would wear the clothing which best suited them. In none of the four remaining anecdotes under this heading were there any significant differences between the experimental and control groups.
4. In the remaining 13 anecdotes under the heading of Self-Interest vs. Social Feelings, significant differences occurred in 13 instances in seven different anecdotes. All of the boys taking Test A and all of the girls taking Tests A and B in the experimental group stated less willingness to work without recognition in the post-test than in the pre-test.

On the question of helping others without personal gain,

the boys in the experimental group taking Test B declined in the number who would help others without personal gain, while the control group increased in number.

Both the experimental and control groups of boys taking Test B demonstrated a decrease, from pre-test to post-test, in the number who would take responsibility for the deficiency of others.

The seventh graders and the aggregate of girls taking Test A showed an increase in the number who would vote for the best qualified candidate rather than for a friend.

On the question of arts, both the experimental and control groups of Grade 8 taking Test A decreased in the number who would not care to see music and art dropped from the curriculum.

The experimental group of Grade 9 taking Test A remained constant on the question of economics, while the control group increased in the number who would prefer a more equitable distribution of the world's goods.

On the question of religion, the control group of seventh graders taking Test B became less tolerant in the post-test, while the experimental group remained constant. The experimental group in the eighth grade became less tolerant, while the control group remained constant.

The effect of group discussion is questionable in view of these findings.

5. A comparison was made between the groups who changed their answers from pre-test to post-test. The null hypothesis was that there would be just as many pupils changing from a positive answer in the pre-test to a negative answer in the post-test as there would be those who changed from negative to positive. With 16 breakdowns of grade and sex on each of the 44 anecdotes, the possibility for significant differences to appear totaled 704. Only 29 significant differences occurred where the null hypothesis could be rejected. This would seem to indicate that the group discussion, in most cases, was not effective to any degree of significance.
6. Pupils and parents were compared for their perception of one another. In Test A the parents incorrectly perceived their children in four anecdotes dealing with school work, dress, taking the responsibility for the deficiency of others, and justice. The pupils taking Test A perceived their parents incorrectly in five of the anecdotes dealing with promise keeping, school work, taking responsibility for the deficiency of others, prejudice, and justice.

Parents taking Test B perceived their children incorrectly in six of the anecdotes dealing with cheating, school work, choice of amusement, dress, justice, and economics. The pupils taking Test B perceived their parents incorrectly in six of the anecdotes dealing with petty thievery, promise keeping, school work, taking responsibility for the deficiency of others, justice,

and economics. Parents tended to underestimate the character and quality of the pupils' values, while the pupils tended to overestimate the character and quality of their parents' values.

Incorrect perceptions of parents for children and children for parents were conspicuous in the anecdotes on school work, taking responsibility for the deficiency of others, and justice, in which each group incorrectly perceived the other in both Test A and Test B.

Of the 21 differences listed above, 12 were significant at the .01 level and nine were significant at the .05 level.

5. Suggestions for Group Discussion

One can only speculate as to why the group discussion technique used in this study was not more effective. With the possibility of this question in mind, weekly meetings of group discussion leaders were held, at which time problems were aired and suggestions made for possible improvements.

Composition of groups.-- Because most classes consisted of 27 to 30 pupils, it was decided to limit the group discussion classes to 14 or 15 pupils. Following the decision to divide a class into two groups, it would seem desirable to give some consideration to the placement of the members. There were several choices. The purpose for the group, the grade level of the students, and an immediate problem for discussion may be determining factors.

At the meetings of the group discussion leaders, several suggestions were made and summarized by the writer. It was pointed out that

in the seventh grade the division of boys and girls seems wise, at least in the beginning. At this time the members of each group may be hesitant about expressing personal opinions or discussing problems that are the concern of one group and not of the other. However, it may be desirable, rather early in the year, to regroup on a different basis. This should be left to the discretion of the leader.

Starting with a mixed group in the eighth and ninth grades was effective in some cases. Where there was lack of success, it seemed to come when little or no thought was given to placement of individuals with one group or the other. In the light of the experience of this study, it is suggested that student leaders, non-verbal members, shy pupils, and more outgoing ones be placed in each group rather than to leave it to chance that a split down the middle of a class would produce an even distribution of types of students. The pre-planning also gives the leader a chance to separate combinations of pupils which might not be good in one group.

It might also be recommended that the two sections of a single division could meet periodically to develop a feeling of unity in regard to purpose. Some pupils have suggested that they would like to have an exchange of group leaders at some time.

The question of excluding or retaining a really disturbed boy or girl in group discussion was given consideration. There seemed to be no answer other than that each of these children should be given individual consideration. If the leader felt that it was wise to have a boy or girl of this type meet with the group, it would be desirable to

inform the guidance counselor or school psychologist that the child is included in the class group. There are times when the leader might feel that it is in the best interest of a disturbed child, even if he is not in therapy, to exclude him from discussions. This decision might also be made in the best interest of the group.

In summary, it is suggested that the best grouping results when consideration is given to:

1. The maturity level of the pupils
2. The part that the leader sees each pupil playing in the group
3. The problems to be discussed
4. The advisability of divisions by sex or having a mixed group
for certain discussions
5. The elimination or retention of a disturbed child.

Recording and note-taking.-- Group leaders generally agreed that tape recordings dampened discussions. It is always difficult to know what might have been said if tapes had not been used. It was generally felt that the discussions in which tapes were used were not as open or as productive as untaped sessions. It was also found that the tapes were difficult to hear. Usually only the group leader was able to understand what was being said. Noises of chairs being moved, books being picked up, and outside conversations that took place during the group discussion tended to drown out the speaker. It may be suggested, however, that the leader tape at least one discussion period for his own instruction.

Relative to note-taking, it was the opinion of the group leaders that taking notes in class did not damage group discussion, provided the class was permitted to see the notes and to have an opportunity to hear them read. At first, the class was very much interested in what was being recorded, but soon their interest waned and the pupils continued taking their ease in talking. The use of notes was twofold. Pupils could use them as summaries or as a means of reflecting on their own statements. One must be aware of the danger of too much note-taking, which would result in a mechanical and structured procedure not conducive to free talking. The value of note-taking is in its ability to encourage the pupils to summarize and to reflect.

Limits of group discussion.-- It was generally agreed that the limits set in group discussion are those which are most comfortable for the leader and for the group. Some persons will want to establish limits regarding topics or the order of speaking, while others will insist on almost no limits, preferring to allow the group to establish their own.

The question is whether or not, when a group is discussing something very important at the end of the period, the teacher should interject his own solutions or summarize what was discussed and ask the pupils to reflect on the problem during the interim. Each situation is laden with variables, and one can only rely on the judgment of the leader.

The point that the group tends to set its own limits came up several times among the group leaders. It was pointed out that the group would not explore certain areas because of the pressure of the group.

Whether this pressure was real or merely implied by the presence of others, it was felt that it was a safety barrier beyond which the group would not go. It was also suggested that any attempt by the teacher to force the discussion beyond the level of the group would tend to be rejected by that group. Comfort of the group is of major importance.

