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AN EXPERIMENTAL STUDY TO DETERMINE WHETHER AN AMERICAN
HISTORY COURSE AT JUNIOR HIGH LEVEL LEADS TO A SHIFT
IN CERTAIN SOCIAL ATTITUDES

Martha Harvey Parquette

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A Thesis Submitted to the Graduate Committee
of the School of Education as
Partial Fulfillment of the
Requirements for the
Master of Arts
Degree

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TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
I. Introduction.	1
II. Previous Studies of Attitude and Attitude Measurements.	4
III. Procedure.	30
IV. Results and Discussion.	32
V. Conclusions.	41
BIBLIOGRAPHY.	42
APPENDIX	

LIST OF TABLES

<u>TABLE</u>	<u>PAGE</u>
I. Comparison of Scores made by Junior High Pupils of Fulton School, Toledo, Ohio, for the Purpose of Testing the Equivalence of Forms "A" and "B" of the Questionnaires on Labor Unions and the Negro.	16
II. Comparison of Attitude Taken from Anecdotal Record Reports of 22 Pupils with Scores taken from Forms "A" and "B" of Questionnaire on Labor Unions.	28
III. Comparison of Attitude Taken from Anecdotal Record Reports of 22 Pupils with Scores taken from Forms "A" and "B" of Questionnaire on the Negro.	29
IV. Number of Positive Attitudes Expressed for each Statement on Forms "A" and "B" of the Questionnaire on Labor Unions.	33
V. Number of Positive Attitudes Expressed for each Statement on Forms "A" and "B" of the Questionnaire on the Negro.	34
VI. Comparison of Girls' and Boys' Summed Scores of Experimental and Control Groups on Labor Union Questionnaire.	35
VII. Comparison of Girls' and Boys' Summed Scores of Experimental and Control Groups on the Negro Questionnaire.	36
VIII. Comparison of Summed Scores made by the Experimental and Control Groups in Relation to I.Q's. Questionnaire on the Negro.	37
IX. Comparison of Summed Scores made by the Experimental and Control Groups in Relation to I.Q's. Questionnaire on Labor Unions.	38
X. Comparison of Summed Scores made by Group whose Ancestors were originally from the South Compared with Group who had no Southern connections.	39
XI. Comparison of Summed Scores whose Parents belong to Labor Unions with Group whose Parents do not.	40

CHAPTER I

INTRODUCTION

The purpose of this study is to find whether or not a course in American History leads to a shift in certain social attitudes of children at Junior High level.

One of the purposes of education is to bring about the development of good social attitudes in the pupils. The teachers of the social studies in particular are expected to develop positive attitudes with respect to social problems.

If one assumes that information and facts may be taught to pupils without bringing about a corresponding change in their fundamental attitudes it becomes apparent that we ought to find out by just what means attitudes may be changed to guide the practical work in the development of good social attitudes in the schools.

Because today's attitudes toward racial and national as well as intercultural groups constitute the soil out of which tomorrow's peace or war will grow, much has been said in recent professional literature about the desirability of developing these attitudes in the pupils.

The Report of the Commission on the Social Studies of the American Historical Association says:

Attitudes and interests loom large
among the expected outcomes of instruction
in the social sciences...

It is generally assumed that social
attitudes are the products of education

and experiences...

The development of interests and attitudes constitutes one of the major objectives in the social science instruction...1

The social-civic attitudes of the high school pupils of today will determine to a very large degree the kind of social and political behavior of the adult citizen tomorrow. Those charged with the construction of curricula and especially teachers of the social studies carry a responsibility to a democratic form of government not easily estimated. 2

There are many theoretical pronouncements, of which the aforesaid are typical examples. There is very little objective evidence that attitudes of any quantity or quality are acquired by students who are exposed to our history courses.

Rather extensive changes in a variety of attitudes have been recorded by experimenters making use of special propaganda such as motion pictures, especially prepared speeches, or teaching in favor of a particular viewpoint. Such experiments should prove valuable to the teachers who wish to encourage special attitudes in a group.

Two attitudes from controversial areas have been selected for this study: attitude toward the Negro and attitude toward Labor Unions.

These attitudes were chosen for study because (1) they are specific; (2) they are fields in which the schools are theoretically supposed to inoculate pupils with desirable attitudes; (3) the author of this

1. Kelly, Truman L., and A. C. Krey, Tests and Measurements in the Social Studies, Part IV, Report of the Commission on the Social Studies, American Historical Association, New York: Charles Scribner's Sons, 1934, pp. 81, 94.

2. Schneideman, Rose, Democratic Education in Practice, New York: Harper and Brothers, 1945. p. xi Preface.

study is interested in eliminating prejudices and discriminations in these two fields as a major objective in her teaching.

This experimental study attempts to find (1) what attitudes are already present in the group toward the negro and toward labor unions; (2) whether or not there is a change in these attitudes during a school semester; and (3) to what extent attitudes can be changed when the teacher is conscious of the problem of attitude while teaching information and facts of her subject.

CHAPTER II

PREVIOUS STUDIES OF ATTITUDE AND ATTITUDE MEASUREMENT

Many recent educational publications have stressed the importance of giving instruction in attitude to elementary school pupils.

Of all the levels of the educational system, the elementary school receives the individual least biased by racial, national, social, economic, and religious prejudices. Here he lives with others on the basis of their worth as individuals. What he experiences as he progresses through the elementary school years determines to a great extent the attitudes he will have as an adult, for during these years he is most impressionable. ¹

At the beginning of this study it may be well to attempt to define an attitude. There is an elusiveness about attitudes which makes precise definition difficult.

Various definitions have been attempted such as "great organic drives; purpose motives; muscular adjustment; generalized conduct; neural set or readiness; emotional response; feelings; verbal accepting or rejecting responses; and the tendency to act positive or negative." ²

³

The Dictionary of Education defines attitude as a state of mental

1. The National Elementary Principal, Twenty-fifth Yearbook, Vol. XXVI, No. 1, (Sept. 1946).

2. Symonds, P. M., "What is an Attitude," Psychological Bulletin, XXIV, (June, 1927) pp. 200-201.

3. Good, Carter V., Dictionary of Education, New York: McGraw-Hill Book Co., Inc. 1945.

and emotional readiness to react to situations, persons, or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli.

A social attitude is defined as (1) the positive or negative and emotional set of a person or group with respect to a social object or phenomenon such as a person, race, institution, or trait; (2) readiness to respond in a certain way (such as impartially, aggressively, positively, or negatively) to a phenomenon; (3) sociability.

Thurston has done much work in the construction of attitude scales and in measuring attitudes toward a large variety of questions. In his book, The Measurement of Attitudes,¹ he states that attitudes "denotes the sum total of man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic," and that opinion is "the verbal expression of attitude."² In addressing the Midwestern Psychological Association he defined attitude as "the affect for or against a psychological object."³

Kulp defines attitude as a behavior tendency with reference to some particular value. Attitude may be expressed orally or through overt behavior.

1. Thurston, L. L., and Chave, E. J., The Measurement of Attitude, Chicago: The University of Chicago Press, 1929, p. 25.

2. Thurston, L. L., "Measurement of Social Attitudes," Journal of Abnormal and Social Psychology, XXVI (October, 1931) p. 261.

3. Kulp, D. H., "Concepts in Attitude Tests With Special Reference to Social Questions," Sociology and Social Research, XX (January, 1933) p. 294.

¹
Remmers defines attitude as a more or less emotionalized tendency, organized through experience, to react positively or negatively toward (for or against) a psychological object.

Since it is the "intangibles" or attitudes that determine to no small degree the use to which pupils or adults will put the information and facts they have acquired, teachers ought to find out by what means or methods they can teach facts and at the same time develop good social attitudes.

Verbal expressions of attitude are called opinions. The measurement of opinion has had the attention of educators, psychologists and sociologists for years, and is one of the recognized techniques of sociological research.

In preparation for this study the author has made a careful study of the nature of attitude and the various techniques of attitude measurement.

²
The Dictionary of Education, defines an attitude test as a test to measure the mental and emotional set or pattern of likes and dislikes held by an individual or group, often in relation to controversial issues, personal adjustments, etc. An attitude scale is an attitude measuring instrument the units of which have been experimentally determined and equated. And an attitude questionnaire is a series of

1. Remmers, H. H., and Gage, N. L., Educational Measurement and Evaluation, New York: Harper and Bros., 1943, p. 87.

2. Good, Carter V., Dictionary of Education, New York: McGraw-Hill Book Co., Inc. 1945.

questions focused on one or more specific attitude objects and designed to obtain a measure of the attitude or attitudes in question.

A considerable number of tests and questionnaires appropriate to the study of attitudes of High-school and College age have been devised.

1

Droba¹ published an article on "The Nature of Attitude," in which he discusses attitudes and opinions, and measuring and classifying them. In discussing the differences between opinions and attitudes Droba points out that our opinionnaires and questionnaires are actually measuring opinions, not attitudes, then adds:

Yet an opinion is one of the best ways of expressing attitudes. It may not be a perfect index but it is a consistent one and, in studying the attitudes of large groups, it will be relatively easy to correct for the discrepancy existing between the opinion and the true indices of a subsequent behavior. 2

After making the above statement, Droba does not go on to explain how he would make this correction for the discrepancy, nor does he give any basis for saying that an opinion is a consistent index of an attitude. However, he does continue by saying:

An attitude will in general, be followed by a type of activity indicated in the attitude. However it is admitted that this is only relatively true. A certain amount of discrepancy between the two exists in almost every case. A

1. Droba, D. D., "The Nature of Attitude," The Journal of Social Psychology, IV (November, 1913) pp. 444-63.

2. Ibid., p. 458.

mildly pacifistic attitude in time of peace
will very likely result in a militaristic
activity in time of war. 1

Attitudes, like intelligence or electricity, do not admit of easy²
measurement. It is quite as possible, according to Thurston to take
the measure of an attitude by some objective test as it is to measure
a table by a simple numerical index. The content usually implies what
it is about the table that is measured.

It might be contended that an expression of opinion does not
necessarily express the attitude held. Admittedly an attitude is a
very subjective affair, immeasurable in all its aspects, but like the
table that was measured some part of it is measured, i.e., the verbal
expression which we call an opinion. The method of determining
attitudes by expressed opinion is most used because it is the most³
practical. An opinion symbolizes an attitude. Bain found a corre-
lation of .96 exists between verbal response and behavior. For the
purpose of this study, opinion will be used as synonymous with attitude.

There have been many methods devised to measure attitudes. In a
review of one hundred twenty-five titles on this phase of attitude,
⁴
Droba classified methods as: absolute ranking, case method, paired
comparison, and the scale of equal-appearing intervals.

1. Droba, D. D., "The Nature of Attitude," The Journal of Social Psychology, IV (November, 1913) pp. 444-63.

2. Thurston, L. L., "Attitudes Can Be Measured," American Journal of Sociology, XXXIII (January, 1928) pp. 518, 524.

Bain, R., "Theory and Measurement of Attitudes and Opinions," Psychological Bulletin, XXVII (May, 1930) p. 360.

4. Droba, Daniel D., "Methods of Measuring Attitudes," XXIX (May, 1932) pp. 309-23.

Thurston's method of using equal-appearing intervals seems to be the most widely accepted procedure for measuring attitudes. The objectivity of this method tends to make it an important contribution to an exact and rational construction of an opinion scale.

The method of constructing the Thurstone scales, described briefly consists of the following steps. The attitude to be measured is specified. A wide variety of opinions related to the specific attitude variable is collected.