The role of the leader and the amount of direction desired.--

Understanding the role of the group discussion leader is most important. As a result of their experiences, the teacher group have continually mentioned three variables which affect the actual role played by each leader. It has become increasingly clear that each leader will use different methods and, hence, will play a different role. This variable could be shown on a continuum, with the authoritarian extreme demonstrated by the group leader not changing from his or her role as a teacher. The extreme at the other end of the continuum would be the complete non-authoritarian figure who is non-directive in all actions toward the group. Most leaders in this study operated in the middle area of the continuum, realizing that, by not changing the teacher role, the group would not feel free enough to respond in a manner other than a teacher-oriented response. Public school atmosphere and group leaders' lack of extensive training make difficult the achievement of a completely non-directive approach.

The second variable influencing the leader role will be the make-up of the group. The junior high school group will represent a wide range of maturity, from the relatively uncontrolled seventh grader to the more sophisticated ninth grader. Within each group there may be a range of

intellectual ability. It has been the general experience that the more mature the group, the less need and the less demand will be made on the leader. For the low intellect and immature group the leader may be called upon to exercise much direction.

A third influencing factor that is particularly important in influencing the week-to-week role of the leader is the topic or situation the group presents. Here a continuum ranges from surface "silly" teenage group gossip to very highly emotionally charged material concerning people in the group. The teacher group experienced frustration and doubt about the value of the surface talk. The children themselves often called attention to the fact the group was not accomplishing anything. Inevitably, however, after several weeks of such discussion, pertinent topics presented themselves or evolved, and periods of fruitful development often followed the seemingly lower plateau of small talk. Other advantages accrued in allowing such small talk. The children become accustomed to the group leader allowing them freedom and increasingly recognizing the leader role as being more permissive than the teacher role allows. The members become more at ease talking together, which will help hold the group together when difficult or sensitive topics are discussed.

It is in the area of sensitive topics that the teacher role and direction are most likely to re-emerge. The tendency will be for the leader to quell a topic which might lead to one or more individual's feelings being hurt. The experience in this study has shown that for group development it is best for the leader to resist stepping into

the situation. There is general agreement that the group will not go too far. The group leader must be continually aware of the individual good versus group good. Several groups in this study were able to participate in rather critical evaluation of group members in a manner which was deemed constructive.

The school situation and time limits also force upon the group leader directive function at certain times. This year several group leaders were confronted with group sentiment in favor of action which the leader saw as being detrimental and also where the group was acting in the "heat" of the moment and had not considered other courses. The leaders felt free to give corrective information or, if there was no time for further discussion, to ask the group not to act until after a discussion at the next group meeting. Also, the group leaders have presented several other alternatives to consider. Experience has shown that this line of direction is necessary in the school and did not seem to inhibit the development of the group.

The experience of the group leaders has shown several specific methods and tasks that are helpful in achieving the purpose of the group.

In the beginning, the leader must structure the group, with emphasis on showing the group he will not play the same role as a teacher. Most leaders achieve this by integrating themselves into the group, such as sitting in a circle of discussants, or sitting completely outside the group and explaining that "this is your discussion to do with what you want." Further encouraging their independence on the part of the group is a technique called reflecting. When the students ask for

decisions or ask questions of the leader, he restates the question and asks the group for their feelings on the question. The important idea for the group leader to maintain is neutrality on group issues. The group leaders distinguish their role from the teaching role by refraining from influencing the judgment of the group members.

Another aid the leader can give the group is the crystallization of group feelings in a statement or two and giving them back to the group to discuss. Often the leader will be summarizing two or three positions taken by various group members. Closely associated is the task of clarification. Many members have a hard time expressing themselves clearly and at this time group leaders help the group by clarifying the statements of the individuals by stating what the leader believes the individual is trying to say and throwing it back to the individual and the group to see if the clarification is correct.

Another helpful task of the leader is summarizing. When the group leader feels an issue has become dead and the group is not interested but continues to talk around the issue, a summary statement is often accepted as a concluding statement. Often toward the end of a period, a complex situation may be summarized with assurance given that the topic can be discussed at the next session. This serves to clear the air before the group disperses. The summary of a previous discussion can also be used as a point of departure for the next meeting.

The group leaders found that all the groups used the leader as information-giver. This role is especially important where issues are created by misinformation on the part of group members. Several group

members experienced group leadership roles in which three general stages of development could be seen. First, all of the group leaders experienced the beginning stage which is characterized by neutrality, permissiveness in group discussion form and content. Some leaders set up minimum rules of courtesy, while others allowed the group to set the conduct standard. The group leaders' task at this stage consists of reflection of group feeling, clarification of individual and group feeling, and some information-giving and summarization.

A second stage emerges at a time when the members of the group are quite comfortable in their relationship with each other and have indicated their acceptance of the discussion leader as someone other than a teacher. The leader may then direct the class's attention to themselves as a group and as individuals, moving them to examining why they have taken individual stands apart from the issues themselves. This can be done by going over the various positions taken by group members and asking them as individuals or as a group to reflect on what factor influenced the particular decision.

A third stage of development was reached by some leaders of the groups participating in this study which allowed them to make interjections of personal opinion to the group. However, it is recognized that the prerequisite for the leader's moving to this stage is a very careful evaluation of the group's perception of the leader. The leader must be sure that his participation will not restrict or inhibit the participation of other group members. If the leader can reach the position of being accepted in the group as "the oldest member of the

group," then his own opinions can be put into the discussion without harmful effect.

All agree that it may not be possible for every group and group leader to go through all stages. It is also felt that successful group experience and learning can take place without reaching all stages. It was found in this study that some groups spent most of the year in the first stage. Also, it was only in the last month of the study that several leaders reported they had reached the third stage. A regression, or falling back to earlier stages of development, was also experienced at times by all group leaders.

The suggestions listed above were compiled from summaries made by the writer of 31 weekly meetings of group discussion leaders. The reports of the leaders were viewed as objectively as possible, and conclusions were drawn for the possible improvement of the discussion sessions.

6. Suggestions for Further Research

A study of teachers' values.-- Common sense awareness informs us that teachers have an effect on pupils. Consciously or unconsciously, teachers project their own values in the classroom. A middle class orientation has been adjudged the rank and file of teachers. An interesting undertaking for someone interested in the study of values would be to examine the values of teachers in some of the conflict areas suggested in this study.

A study of long-term group discussion.-- This study consisted of an experimental group entering into group discussion for a period of

six months. It was felt that this was too short a period of time to effect any significant changes. It would be interesting to know what changes would occur if the pupils spent the three years of junior high school experiencing group discussion.

Attitudes of pupils and parents toward group discussion.-- The pupils of the Weeks Junior High School know what group discussion is, and involvement in the study on the part of parents has also acquainted them with group discussion. A study of attitudes toward group discussion would help predict the feasibility of future experiments.

A comparative study between a suburban school and adjudicated delinquents in a state reformatory.-- Pupils and inmates of comparable age could be given the values test used in this study to examine any differences which might exist between the two groups.