About one hundred brief statements of opinions more or less in favor of the subject, ranging from extremely favorable to extremely opposed are collected. Approximately three hundred readers sort the one hundred statements into several piles of statements ranging from strongly-opposed to strongly-favoring the question. On the basis of this sorting process a scale is calculated for each statement. Statements which were similarly sorted with a high degree of consistency by the sorters are retained, while those on which there was disagreement are discarded. Twenty or more statements are evenly graduated along the scale.¹

Thurstone assumes that attitudes on controversial questions are the expression of affects or feelings. He assumes further that the feeling concerning such a question will determine one's reaction to the several statements which may be made pro or con with reference to the question and that the statements themselves may be scaled with reference to the extent to which they favor one or the other side of the

1. Thurston, L. L., op. cit., pp. 529-54.

the controversy. The test then consists of a list of scaled items, and the person taking it is asked to indicate any of the statements with which he may agree. His score is the average scale value of these statements.

The Thurstone technique has been criticized by a number of authorities on attitude measurement. Among the ones who have offered criticisms are: Miller,¹ Tuttle,² and Likert.³

Likert objects to the fact that professional people select the statements which are used in rating the attitudes of largely non-professional people. He also points out that the original statements must be sorted into piles, for neutral and against the proposition to be studied by a great many different people in order to select statements on which a good many people will agree as being in favor of, against, neutral, etc. This is either a great expense to the experimenter or a great imposition on the people prevailed upon to do it. One of his best arguments seems to be that other simpler methods of measuring attitudes have a very high correlation with the Thurstone tests and are found to be at least as reliable and valid.⁴

⁵
Likert devised a technique based on the Thurstone method but

1. Miller, Lawrence W., "A Critical Analysis of the Peterson-Thurstone War Attitude Scale," Journal of Educational Research, XXV (December, 1934) pp. 662-68.

2. Tuttle, H. S., "Selective Application of Thurstone Test," Journal of Educational Research, XXXIII May, 1940) pp. 705-9.

3. Likert, Rensis A., "A Technique for the Measurement of Attitudes," Archives of Psychology, No. 140, New York: Columbia University, 1932, p. 38.

4. Likert, Rensis, Roslow Sidney and Murphy Gardner, "A Simple and Reliable Method of Scoring the Thurstone Attitude Scales," Journal of Psychology, V (May, 1934) pp. 228-38.

5. Ibid., pp. 239-242.

easier to prepare. By Likert's method statements are prepared by the examiner expressing attitudes of prejudice against the proposition that seem to measure expressions of attitude not expressions of fact. Each statement should be clear, concise, and straight-forward. They should also be in the simplest vocabulary. Ambiguity must be avoided. The statements should be worded so that one half of them have one end of the attitude continuum corresponding to the left or upper part of the continuum of the attitude alternative, and the other half have the same end of the attitude continuum corresponding to the right or lower part of the reaction alternative. The statements are made by the examiner so that responses can be checked as: Strongly approve; Approve; Undecided; Disapprove; Strongly disapprove.

The scoring device is very simple and Likert reported its reliability. The scoring method consists in assigning consecutive numerical values to the different alternatives, as 1 on one extreme and 5 on the other extreme. After assigning the numerical values to the different possible responses, the score for each individual was determined by finding the average of the sum of the numerical values of the alternatives that he checked.

Although experimental studies have dealt with various phases of attitude, there appears to be no published study which has made exactly the same approach as this study purports to make.

The author of this study was unable to find any published scales of attitude constructed for elementary pupils on the two attitudes: attitude toward the Negro and attitude toward Labor Unions. Some studies which cast light on the problem have been made with other types

of experimental groups. Any published work along this line of testing that the author was able to find was with subject of high-school or above high-school level and involved the use of formal attitude scales.

The author of this experiment feels that attitudes because of their complex nature do not conform to any single continuum nor can a single numerical score adequately describe them.

Among the more recent methods of evaluating certain aspects of pupil growth is the anecdotal record. It is an effective instrument to use in measuring instruction by informal but systematic means.

¹
Remmers says that anecdotal records may be used to measure ² attitudes as instructional objectives. Wrightstone says, "By limiting to a small number the aspects of growth for which anecdotes are to be collected, it is possible, over a period of time, to obtain organized evidence of the rate and the quality of growth made by an individual in the so-called 'intangibles'."

The anecdotal record system of evaluating is a system of recorded observations made by the teacher based upon the pupil's actions, conversations, written statements or reports. An answer to a straightforward question as, "What are your feelings toward such and such, and why do you feel this way?" may be recorded.

The inadequacies of self-inventories,
rating devices, moral knowledge and judg-

1. Remmers, H. H., and Gage, N. L., "Educational Measurements and Evaluation," Harper Brothers, New York, 1943, p. 390.

2. Wrightstone, Wayne J., and Campbell, Dork S., Social Studies and the American Way of Life, Row, Peterson and Company, New York, 1942, p. 239.

ment tests, and performance methods for the evaluation of social and emotional adjustment have led to the development of a more direct observational approach known as the anecdotal behavior record. 1

This method has the advantage that it does not require special materials, tests, scales and the like and at the same time provides maximum opportunity for the expression of highly individualistic and personalized attitudes that particular youngsters possess. 2

All the published research on attitude formation and change the author of this experiment was able to find involved the use of formal attitude scales with children above the Junior-High level. These scales assume that the particular attitude being measured varies along a single line or axis from very favorable to very unfavorable toward a particular issue.

The author of this experiment feels that with children below high-school level formal attitude tests would not give the qualitative picture of attitude that would result from informal research.

Formal tests for measuring attitudes may be supplemented by evidence about a pupil's attitudes as reported in anecdotal records written by the teacher and based upon her observation of the pupil's actions, conversations, discussions, written statements, or reports. 3

Both formal questionnaires and evidence taken from anecdotal records have been used in this experiment. By the use of both techniques, it

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1. Remmers, H. H., and Gage, N. L., op. cit., pp. 377-385.
 2. Kuhlen, Raymond G., and Thompson, George G., "Studying Attitudes In the Classroom," Educational Method, XXII (May, 1943) pp. 359-365.
 3. Wrightstone, Wayne J., "New Tests for New Objectives In the Elementary School," The National Elementary Principal, XXV (February, 1946) p. 16.

is hoped that the results achieved can be relied upon within the field of the study.

In the preparation for this experiment the examiner studied many published attitude tests, but found none that could be used.

The questionnaires used in this study were made by the examiner herself, after Likert's¹ technique. In his technique Likert advises that the examiner make the opinion statements. To minimize vocabulary difficulties the examiner secured opinion statements from pupils of the same grade level as the ones to be examined.

A group of 80 pupils of Junior-High level were asked to write four or more opinions on the negro and on labor unions. From this effort 387 written opinions were obtained on each attitude. After duplications, ambiguous, poorly worded and irrelevant statements were eliminated the number was reduced to 97 statements on the negro and 82 on labor unions. These were then sorted as to positive and negative statements. The final questionnaires were built out of these statements in two equivalent forms. Each form was composed of 20 statements arranged according to Seashore and Hevner.² These statements were then mimeographed. Copies of these tests are in the Appendix.

Both forms "A" and "B" of each questionnaire was administered to a group of 49 children in Fulton School, Toledo, Ohio as to compare the

1. Likert, Rensis, Roslow Sidney and Murphy Gardner, op. cit., pp. 228-238.

2. Seashore, Robert H, and Kate Hevner, "A Time-saving Device for the Construction of Attitude Scales," Journal of Social Psychology, IV (August, 1933), 366-73.

equivalence of the two forms. This group was matched as to sex and range of I.Q.'s with the group used in this study.

The pupils of the experimental and control groups were asked to sign their names to their checked papers for this aided in the work of correlating intelligence scores and influences outside the schoolroom¹ that might influence attitude change. Corey found that names signed to attitude questionnaires made little difference in results.

TABLE I

Table I lists the results of Forms "A" and "B" of the Questionnaire on Labor Unions and Forms "A" and "B" on the Negro.

The Questionnaires were given to a group of 49 Junior High pupils in Fulton School, Toledo, Ohio. This group was matched as to sex and intelligence with the experimental group.

The purpose of giving this test was to test the equivalence of the two forms "A" and "B" of the questionnaires used in this experiment.

Forms "A" and "B" of the Questionnaire on Labor Unions show a difference of +9 points. Forms "A" and "B" of the Questionnaire on the Negro show a difference of -9 points.

This difference is so slight that for the purpose of this inquiry it can be ignored in judging the results of the experiment.

1. Corey, Stephan M., "Signed and Unsigned Attitude Questionnaires," *Journal of Educational Psychology*, XXVIII (March, 1937) pp. 144-148.

TABLE I

Comparison of Scores Made by Junior High Pupils of Fulton School, Toledo, Ohio, Administered to Test the Equivalence of Forms "A" and "B" of Questionnaires on Labor Unions and the Negro.

Statement Number	Labor Union		Negro	
	Form "A"	Form "B"	Form "A"	Form "B"
1	36	32	26	28
2	31	29	32	29
3	26	25	18	23
4	24	26	21	18
5	32	30	26	25
6	28	31	29	26
7	31	29	30	32
8	25	24	28	26
9	28	26	20	21
10	29	30	24	22
11	23	36	29	32
12	32	32	30	28
13	31	33	32	30
14	23	31	20	19
15	27	25	21	20
16	21	29	27	25
17	29	27	20	22
18	24	26	27	26
19	26	24	22	24
20	18	28	23	20
Total	564	573	505	496
	Shift +9		Shift -9	

Before the equal-appearing-intervals technique was applied to attitude test scales the simple questionnaire was most widely used to measure attitudes. Attitude questionnaires are collections of statements or questions to which an individual responds yes or no. For some of the statements a yes response indicates attitude in a certain direction while for others a no response indicates this direction. The statements are not scaled as to intensity or degree of favorableness-unfavorableness. Rather a measure of degree is obtained by adding all the responses, yes or no, which indicate attitude in a given direction. The greater the number of statements of

one type with which a person agrees, and the greater the number of statements of the opposite type with which he disagrees, the more favorable is his attitude. 1

2

Remmers claims that the use of the questionnaire as a measure of attitude can furnish valuable results. And this is especially true, he says, when such information constitutes an objective of school instruction.

In order that consideration could be taken of some of the influences outside the schoolroom that might influence the change of attitude, a questionnaire on whether or not there were any Labor Union members were living in the home; and whether or not their parents, grandparents or they themselves had ever lived in the South were given at the same time as form "A" of the questionnaires.

It might be in keeping with this paper to explain why three questions were asked. Many of the children in Glenwood School are the children of people who were brought from the South right after World War I by the Overland and Chevrolet factories. These people came mainly from Tennessee or Georgia and most of them remained in the district.

Glenwood School is in the Overland Automobile district and many of the parents are factory workers. Therefore many are Labor Union members.

The anecdotal reports are made on observations in the numerous classroom, recreational, social or intellectual situations in which the children voiced their opinions.

1. Remmers, H. H., and Gage, N. L., Educational Measurement and Evaluation, Harper and Bros., New York, 1943, p. 394.

2. Ibid., p. 397.

During the semester the teacher was able to obtain informally an average of 15 opinions from each child in this group on each of the attitudes in this experiment. These opinions were kept systematically on file cards. The teacher did not try to interpret or find a reason for the opinion expressed. She merely put down the statement that the child gave.