A study of values with increased variables.-- There are several variables which were not included in this study. Although each pupil indicated religious affiliation, this information was used to find aggregates only, and no effort was made to identify types of responses with religious affiliation.

The intelligence quotient of each pupil, correlated with types of responses, might also be of interest to those intending to do research in the area of values.

7. A Final Word

The results of this study should provide information of some worth to those concerned with the study of adolescent behavior. As stated

previously, this study could not cover the whole spectrum of human values. Only those values identified by the pupils as conflict areas were considered.

The techniques used may serve as an example and guide for those who may wish to improve upon them and adapt them for similar studies in other communities.

As a supplement to the analysis of the factual data, it is suggested that the background of the subculture be observed for fuller understanding of its actions.

APPENDIX A

TEST A

Name _____ Grade _____

Age _____ Sex ____M ____F Religion _____

IMPORTANT NOTICE This is not a test. It is a series of anecdotes containing problems which often bother adolescent youth.

Directions: Read each anecdote carefully and in the special answer space check the one alternative which best expresses your feeling about the anecdote. Put a check mark on the space to the left of the number which represents your answer.

At the bottom of each anecdote there is a question relative to how you think your parents would answer the problem. Write the number of the alternative you think your parents would select.

Sample: This school may decide to drop music and the arts so that there would be more time for science and mathematics.

You would like this because

- _____ 1. It would give you more time for homework.
- _____ 2. You don't feel that the arts and music are necessary in today's world.
- _____ 3. These subjects will not help you to get into college.

You wouldn't like these subjects dropped because

- _____ 4. You feel these subjects are important.
- _____ 5. You like these subjects.
- _____ 6. These subjects would be a change of pace after mathematics and science.

How do you think your parents would answer this anecdote?

You are in a phone booth and have just completed your call. As you hang up 80 cents falls into the coin return. You can call the operator and explain the situation or take the money.

You would take the money because

- _____ 1. You feel that there is nothing wrong in it.
- _____ 2. You feel that the telephone company can afford it.
- _____ 3. You feel that everybody does it.

You wouldn't take it because

- _____ 4. You feel that it is stealing.
- _____ 5. You feel that you might get caught.
- _____ 6. You feel that your parents wouldn't want you to.

How do you think your parents would answer this anecdote?

At a stationery store you had bought a notebook, some colored pencils, and an eraser which came to \$.97. You gave the clerk a two dollar bill and she returned \$1.43 in coin to you. You noticed the mistake, but your bus is due and the clerk has started to wait on the next customer.

You would pocket the change because

- _____ 1. You feel that you would want the money.
- _____ 2. You feel that it is not your fault but the clerk's fault.
- _____ 3. You feel that you wouldn't want to miss the bus.

You would not pocket the change because

- _____ 4. You feel that honesty is the best policy.
- _____ 5. You feel that you don't need the money.
- _____ 6. You feel that the clerk might have to pay.

How do you think your parents would answer this anecdote?

You were absent during an exam. That night a friend calls and gives you the answers. Next day the teacher prepares to give you the exam but asks you if you discussed the exam with anyone who took it.

You would say you did because

- _____ 1. You feel that it is not right to lie.
- _____ 2. You feel that it wouldn't help you in the long run.
- _____ 3. You feel that you wouldn't want to get caught.

You wouldn't tell the teacher because

- _____ 4. You feel that it is important to get a good grade.
- _____ 5. You feel that it wouldn't harm anyone.
- _____ 6. You feel that it's the teacher's fault because he shouldn't give the same exam a second time.

How do you think your parents would answer this anecdote?

You have promised your closest neighbors to baby-sit with their child on Saturday afternoon and evening. In the meantime an invitation comes to join a group of friends at the beach on the same Saturday. You have disappointed your neighbors once before. You can either back out of the job or miss the beach party.

You would go to the beach party because

- _____ 1. You feel that you could get a substitute easily.
- _____ 2. You feel that beach parties are fun.
- _____ 3. You feel that the neighbors would understand.

You would not go to the beach party because

- _____ 4. You feel that you would not want to disappoint your neighbors twice.
- _____ 5. You feel that you would be embarrassed to face your neighbors.
- _____ 6. You feel that you might not get other jobs.

How do you think your parents would answer this anecdote?

A classmate of yours calls and asks you to give him the answers to the social studies assignment that has just taken you two and one half hours to complete. He tells you that he has been unable to obtain the needed reference books.

You would give him the paper to copy because

- ☐ 1. You feel that he needs help.
- ☐ 2. You feel that you may want the favor returned sometime.
- ☐ 3. You feel that it won't hurt to loan him the paper.

You would not loan him the paper because

- ☐ 4. You feel that it's wrong to do this.
- ☐ 5. You feel that you're afraid of being caught.
- ☐ 6. You feel that he should do his own work.

How do you think your parents would answer this anecdote?

In a school talent show, Jean is singing, not very musically, but sincerely. She is a girl who is shy, earnest, and likeable, but not one of the school leaders. You are sitting with your gang who are openly making fun of Jean and plan to leave before Jean finishes.

You would go along with the group because

- _____ 1. You feel that you don't want to lose friends.
- _____ 2. You feel that everybody is doing it.
- _____ 3. You feel that she has no talent and doesn't belong there.

You would not go along with the group because

- _____ 4. You feel that you wouldn't want it to happen to you.
- _____ 5. You feel that she deserves a chance.
- _____ 6. You feel that people shouldn't be rude.

How do you think your parents would answer this anecdote?

A non-required program dealing with material you have recently been studying in English is being shown on TV. At the same time your favorite program is being shown on another channel.

You would watch the English program because

- _____ 1. You feel that you would enjoy the subject material.
- _____ 2. You feel that you would want to increase your knowledge of the subject.
- _____ 3. You feel that you would like to be part of any group who would discuss the program.

You would not watch it because

- _____ 4. You would feel that you wouldn't watch it because it wasn't required.
- _____ 5. You feel that you would prefer to be entertained after doing your assigned work.
- _____ 6. You feel that you would not be marked on this.

How do you think your parents would answer this anecdote?

You are a member of a scout troop and have been asked to wear your uniform to a special program immediately after school. You have never seen another student wearing a scout uniform in school and feel embarrassed about wearing yours.

You would wear yours because

- _____ 1. You feel that you were asked to.
- _____ 2. You feel that you are proud to be a member of the scout troop.
- _____ 3. You don't feel embarrassed about dressing differently.

You wouldn't wear it because

- _____ 4. You feel that you would be embarrassed to look different.
- _____ 5. You feel that you wouldn't want all your classmates to know that you are still a scout.
- _____ 6. You feel that you could hope for a chance to change after school.

How do you think your parents would answer this anecdote?

One of the most interesting parts of your day has been your after-school talk and get-together in front of your neighborhood drug-store with a group of your best friends. However, the policeman on the corner has orders to make you move on. Your friends feel that they are taxpayers and have a right to be there. They plan to meet there today. You will miss their company if you don't go but you know the policeman has asked that you do not meet unless you have to go to make a purchase.