This evidence does not show shift of attitude and so has no bearing on the stated purpose of the thesis which is to find how students' attitudes change under instruction. The records do show the attitudes held by the children toward the two questions used in the inquiry and can therefore be used to help judge the validity of the tests given to the children.

It would not be possible or is it in keeping with this experiment to give each case study in detail. However for the purpose of making clear how the anecdotal record was kept the author has copied the record of one pupil as it was on the file card. The remainder of the group will be summarized.

L. B. Boy. I.Q.132. Father a dictator. Jewish.

November 17. I hate niggers. That's the way they all do.

Hit when you'r back is turned. (N.B. This refers to a colored girl who killed a Jewish woman.)

November 23. The unions are holding the country back. They cooperated during the War but certainly are not now.

December 9. If the Board of Education ever put a colored teacher in Glenwood my father would take me out and send me to a private school.

December 18. That restaurant man had guts to break the dish in front of that nigger. Too bad he didn't break it on his head. (This refers to a restaurant keeper in Toledo who served a colored man and then when the man had finished he threw the dish to the floor and broke it.)

December 19. I don't think a restaurant manager or hotel owner should have to rent rooms to or serve niggers.

December 19. LaSalle's elevator operators look neat but I never saw a pretty coon.

January 8. My father says they should hang John Lewis. He's another Hitler.

January 8. The President and Congress seem afraid of John Lewis and the Unions. I think laws should be passed to control them.

January 10. I can't see why teachers would want to join a Union. They aren't in the same class as people who do belong to unions.

January 14. The map shows that the southern states don't spend as much per child for education as do the northern states. But the better white people in the South go to private schools. An educated nigger gets the big head.

January 21. Louis says that the nigger kids and the white kids are put together in the Child Study Institute. I'll keep out of there, if that's so.

February 5. It seems like most union people are uneducated.

February 10. My father doesn't think the Board of Education should put the study of labor in the High-School course of

study.

February 13. I'd never go to a dance where negroes went too.

February 13. It seems as though there are more colored kids at Scott than white kids. It's one reason why I'd rather go to DeVilbiss next year.

February 24. My father says that maybe labor unions were O.K. once but they certainly have gone hay wire now.

February 27. My father knows a man who paid in over two hundred dollars to the unions last year. My father says it's wrong for the union to get so much money.

March 2. The unions are holding the country back. They are keeping prices up by asking for too much pay. My father says they only drink it all up.

March 10. A lot of our tax money is going to feed the nigger. Maumee Valley Hospital is full of them. They want everything for nothing.

March 17. The closed shop is not democratic. I don't think unions are democratic. I think the closed shop should be made illegal.

March 19. In the South the whites and blacks don't go to the same school. They don't sit in the same part of station or bus. I don't think they should.

This record shows that L. B. has a most unfavorable attitude toward the negro and toward labor unions.

Score: Union +2 -13
Negro +0 -12

1. J. B. Girl. I.Q.132. Mother and father both union members. Also oldest brother belongs to some labor union. The only unfavorable

attitude expressed toward negroes was about colored teachers being put over white children. Score +14 -1.

Her score toward unions was +12 -3. She doesn't believe in the closed shop; assessments too high; thinks unions too dictatorial.

2. N. B. Girl. I.Q.134. Mother and father both came from Tennessee.

Father belongs to C.I.O. She does not believe in closed shop; thinks union leaders are dictatorial. On the whole she holds a very favorable opinion toward unions.

She thinks colored people should all be sent to Africa; that they should not be allowed to belong to unions; that they are no good.

Score: Unions +8 -5
Negroes +2 -14

3. J. D. Girl. I.Q.119. Mother works and belongs to a labor union. She

has a very favorable opinion toward unions. She told many times how much better off her mother was because she belonged to the union. Only one time did she give an unfavorable opinion about the union. She thought it ought to be up to the person if she wanted to be a union member or not. She believes negroes are as honest as white and that they ought to be educated, but holds a most unfavorable attitude toward them.

Score: Unions +12 -1
Negroes +2 -13

4. B. E. Girl. I.Q.106. Father belongs to C.I.O. She is very unfavorable toward labor unions. She quoted her father very often. The father didn't want to belong to the union but had to in order to hold his job. The only favorable comment was that her father did get more money per hour because he was a labor union member. She

thought the negro was as good as the whites and thought he had been held down by the whites. She thought the government had made the colored housing project too good. On the whole she was very favorable toward the negro.

Score: Unions +1 -9
Negroes +7 -3

5. J. F. Girl. I.Q.119. Father and brother belong to C.I.O. She comes from a religious family. She thinks it a sin not to love black people. However she thinks they should keep to themselves. She thinks unions are undemocratic. She feels that they are not interested in education because her father said that the school levy would have carried if the C.I.O. had really wanted it.

Score: Unions +13 -3
Negroes +12 -2

6. P. H. Girl. I.Q.112. Father a prominent lawyer. Mother a society lady and takes a part in all civic affairs, etc. Next year this child will not go to Scott High because there are too many negroes go there. Her family just can't stand them because they smell. She thinks they are dishonest because her mother had a negro cleaning woman who stole some earrings. Now they will never trust a negro. Her father thinks unions should be under government control. The Democrats and especially Roosevelt are blamed for strikes and every other evil thing connected with unions.

Score: Unions +2 -13
Negroes +0 -15

7. C. L. Girl. I.Q.117. Mother a waitress and belongs to the Union. Originally the family came from Tennessee. She thinks "niggers" should keep to themselves. She thinks the people up here do not

know how to handle negroes. The housing projects are far too elegant she thinks because in the South they don't have such nice places. She does think they are kind especially to children and believes that they should be educated. Her mother believes in the union; thinks strikes are O.K.; union leaders are fine people even John Lewis.