You would go to meet your friends because

- _____ 1. You feel that your friends expect you to.
- _____ 2. You feel that as a taxpayer you have the right to be there.
- _____ 3. You feel that you would miss one of the most social and best parts of the day.

You would not go to meet your friends because

- _____ 4. You feel that you respect the law.
- _____ 5. You feel that it seems like a reasonable request.
- _____ 6. You feel that this isn't the best way to socialize.

How do you think your parents would answer this anecdote?

You are working on plans for next year's book fair knowing that there is much popularity and honor to be gained by a successful fair. Now, you find that you are moving to another part of the city at the close of the school year and will attend another school next year.

You would continue putting a lot of time into the plans for next year because

- _____ 1. You feel that you would continue to help the school.
- _____ 2. You feel that you should finish what you start.
- _____ 3. You feel that you would do it for the teacher's appreciation.

You would not continue the work because

- _____ 4. You feel that you would let someone else have the fun and glory.
- _____ 5. You feel that it would not be worth the bother.
- _____ 6. You feel that your efforts would be lost if you can't see the results.

How do you think your parents would answer this anecdote?

A pupil has been asked to get a group of boys to put up chairs in the cafeteria after lunch. This boy asks you. If you can help you will be allowed to be a few minutes late to a library class for extra credit work, but you may lose a little time. Still, the boy needs help.

You would help because

- _____ 1. You feel that you might need his help sometime.
- _____ 2. You feel that missing a little extra credit work is not so important as helping a friend.
- _____ 3. You feel that it's right to help him.

You would not help because

- _____ 4. You feel that your extra credit work comes first.
- _____ 5. You feel that other pupils can help him.
- _____ 6. You feel that you want good grades and the extra credit will help.

How do you think your parents would answer this anecdote?

Your grade has been given the opportunity of taking over the operation of the cafeteria. You are a member of the cabinet and have the responsibility for seeing that things run properly. You observe several students deliberately damaging the tables.

You would report it to the teacher because

- _____ 1. You feel that it is your duty as a cabinet member to report it.
- _____ 2. You feel that it is a serious offense.
- _____ 3. You feel that you'll get in trouble if you don't report it.

You would not report it because

- _____ 4. You feel that you wouldn't want to be a tattletale.
- _____ 5. You feel that the kids won't like you.
- _____ 6. You feel that you shouldn't be given police duties.

How do you think your parents would answer this anecdote?

Your father has recently placed a large deposit of money on a house intending to purchase it. A friend calls and tells your father that a Negro family lives further down on the same street as your new house. You like the house very much.

You would want your father to buy it because

- _____ 1. You feel that color of people makes no difference.
- _____ 2. You feel that you like the house.
- _____ 3. You feel that you don't want to lose the deposit.

You wouldn't want your father to buy the house because

- _____ 4. You feel that in a few years the neighborhood may be all Negro.
- _____ 5. You feel that you like Negroes but you don't want to live near them.
- _____ 6. You feel that Negroes lower property value.

How do you think your parents would answer this anecdote?

There is a book that you must use for a following day's assignment in the reference room of the library. This book cannot be taken out of the room. You see a classmate of yours tear the page out of the book to take home.

You report it to the librarian because

- _____ 1. You feel that it's unfair to others not to have needed material available.
- _____ 2. You feel that this is destruction of school property.
- _____ 3. You feel that she's the one who should know and be aware of what's happening to the books.

You wouldn't report it because

- _____ 4. You feel that you wouldn't tattle.
- _____ 5. You feel that you know there are many reference sources elsewhere.
- _____ 6. You feel that you would speak to the student, not the librarian.

How do you think your parents would answer this anecdote?

In group discussion some pupils protested that they do not have enough to say about school discipline, courses offered in the school, and school politics.

You agree with them because

- _____ 1. You feel that the school is for pupils so they should have something to say.
- _____ 2. You feel that the school isn't run right.
- _____ 3. You feel that the school policies in these areas would be fairer.

You disagree with them because

- _____ 4. You feel that the teachers and administration know more about these things.
- _____ 5. You feel that learning is more important.
- _____ 6. You feel that it's not your responsibility.

How do you think your parents would answer this anecdote?

Some nations have suggested that we accept the demands of Russia in order to prevent world destruction.

You agree because

- _____ 1. You feel that it is better to be alive under Russia than to be dead.
- _____ 2. You feel that it is better to be ruled by Russia than to have the world destroyed.
- _____ 3. You feel that there must be something good about the Russian communism.

You disagree because

- _____ 4. You feel that you must fight for what you believe.
- _____ 5. You feel that if our forefathers felt this way we might not have a country today.
- _____ 6. You feel that it would be better to die than to live under Russian rule.

How do you think your parents would answer this anecdote?

You have an opportunity at a group meeting to ask questions and listen to answers from a rabbi, a priest, and a minister to gain more information or to clear up any misunderstanding on the Jewish, Catholic, and Protestant sections of the book One God which you have read.

You would accept the opportunity because

- _____ 1. You feel that you will have an understanding of other people's religion.
- _____ 2. You feel that you are curious to know about other religions.
- _____ 3. You feel that it won't hurt to know something of other religions.

You would not accept the opportunity because

- _____ 4. You feel that it would be a waste of time.
- _____ 5. You feel that you are not interested in other people's religions.
- _____ 6. You feel that it is wrong to get interested in other religions.

How do you think your parents would answer this anecdote?

As an experiment Harvard accepted a boy whose father completed only the eighth grade and his mother the fourth. They are poor but hard-working people. The boy's marks in school and his recommendations from the teachers and the principal were good. The boy did poorly on standardized tests because of the low cultural background from which he came.

You think he will succeed because

- _____ 1. You feel that he has shown ambition and accomplishment in his school marks.
- _____ 2. You feel that he has succeeded in school in spite of his parents' lack of education.
- _____ 3. You feel that he has demonstrated his ability to his teachers.

You think he will not succeed because

- _____ 4. You feel that his parents did not go to college.
- _____ 5. You feel that his standardized tests results did not show college ability.
- _____ 6. You feel that his lack of money will mean he cannot succeed at Harvard.

How do you think your parents would answer this anecdote?

A new toll road or freeway is going through your city. You and a few of your friends and neighbors find that the road will pass right through your area and your house will be torn down. The road is important and a great many citizens are in favor of it.

You would offer no protest because

- _____ 1. You feel that most of the people want the road.
- _____ 2. You feel that it would not do any good anyway.
- _____ 3. You feel that you don't want to be involved in an argument.

You would protest because

- _____ 4. You feel that it is your right to keep your property.
- _____ 5. You feel that even if only one house were involved the rights of that individual should be considered.
- _____ 6. You feel that you wouldn't get enough money for your house.

How do you think your parents would answer this anecdote?

This school may decide to drop music and the arts so that there would be more time for science and math.

You would like this because

- _____ 1. You feel that you would get more time for homework.
- _____ 2. You feel that the arts and music are not necessary in today's world.
- _____ 3. You feel that these subjects will not help to get you into college.

You wouldn't like this because

- _____ 4. You feel that these subjects are important.
- _____ 5. You feel that you like these subjects.
- _____ 6. You feel that you like a change of pace along with math and science.

How do you think your parents would answer this anecdote?

It has been suggested that all of the goods of the world be collected and distributed equally among all the people of the world.

You approve of this because

- _____ 1. You feel that most of the goods are in the hands of a few.
- _____ 2. You feel that the poor people will be better off.
- _____ 3. You feel that this is the fairest way for a society to live.

You disapprove of this because

- _____ 4. You feel that our present system of competition is good for everyone.
- _____ 5. You feel that individuals can be more creative if they have to compete.
- _____ 6. You feel that all the goods will end up in the hands of the people who had them in the first place.

How do you think your parents would answer this anecdote?

You have been invited to a big school dance by a member of your class whom you like very much. Just before the dance you find that he is not of your faith.

You would go to the dance with this person because

- _____ 1. You feel that religion doesn't make any difference in this situation.
- _____ 2. You feel that you promised.
- _____ 3. You feel that it is good to mix.

You would not go to the dance with this person because

- _____ 4. You feel that you do not believe in dating with persons of a different faith.
- _____ 5. You feel that your friends would not approve.
- _____ 6. You feel that your parents would not want you to.

How do you think your parents would answer this anecdote?

APPENDIX B

TEST B

Name _____ Grade _____

Age _____ Sex ____ M ____ F Religion _____

IMPORTANT NOTICE

This is not a test. It is a series of anecdotes containing problems which often bother adolescent youth.

Directions: Read each anecdote carefully and in the special answer space check the one alternative which best expresses your feeling about the anecdote. Put a check mark on the space to the left of the number which represents your answer.

At the bottom of each anecdote there is a question relative to how you think your parents would answer the problem. Write the number of the alternative you think your parents would select.

Sample: This school may decide to drop music and the arts so that there would be more time for science and mathematics.

You would like this because

- _____ 1. It would give you more time for homework.
- _____ 2. You don't feel that the arts and music are necessary in today's world.
- _____ 3. These subjects will not help to get you into college.

You wouldn't like these subjects dropped because

- _____ 4. You feel these subjects are important.
- _____ 5. You like these subjects.
- _____ 6. These subjects would be a change of pace after mathematics and science.

How do you think your parents would answer this anecdote?

Your friends have found a method of getting cokes out of the machine without putting in money.

You would join them in taking a coke because

- _____ 1. You feel that there is nothing wrong.
- _____ 2. You feel that the coke company can afford it.
- _____ 3. You feel that it is all right to do what your friends do.

You wouldn't because

- _____ 4. You feel that it is stealing.
- _____ 5. You feel that you would get caught.
- _____ 6. You feel that your parents wouldn't like it.

How do you think your parents would answer this anecdote?

At the close of school the students crowd into the bus. So many are standing near the door that you get pushed in and do not hand in your bus ticket. As you leave, the bus is still crowded.

You'd get off without giving the ticket because

- _____ 1. You feel that it is inconvenient.
- _____ 2. You feel that you got a free ride.
- _____ 3. You feel that the bus company won't miss the money.

You would not get off without giving the ticket because

- _____ 4. You feel that your conscience would bother you.
- _____ 5. You feel that you don't need the ticket.
- _____ 6. You feel that your parents wouldn't like it.

How do you think your parents would answer this anecdote?

You are working on an important social studies report. You are allowed to borrow books overnight only. If you fail to return a book on time, you lose your borrowing privileges for a while. There is a sign-out sheet which you failed to sign. You leave your book at home. The class is asked about it.

You would say nothing because

- _____ 1. You feel that your borrowing privileges may be lost.
- _____ 2. You feel that no one knows you have it.
- _____ 3. You feel that the book can be returned the next day.

You would say you left it at home because

- _____ 4. You feel that this is the fair thing to do.
- _____ 5. You feel that someone might have seen you take it.
- _____ 6. You feel that the teacher would understand.

How do you think your parents would answer this anecdote?

On Wednesday you have promised a friend to help with a paper drive which is to take place the following Saturday. The purpose of the drive is to raise money for Thanksgiving baskets for needy families. On Friday night you are invited to go to Hanover, N. H., to see a Dartmouth football game.

You would go to the game because

- _____ 1. You feel that you might not get another chance.
- _____ 2. You feel that you can get someone else to take care of the drive.
- _____ 3. You feel that the invitation is important.

You would not go because

- _____ 4. You feel that you would be breaking a promise.
- _____ 5. You feel that you think needy families would appreciate baskets.
- _____ 6. You don't feel that it's right.

How do you think your parents would answer this anecdote?

You are invited to the Rodeo, the Ice Follies, or the circus at the Gardens on an evening when there is a lot of mathematics homework. It would be impossible to accept the invitation and to get your homework done. However, this can be accomplished if you call a friend and have him dictate the answers to you.

You would go because

- _____ 1. You feel that you could ask a friend for the answers.
- _____ 2. You feel that one night's homework isn't so important.
- _____ 3. You feel that you couldn't stand missing the fun.

You would not go because

- _____ 4. You feel that homework is more important than an evening out.
- _____ 5. You feel that it's not honest to copy homework answers.
- _____ 6. You feel that you need to understand the mathematics process not just to get an answer.

How do you think your parents would answer this anecdote?

You are going to a party which you know is going to be crashed and spoiled. Sue, the girl who invited you, is not very popular at school and the "crashers" want to show her that she can't plan a good party.

You would tell Sue because

- _____ 1. You feel sorry for her.
- _____ 2. You feel that it isn't right to crash.
- _____ 3. You feel that there might be trouble.

You would not tell Sue because

- _____ 4. You feel that you might lose your friends.
- _____ 5. You feel that there is nothing wrong in crashing.
- _____ 6. You feel that it would be fun to crash.

How do you think your parents would answer this anecdote?

The school is sponsoring a movie and the funds are to go to charity. You would like to attend but your friends are all going to a local movie house to meet with other boys and girls.

You would go to the school movie because

- _____ 1. You feel that you could go to the other movie some other time.
- _____ 2. You feel that you would want to support as many of the school projects as you can.
- _____ 3. You feel that it doesn't matter what your friends are doing. You don't always have to do what the crowd does.

You would not go to the school movie because

- _____ 4. You feel that you would prefer to be with your friends.
- _____ 5. You feel that you could buy the ticket, help the charity, but you don't need to attend the movie.
- _____ 6. You feel that you would want to spend your leisure hours choosing your own form of entertainment.

How do you think your parents would answer this anecdote?

Your whole division decides to wear stockings or sox of different colors to school one day. It seems rather foolish to you.

You would wear them anyhow because

- _____ 1. You feel that it would be fun.
- _____ 2. You feel that you want to go along with the crowd.
- _____ 3. You feel that it won't hurt anyone.

You would not wear them because

- _____ 4. You feel that you would feel out of place.
- _____ 5. You feel that you don't want to be told what to wear.
- _____ 6. You feel that you'd rather be made fun of by your friends than be criticized by the school.