Score: Unions +11 -9
Negroes +2 -12

8. Z. L. Girl. I.Q.100. Mother came from Tennessee. Mother works in down town department store and belongs to the Union. Father and two older brothers belong to C.I.O. She does not like negroes, nor does her mother. Her mother always tries to get out of waiting on them when they come into her department. She wishes they had money enough to send her to a private school next year. Her attitude toward the union was most favorable.

Score: Unions +8 -3
Negroes +4 -10

9. R. R. Girl. I.Q.108. Father a union organizer. Grandparents came from the South. She was very positive in her attitude toward organized labor. (One could see a potential organizer in her.) She brought literature about labor and hoped the Board of Education would include the study of it in the high-school course. She was also very favorable toward negroes. She wouldn't mind having a colored teacher.

Score: Unions +15 -0
Negroes +14 -1

10. B. S. Girl. I.Q.80. Father belongs to the C.I.O. Her mother worked during the War and she then belonged to the union. She thinks one

should have a choice of belonging to union or not as she sees fit. She hates negroes.

Score: Unions +8 -5
Negroes +0 -12

11. P. T. Girl. I.Q.90. Father belongs to the union but she is more unfavorable toward unions than Favorable. It seems her father had some trouble with the Union. She was never very intense in her feeling toward negroes.

Score: Unions +3 -11
Negroes +8 -4

1. L. B. Boy. I.Q.107. Boy for whom detailed record was given.

Score: Unions +2 -13
Negroes +0 -12

2. O. B. Boy. I.Q.107. Father has a city job. He things belonging to the union costs more than one gets out of it. His father thinks the Democratic Party is to blame for a John Lewis. He thinks the closed shop should be done away with.

Score: Unions +5 -9
Negroes +7 -5

3. R. C. Boy. I.Q.95. Father and mother both belong to the union and are very much for it. He was able to tell how much recreation the C.I.O. provided. Also about insurance and sick benefits connected with it. He doesn't believe in the closed shop nor the amount of dues. He is very favorable toward the negro.

Score: Unions +13 -2
Negroes +15 -1

4. J. G. Boy. I.Q.114. Father dead. Brother is a Union member. His brother was angry when he took the job and had to join the union. He was also angry about the rule that made him march in the labor

Day Parade or pay a fine. He is very unfavorable toward the negro. However he thinks the Negro should not be allowed to frequent restaurants or hotels where whites go.

Score: Unions +1 -14
Negroes +6 -7

5. J. M. Boy. I.Q.94. Jewish. Father dead. This boy comes from a long line of educated people. One of his mother's sisters writes for the Blade, a brother is connected with a newspaper in Chicago. He has a very favorable attitude toward the Negro and toward Unions.

Score: Unions +14 -2
Negroes +12 -1

6. D. M. Boy. I.Q.95. Father does not belong to the union and says he never will. However he thought from the study of labor that perhaps unions could be given credit for improving the working conditions. He thinks the negro should be held down. He doesn't think they were so patriotic during the War. He believes the movies and newspapers just thought they were good stuff to talk up.

Score: Unions +4 -9
Negroes +5 -10

7. S. S. Boy. I.Q.108. Father young but a prominent lawyer. He has a most favorable attitude toward the negro. He brought a clipping from a newspaper which told how a negro lawyer had been refused membership in a state organization but a Chicago lawyer's organization had accepted him. The father thought a negro should not be excluded from any organization. There was evidence that the father and son discussed subjects. He wasn't as positive toward

labor unions. He seemed to link unions with Communism. He feels that the leaders are ignorant, selfish and at heart dictators.

Score: Unions +2 -12
Negroes +13 -2

8. D. S. Boy. I.Q.132. Father a dentist. Showed quite an unfavorable attitude toward the negro. The father had never worked on a negro's teeth and never wanted to. He was more favorable toward unions. He said his father worked for many union men and thought they were fine.

Score: Unions +10 -5
Negroes +8 -5

9. M. S. Boy. I.Q.94. Parents came from the South. He is what we call a poor white. A poor thinker. He is mean in disposition. He hates negroes. Says he would laugh at their funerals. His father belongs to the C.I.O. and he thinks the unions do much for people. His father wishes the South had more locals.

Score: Unions +14 -2
Negroes +3 -11

10. B. W. Boy. I.Q.90. Father belongs to the union. He thinks the unions have done everything to build up the country. He doesn't give the employer much credit. He thinks negroes should be kept in their place; race riots are caused by not keeping them down; he could not stomach a negro teacher.

Score: Unions +8 -1
Negroes +4 -8

11. R. R. Boy. I.Q.95. Father belongs to the union. Father has worked with many negroes and thinks they aren't bad. However he doesn't think they should take white men's jobs as mailmen and bus drivers.

He thinks unions have done much for the working man. He believes the working man never would get any place if he could not strike.

Score: Unions +8 -3
Negroes +9 -3

Table II compares the children's attitude toward Labor Unions as taken from the anecdotal records with the kind shown on the Questionnaire. The comparison shows that 15 children evidenced the same attitude on both types of tests.

Table III compares the children's attitude toward the Negro as taken from the anecdotal records with the kind shown on the Questionnaire. The comparison shows that 16 children evidenced the same attitude on both types of tests.

The anecdotal records were kept for 22 of the children. The high agreement between the anecdotal records and the scores made on the Questionnaires seem to somewhat determine the reliability of the Questionnaires used in the experiment.

TABLE II

Comparison of Attitude Taken from Anecdotal Record Reports of 22 Pupils with Scores Taken from Forms "A" and "B" of Questionnaire on Labor Unions.