How do you think your parents would answer this anecdote?

You are told by your parents that you are not to ride with a sixteen-year-old friend who has recently received his driver's license. Your parents are now in New York. The friend drives up and offers you a ride to the Centre.

You accept the ride because

- _____ 1. You feel that you are afraid to offend your friend.
- _____ 2. You feel that your parents won't know anyway.
- _____ 3. You feel that you want to spite your parents.

You do not accept the ride because

- _____ 4. You feel that you promised your parents you wouldn't.
- _____ 5. You feel that you might get caught.
- _____ 6. You feel that he is not a capable driver.

How do you think your parents would answer this anecdote?

You have worked long and hard to have your science project win a prize at the science fair. You got an honorable mention. A project which had a great deal of parent help was picked over yours.

You would say something to the teacher because

- _____ 1. You feel that it wouldn't be fair.
- _____ 2. You feel that he can't always have parent help so you can't let him get away with it.
- _____ 3. You feel that you would want credit for your own work.

You would say nothing because

- _____ 4. You feel that it's the person's business.
- _____ 5. You feel that it's not right to tattle.
- _____ 6. You feel that he will lose out in the end.

How do you think your parents would answer this anecdote?

You hurry to finish your homework so that you may work on an extra credit project for science. Roger, who has been absent from school for a few days, comes over and asks you to help him with some social studies work which he doesn't understand. If you help Roger, you won't have time to do the extra credit work for science.

You should help Roger because

- _____ 1. You feel that you might some time need Roger's help.
- _____ 2. You feel that extra credit is less important than helping a friend.
- _____ 3. You feel that it's right to help him.

You would not help Roger because

- _____ 4. You feel that your own work should come first.
- _____ 5. You feel that other kids can help him.
- _____ 6. You feel that you need a good science mark.

How do you think your parents would answer this anecdote?

You are a member of a small club which has received permission to use the Smith's summer house and garden for a picnic. After the picnic, you have to leave for a minute. When you return you realize that the crowd has just left. As you start to follow them, you see that much paper and trash has been left on the ground. If you stay to clean up, you will not catch up with the rest of the members of the club and see yourself in the movies of last year's picnic.

You would stay and clean up the grounds because

- _____ 1. You feel that you are responsible for the reputation of the club.
- _____ 2. You feel that you might want to use the summer house again.
- _____ 3. You feel that it's the fair thing to do.

You would not stay and clean up the grounds because

- _____ 4. You feel that somebody else will do it.
- _____ 5. You feel that you would do it later.
- _____ 6. You feel that you would want to see the movie.

How do you think your parents would answer this anecdote?

A local university has hired a Negro professor. This professor is in urgent need of an apartment for his family. He has heard of the vacant apartment upstairs in the home of your parents.

You would rent him the apartment because

- _____ 1. You feel that all people are equal.
- _____ 2. You feel that he is an educated man.
- _____ 3. You feel sorry for him.

You would not rent the apartment because

- _____ 4. You feel that the neighbors might object.
- _____ 5. You feel that colored people shouldn't mix with whites.
- _____ 6. You feel that it would lower the value of the property.

How do you think your parents would answer this anecdote?

Two boys have received tie votes for president of your class, and there has to be a run-off election. One of the candidates is exceptionally well-qualified by experience and ability. The other is a popular athlete and has been your friend for a long time. There is to be a closed ballot.

You would vote for your friend because

- _____ 1. You feel that he's your friend.
- _____ 2. You feel that if he's popular he's qualified.
- _____ 3. You feel that you may want a favor from him.

You would vote for the other fellow because

- _____ 4. You feel that he'll do a better job than your friend.
- _____ 5. You feel that he deserves it more.
- _____ 6. You feel that he'll do more for the school.

How do you think your parents would answer this anecdote?

A city in Texas has an appointed citizens' committee to censor movies. Only those pictures on the approved list may be attended by minors.

You approve of the censors because

- _____ 1. You feel that Hollywood makes some movies which are not good for minors and someone should stop them.
- _____ 2. You feel that you are not old enough to make a good decision.
- _____ 3. You feel that you won't have to see it because none of the gang will see it.

You disapprove of this because

- _____ 4. You feel that this is a free country and you should see whatever you want to see.
- _____ 5. You feel that you know what is good and what is bad.
- _____ 6. You feel that they have no right.

How do you think your parents would answer this anecdote?

An American Polaris missile-carrying submarine was stationed in Scotland and some of the Scottish people protested. One woman carried a sign reading "Better Red than Dead." This meant that she would rather live under communism than to fight and have the world destroyed.

You agree with her because

- _____ 1. You feel it is better to be alive under communism than to be dead.
- _____ 2. You feel that if you don't accept communism a nuclear war will result and most countries will be destroyed.
- _____ 3. You feel that there must be good points to communism.

You don't agree with the sign-carrying woman because

- _____ 4. You feel that you must fight for what you believe.
- _____ 5. You feel that if our forefathers felt the way the woman feels we might not have a country today.
- _____ 6. You feel that it would be better to die than to submit to communism.

How do you think your parents would answer this anecdote?

There is a book entitled One God by Mary Fitch done in three sections. The three sections are explanations of the three major religions in our country, the Catholic, Protestant, and Hebrew. The sections were written by a priest, a minister, and a rabbi. Would you be interested in reading all three sections or just the one concerning your own religion?

You would read all three because

- _____ 1. You feel that you would have an understanding of other people's religion.
- _____ 2. You are curious to know about other religions.
- _____ 3. You feel that it won't hurt to know something of other religions.

You would read only the section concerning your own religion because

- _____ 4. You feel that it will be a waste of time.
- _____ 5. You feel that you are not interested in other people's religion.
- _____ 6. You feel that it is wrong to read about religions other than your own.

How do you think your parents would answer this anecdote?

Time Magazine had an article telling of a school principal who took a group of pupils from a slum area on their first visit to a museum, a ballet, an opera, and a baseball game.

You feel that children of this type could profit if given these advantages because

- _____ 1. You feel that it would show them what others have accomplished.
- _____ 2. You feel that it would stimulate them to choose a different way of life.
- _____ 3. You feel that it would encourage them to continue their education.

You feel these children would not profit from this because

- _____ 4. You feel that it would make them dissatisfied with their own position in life.
- _____ 5. You feel that it would cause them to desire that which they cannot have.
- _____ 6. You feel that it would be too great a change.

How do you think your parents would answer this anecdote?

In group discussion an argument has arisen over an issue. One side has the majority of votes but your opinion is with the minority.

You would stay with the minority because

- _____ 1. You feel that the minority may be right.
- _____ 2. You feel that the minority has its rights and can keep its position.
- _____ 3. You feel strongly about your position.

You would not stay with the minority because

- _____ 4. You feel that the wishes of the majority should be respected.
- _____ 5. You feel that, as a general rule, the majority vote wins.
- _____ 6. You feel that it will save much dispute.

How do you think your parents would answer this anecdote?

Math and science seem to be the most important courses in school. During the seventh period you may take more of these classes or you may choose classes in metal work, painting, music; or creative writing.

You would take more math and science courses because

- _____ 1. You feel that existence may depend on our future scientists and mathematicians.
- _____ 2. You feel that math and science are important in times of world crisis.
- _____ 3. You don't like the arts.

You would not take more math and science courses because

- _____ 4. You feel that a well-rounded education is more important.
- _____ 5. You feel that science and math are not the only important subjects.
- _____ 6. You feel that you would like to know more about these subjects.

How do you think your parents would answer this anecdote?

Some people claim that most of the goods of the country are in the hands of a few. These people feel that distributing the goods or money more equally would be better for the people.

You think our present system is good because

- _____ 1. You feel that competition is good for everyone.
- _____ 2. You feel that individuals can be more creative.
- _____ 3. You feel that progress is being made and we should leave things as they are.

You think our present system is not good because

- _____ 4. You feel that small business is not getting a chance.
- _____ 5. You feel that it is not fair to have a few rich people and so many poor.
- _____ 6. You feel that progress is not being made.

How do you think your parents would answer this anecdote?

One of your friends who is not of your faith is going to take part in a religious service to which you are invited. You are not sure you should attend a service which is being conducted in a faith other than your own.

You would go because

- _____ 1. You feel that there is nothing wrong in it.
- _____ 2. You feel that you don't want to hurt your friends.
- _____ 3. You feel that all religions are basically the same.

You would not go because

- _____ 4. You feel that you cannot go to a service conducted in another faith.
- _____ 5. You feel that your parents wouldn't allow it.
- _____ 6. You feel that you don't think it's right.

How do you think your parents would answer this anecdote?

APPENDIX C

DIRECTIONS TO TEACHERS

PLEASE READ THE FOLLOWING TO YOUR GROUP.

TO PUPILS:

I am about to distribute among you a booklet comprised of 22 short anecdotes. Let me give you a brief history of how this booklet came into being.

A few years ago, parents in the Week's Junior High P.T.A. expressed interest in the values of their children. Questions were asked such as, "How can we find out the feelings of our junior high school pupils relative to certain problems?"

Our first task was to find out what these problems were. To do this, approximately 350 pupils had discussions with teachers and parents, and from these discussions came the 22 anecdotes listed in this booklet.

For clerical reasons only we ask that you put your name and other required information on page one. No attempt will be made to identify responses with an individual. A post-test will be given in a few months and we must be sure that the same pupils answer the anecdotes again at that time. All the calculating will be done by machine.

You are to complete the booklet according to the directions on page one which I will read to you. Then you are to put the booklet in an envelope which I will pass out to you.

Please answer each question. Choose the answer which best fits your feeling. Each anecdote must be answered. There should be one check mark on each page and one number.

Should you have any questions concerning the purpose of this study, please hold them until your group has completed the booklets.

TEACHERS

Pupil 1 will receive Booklet A.
Pupil 2 will receive Booklet B.
Pupil 3 will receive Booklet A.
Etc.

Have each pupil who is in the experimental group put an E on page one (right-hand corner).

Have each pupil who is in the control group put a C on page one (right-hand corner).

Please take completed booklets to your coatroom where they will be picked up.

Many thanks and Good Luck.

APPENDIX D

CHECK LIST

This is NOT a test

The statements on the following pages suggest problems which bother students of your age. They are problems of school, home life, religion, and other activities of daily life. Perhaps some of these problems will be serious and of great concern to you. Others may not be so serious and may concern you slightly. Such problems will be minor to you. Still others will be of no concern to you at all. That is, they are not problems for you.

Read each statement carefully. To the right of each statement you will find a line such as this _____. On this line you will write

1. The letter S if the problem is serious to you.
2. The letter M if the problem is a minor one to you.
3. The letter N if this is not a problem for you.

For example, the statement is:

1. My teachers are not very understanding..... 1. S

The S to the right of the statement means that this is a serious problem for you. The letter M would mean that it is a minor problem for you. The letter N would mean that it is no problem for you.

Please answer every statement.

1. I am worried over my marks keeping me out of college....1. _____
2. Should Junior High school pupils go to church?.....2. _____
3. I'm bothered over the amount of cheating in school.....3. _____
4. My teachers aren't very understanding.....4. _____
5. My teachers expect too much of me.....5. _____
6. My parents are not of the same religion.....6. _____
7. How can I be more attractive to the opposite sex?.....7. _____
8. I worry about trusting people.....8. _____
9. I have too much time on my hands with nothing to do.....9. _____
10. I don't seem to have time to do homework.....10. _____
11. I smoke too much.....11. _____
12. I seem to be interested in too many things.....12. _____
13. Some teachers don't make the work clear enough to me...13. _____
14. Should I speak to a boy who doesn't know me?.....14. _____
15. I'm bothered by the differences of belief between
Christians and Jews.....15. _____
16. I'm afraid to tell my parents when I've done something
wrong.....16. _____
17. I don't get along with members of my family.....17. _____
18. I wonder why nations war.....18. _____
19. I judge people too quickly.....19. _____
20. My parents object to my seeing one boy too often.....20. _____
21. How can I say "no" without hurting a person's feelings?21. _____
22. I wish we lived in a better neighborhood.....22. _____
23. I am worried over home conditions.....23. _____
24. Is it all right to smoke?.....24. _____

25. I am always arguing with my parents.....25. _____
26. I'm overambitious.....26. _____
27. I can't seem to keep things to myself.....27. _____
28. My parents are always complaining about money.....28. _____
29. I get to bed too late every night.....29. _____
30. I am not allowed to date those of a different religion..30. _____
31. I don't think school is helping me as much as it should.31. _____
32. I worry about not living up to the teachings of my
religion.....32. _____
33. My parents are always nagging me about my school work...33. _____
34. I'm shy when I am with members of the opposite sex.....34. _____
35. There is little opportunity for leadership in the
school.....35. _____
36. I wonder how to keep from feeling not wanted.....36. _____
37. I have to do too many chores around the house.....37. _____
38. Some teachers are very set in their ways.....38. _____
39. I can't seem to hold onto friends.....39. _____
40. I feel that my parents don't trust me.....40. _____
41. My opinions never amount to anything at home.....41. _____
42. I feel too much stress is placed on college preparation
courses.....42. _____
43. I dislike having to do housework.....43. _____
44. I'm afraid of making a mistake.....44. _____
45. I'm not allowed to make my own decisions.....45. _____
46. Why doesn't school place more emphasis on practical
living?.....46. _____
47. I'm nervous when I take a test.....47. _____