Girls	I.Q.	Anecdotal	Evidence	Form "A"	Questionnaire	Form "B"	Questionnaire
		+	-	+	-	+	-
1.J.B.	132	12	3	17	3	16	4
2.N.B.	134	8	5	5	15	5	15
3.J.D.	119	12	1	15	5	17	3
4.B.E.	106	1	9	7	13	8	12
5.J.F.	119	13	3	8	12	9	11
6.P.H.	112	2	13	9	11	9	11
7.C.L.	117	11	9	5	15	7	13
8.R.R.	108	15	0	20	0	20	0
9.Z.L.	100	8	3	16	4	17	3
10.P.L.	90	3	11	6	14	5	15
11.B.S.	80	8	5	7	13	8	12
Boys							
1.L.B.	107	2	13	4	16	4	16
2.O.B.	107	5	9	14	7	18	2
3.R.C.	95	13	2	15	5	17	3
4.J.G.	114	1	14	17	3	16	4
5.J.M.	94	14	2	12	8	16	4
6.D.M.	95	4	9	1	19	2	18
7.S.S.	108	2	12	5	15	6	14
8.D.S.	132	10	5	7	13	6	14
9.M.S.	94	14	2	14	6	16	4
10.B.W.	90	8	1	12	8	17	3
11.R.R.	95	8	3	12	8	14	6

TABLE III

Comparison of Attitude Taken from Anecdotal Record Reports of 22 Pupils With Scores Taken from Forms "A" and "B" of Questionnaire on the Negro.

Girls	I.Q.	Anecdotal	Evidence	Form "A"	Questionnaire	Form "B"	Questionnaire
		+	-	+	-	+	-
1.J.B.	132	14	1	14	6	17	3
2.N.B.	134	2	14	13	7	12	8
3.J.D.	119	2	13	3	17	4	16
4.B.F.	106	7	3	3	17	1	19
5.J.F.	119	12	2	12	8	13	7
6.P.H.	112	0	15	4	16	5	15
7.C.L.	117	2	12	5	15	2	18
8.R.R.	108	14	1	14	6	16	4
9.Z.L.	100	4	10	15	5	17	3
10.P.T.	90	8	4	8	12	9	11
11.B.S.	80	0	12	7	13	3	17
Boys							
1.L.B.	107	0	12	2	13	3	17
2.O.B.	107	7	5	4	16	3	17
3.R.C.	95	15	1	18	2	17	3
4.J.G.	114	6	7	12	8	14	6
5.J.M.	94	12	1	11	9	14	6
6.D.M.	95	5	10	1	19	2	18
7.S.S.	108	13	2	5	15	5	15
8.D.S.	132	5	8	3	17	16	4
9.M.S.	94	3	11	5	15	3	17
10.B.W.	90	4	8	4	16	4	16
11.R.R.	95	9	3	12	8	14	6

CHAPTER III

PROCEDURE

The subjects of this experiment were 49 pupils of the second-semester Junior-High classes of Glenwood School, Toledo, Ohio. A control group of 49 pupils was selected from pupils in Glenwood School not taking American History. Both groups were composed of 29 girls and 20 boys. The intelligence range of the two groups were nearly equal. In working out this experiment the author used:

I. Questionnaires on the two attitudes made by the teacher herself; attitude toward the Negro and attitude toward Labor Unions. Each questionnaire had two forms, Form "A" and Form "B".

II. Form "A" of each attitude questionnaire was given to both the experimental and control groups before starting the second semester of American History. From the results of this pre-testing the author found roughly which way the tendency of the class as well as of particular groups within the class veered toward favorable or unfavorable responses.

III. The Negro and Labor Unions were then taken as units of study with the experimental group. General classroom procedure was used in this experiment.

Some of the activities carried out by the class in its study of the units were: Special reports were given by individual students; newspapers, pamphlets, and magazines were searched for items on the two

subjects; the outstanding leaders of labor were discussed, etc.

IV. At the conclusion of the study of the two units Form "B" of each questionnaire was given to both the experimental and control groups.

From the results of Forms "A" and "B" it was possible to find if a shift of attitude in the two questions had resulted. An analysis of the results located the groups in which most of the shift took place.

CHAPTER IV

RESULTS AND DISCUSSION

The summed scores of Forms "A" and "B" of the Questionnaire on Labor Unions are shown in Table IV for both the experimental and control groups. The scores are tabulated for each statement and the totals of favorable and unfavorable responses given.

A comparison of the results show a favorable shift in attitude for both groups. The shift in the experimental group is greater than that in the control group. For the experimental there is a shift of 59 points in a favorable direction and for the control group there is a shift of 34 points in a favorable direction.

In Table V are shown the summed scores of Forms "A" and "B" of the Questionnaire on the Negro for the experimental and control groups.

The results show no significant shift in response. The shift for the experimental group was 15 points in favorable response. The control group made a shift of 12 points in the same direction. The examiner feels that for the question on the Negro the control group ceased to be a control group because of the discussion of the subject by the pupils of the two groups. Also there was evidence that the children had carried the subject back into the homes where it was discussed. For future experiments the control group could be chosen from one school and the experimental from another. In this way the control group should remain more of a control group.

TABLE IV

Number of Positive Attitudes Expressed for Each Statement on Forms "A" and "B" of the Questionnaire on Labor Unions.

Statement Number	Experimental		Control	
	Form "A"	Form "B"	Form "A"	Form "B"
1	34	36	29	30
2	33	33	36	35
3	19	22	21	22
4	27	27	19	18
5	33	35	28	29
6	37	36	32	33
7	27	31	24	21
8	31	32	29	30
9	27	29	21	25
10	29	32	23	26
11	26	31	29	31
12	31	35	29	28
13	36	32	34	34
14	24	28	22	25
15	22	21	23	27
16	23	31	23	31
17	22	32	21	24
18	34	34	29	30
19	24	29	23	27
20	20	27	21	24
Total	556	615	516	550
	Shift	59	Shift	34

TABLE V

Number of Positive Attitudes Expressed for Each Statement on Forms "A" and "B" of the Questionnaire on the Negro.