48. How late should I be allowed to stay out?.....48. _____
49. I'm not allowed to choose my own friends.....49. _____
50. I'm too anxious to please everyone.....50. _____
51. People today don't seem to have high moral standards....51. _____
52. How can I adjust myself to constantly changing condi-
tions?.....52. _____
53. There is constant quarreling and arguing in my home.....53. _____
54. How can I be nice to people I dislike?.....54. _____
55. I wish I could be more helpful to my parents.....55. _____
56. I don't feel very close to my family.....56. _____
57. I'm bothered by the fact that so many people are money
conscious.....57. _____
58. My classmates make fun of me.....58. _____
59. I wish there were more stress on the social side of
life in school.....59. _____
60. It's hard to hide my feelings about someone I dislike...60. _____
61. I'd like to be able to find a date for school dances....61. _____
62. I seldom have dates.....62. _____
63. I wish boys and girls wouldn't be so snobbish.....63. _____
64. I like someone who is going steady with another person..64. _____
65. Some of my teachers never believe me.....65. _____
66. My parents are always blaming me for things that aren't
my fault.....66. _____
67. I feel too much emphasis is placed on marks.....67. _____
68. I don't know how to act with boys.....68. _____
69. My parents are always criticizing me.....69. _____
70. My parents expect too much of me.....70. _____

71. I'm afraid of defeat in anything I do.....71. _____
72. My parents are too possessive.....72. _____
73. My ideas on morals differ from those of my parents.....73. _____
74. I'm not allowed out on school nights.....74. _____
75. I'm worried about the atom bomb.....75. _____
76. I think that talent and ability are overlooked in
school.....76. _____
77. I sometimes feel my parents spoil me.....77. _____
78. I'm not a sincere individual.....78. _____
79. My parents are planning to move but I don't want to.....79. _____
80. I'm worried about my future.....80. _____
81. My parents show little interest in what I do.....81. _____
82. I'm not allowed to have dates.....82. _____
83. My conscience bothers me.....83. _____
84. Some of my teachers show favoritism.....84. _____
85. I don't stick up for my rights.....85. _____
86. I don't tell the truth.....86. _____
87. Some teachers allow their personal feelings to rule them87. _____
88. I get very little encouragement at home.....88. _____
89. Television keeps me from doing my homework.....89. _____
90. I lack a sense of responsibility.....90. _____
91. I think too much emphasis is placed on being an athlete.91. _____
92. I feel there is too much religious prejudice.....92. _____
93. I have many faults that need to be corrected.....93. _____
94. How can I get people to like me?.....94. _____

95. I feel that some of my teachers don't like me.....95. _____
96. I think there are too many cliques in school.....96. _____
97. I don't know what subjects to pick for next year.....97. _____
98. I never seem to say the right thing.....98. _____
99. I worry about expressing opinions that differ with
others.....99. _____
100. I don't know how to act toward people I know are
wrong.....100. _____
101. Some boys are vulgar in front of girls.....101. _____
102. I feel I'm not well liked.....102. _____
103. I don't get an allowance.....103. _____
104. My parents aren't as helpful as they think they are...104. _____
105. I don't finish what I start.....105. _____
106. My teachers don't encourage or help me.....106. _____
107. How can I develop character?.....107. _____
108. My parents are too strict about religion.....108. _____
109. Some teachers embarrass me in front of the class.....109. _____
110. It's hard to break into some of the cliques in school.110. _____

Please state any other problems that you feel should be on this list.

APPENDIX E

CODE SHEET

Subject: 001-999

Form: 1-2-3-4

Sex: 1-2 (1 = M 2 = F)

Age: The age itself (one numeral in each space)

Grade:

7	=	1
8	=	2
9	=	3

Religion: **1-2-3-4-5**

1 - Catholic
2 - Protestant
3 - Jewish
4 - Atheist
5 - No religion

Pre-post: 1-2 1 - Pre-test
 2 - Post-test

Student: 1 to 6

Parent: 1 to 6

Relative to code on Form:

- 1 - A Test--experimental group
- 2 - A Test--control group
- 3 - B Test--experimental group
- 4 - B Test--control group

THE VALUES STUDY

JOB NUMBER		
1	2	3

SUBJECT NUMBER		
4	5	6

FORM
7

SEX
8

AGE	
9	10

RELIGION
11

PRE-POST
12

ANEC. 1	
13	14

2	
15	16

3	
17	18

4	
19	20

5	
21	22

6	
23	24

ANEC. 7	
25	26

8	
27	28

9	
29	30

10	
31	32

11	
33	34

12	
35	36

ANEC. 13	
37	38

14	
39	40

15	
41	42

16	
43	44

17	
45	46

18	
47	48

ANEC. 19	
49	50

20	
51	52

21	
53	54

22	
55	56

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APPENDIX F

Dear

For the past three years a committee of teachers and parents has been conducting a study of the values held by children of Weeks Junior High School. Recently, as you may know, we gave a questionnaire to 600 students in which they expressed their own values. At the same time they were asked how they thought their parents or guardians would respond to the same questions. To complete the study, therefore, it is important to have your help in providing your reactions to a similar questionnaire.

We have set aside an hour at 8 P.M. in the school library on Monday, November 27, and Tuesday, November 28, when teachers on the committee would like to present the questionnaire to you. We need the reactions of fathers and mothers. Will you please indicate on the slip below which evening is more convenient for you?

Thank you very much for your cooperation.

The Values Committee

Please have your child return this slip to the coat room teacher.

I will be able to attend on _____

I will be able to attend on _____

Signature

APPENDIX G

APPENDIX G

Table 65. Two-by-two Table of Frequencies for the Pre-test vs. the Post-test Set of Responses from the Same Individual

		-	+
+	a	2	b 10
-	c	29	d 10

Formula is:
$$\chi^2 = \frac{(|a - d| - 1)^2}{a + d}$$

wherein a and d equal the diagonal of discrepancy and 1 equals correction for continuity.

The absolute difference of $(|a - d| - 1)^2$ equals:

$$\frac{(10 - 2 - 1)^2}{12} = \frac{49}{12} = 4.08$$

In order to be significant, the two-by-two table used with one degree of freedom requires a chi-square value of 3.84 at the .05 level and 6.64 at the .01 level. The chi-square value of 4.08 shows a significant difference at the .05 level between pupils who chose a positive answer in the pre-test and a negative answer in the post-test and pupils who chose a negative answer in the pre-test and a positive answer in the

post-test. Therefore the null hypothesis that no significant difference would occur is rejected.

APPENDIX H

APPENDIX H

Table 66. Sample Chi-Square Table Showing Relationship between the Experimental and Control Groups in One of the Anecdotes

	a Positive	b Negative	Total
Experimental	45	6	51
Control	c 44	d 17	61
Total	89	23	112

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
45	40.5	4.5	20.25	.50
6	4.5	1.5	2.25	.50
44	48.5	4.5	20.25	.42
17	12.5	4.5	20.25	1.62

$$\text{Chi-square} = 3.04$$

Computation:

Expected frequency for cell a equals $\frac{51}{112} \times 89 = 40.5$.

Expected frequency for cell b equals $\frac{51}{112} \times 23 = 4.5$.

Expected frequency for cell c equals $\frac{61}{112} \times 89 = 48.5$.

Expected frequency for cell d equals $\frac{61}{112} \times 23 = 12.5$.

The theoretical frequencies were calculated by multiplying the line and row subtotals for each cell and dividing by the total number of cases.

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