Statement Number	Experimental		Control	
	Form "A"	Form "B"	Form "A"	Form "B"
1	30	28	31	30
2	29	30	26	25
3	30	29	29	28
4	14	19	18	18
5	13	15	10	15
6	31	30	40	36
7	18	19	21	24
8	14	12	15	22
9	13	12	10	18
10	25	22	23	17
11	12	14	17	16
12	36	37	32	32
13	17	19	22	26
14	20	22	15	17
15	13	15	15	15
16	14	13	10	14
17	18	16	18	15
18	20	20	25	24
19	13	15	18	19
20	9	12	10	16
Total	379	394	405	417
	Shift	15	Shift	12

In an effort to determine whether or not sex influences attitude shift toward Labor Unions a comparison was made between the boys' and girls' summed scores for both the experimental and control groups.

Table VI gives the results of this comparison.

The 29 girls of the experimental group show a shift of 36 points. This is an average shift of 1.2 points per girl.

The 20 boys of the experimental group show a shift of 23 points. This is an average shift of 1.0 points per boy.

In the control group 29 girls show a shift of 24 points which is an average shift of .83 points per girl. The 20 boys made a shift of 10 points which is an average shift of .50 points per boy.

The difference between the average shift of the sexes is insignificant. There seems to be no relationship between the sex of the children taking part in the experiment and their shift in attitude toward Labor Unions.

TABLE VI

Comparison of Girls' and Boys' Summed Scores of Experimental and Control Groups on Questionnaire on Labor Unions. Forms "A" and "B".

Sex	Number	Experimental Group		
		Form "A"	Form "B"	Shift
Girls	29	-366	-402	36
Boys	20	-190	-213	23
Total	49	-556	-615	59
Control Group				
Girls	29	-318	-342	24
Boys	20	-198	-208	10
Total	49	-516-	-550	34

The results of Table VII show a shift of 11 points for the 29 girls of the experimental group toward the Negro and a shift of 4 points for the 20 boys. This is an average shift of .38 points per girl and .20 points per boy.

In the control group 29 girls show a shift of 8 points. This is an average shift of .27 points per girl. The 20 boys made a shift of 4 points. This is an average shift of .20 points per boy.

The difference between the average shift of the sexes is insignificant. There seems to be no relationships between the sex of the children in the experiment and their attitude shift toward the Negro.

TABLE VII

Comparison of Girls' and Boys' Summed Scores of the Experimental and Control Groups on Questionnaire on the Negro. Forms "A" and "B".

Sex	Number	Experimental Group		
		Form "A"	Form "B"	Shift
Girls	29	-220	-231	11
Boys	20	-164	-168	4
Total	49	-384	-399	15
Control Group				
Girls	29	-229	-237	8
Boys	20	-176	-180	4
Total	49	-405	-417-	12

TABLES VIII AND IX

To ascertain whether or not I.Q. influences attitude shift toward the two social questions used in this experiment, the I.Q.'s of the children of both groups, the experimental and control were taken from the Henmon Nelson Intelligence Test. The I.Q. were arranged from high to low in descending order. The distribution was from high 135 to low 56 in the experimental group and from 132 to low 79 in the control group. These I.Q.'s were broken into three groups i.e. Group I ranged from 135 to 116; Group II 116 to 99; and Group III 99 to 56. In the control group the first group ranged from 132 to 114; Group II 114 to 99; Group III 99 to 79. Each group covered 16 children. The scores of the 16 children were summed and a comparison made with the I.Q.'s.

The results of this experiment show that the difference between the group shifts are not significant.

There seems to be no relationships between the I.Q.'s of the children used in the experiment and their shift in attitude toward Labor Unions and the Negro.

TABLE VIII

Comparison of Summed Scores Made by Experimental and Control Groups in Relation to I.Q.'s. Questionnaire on Negro.

Experimental Group				Control Group			
I.Q. Group	Form "A"	Form "B"	Shift	I.Q. Group	Form "A"	Form "B"	Shift
135-116	130	134	4	132-114	136	141	5
116-99	126	132	6	114-99	137	149	4
99-56	128	133	5	99-79	132	135	3



TABLE IX

Comparison of Summed Scores Made by Experimental and Control Groups in Relation to I.Q.'s. Questionnaire on Labor Unions.

Experimental Group				Control Group			
I.Q. Group	Form "A"	Form "B"	Shift	I.Q. Group	Form "A"	Form "B"	Shift
135-116	190	209	19	132-114	172	184	12
116-99	182	202	17	114-99	174	184	10
99-56	184	204	20	99-79	170	182	12

A comparison of the summed scores of the group who evidenced Southern ancestry was made with the non-Southern group. Table X shows the results of this comparison.

In the experimental group the shift for the Southern group was 3 points in a favorable direction. For the non-Southern group it was 12 points in a favorable direction.

In the control a shift of 4 points in a favorable direction for the Southern group and 8 points in the same direction for the non-Southern group resulted.

The results of this comparison seem to indicate that there is a relationship between the attitudes the child has toward the Negro and his home environment. In this group a semester of American History did not bring about a significant change of attitude.

On the other hand where the home environment was not Southern a semester of American History brought about a significant shift of attitude in a favorable direction.

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TABLE X

Comparison of Summed Scores Made by Groups Whose Ancestors were Originally from the South Compared with Group who had no Southern Connection. Questionnaire on the Negro. Forms "A" and "B".

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Number	With Southern Ancestry			Experimental Group Non-Southern Ancestry			
	Form "A"	Form "B"	Shift	Number	Form "A"	Form "B"	Shift
24	180	183	3	25	204	216	12
23	139	143	4	Control Group			
				26	266	274	8

Table XI shows the summed scores of the group who have Labor Union members living in their homes compared with the group who do not. The results are given for both the experimental and control groups.

The experimental group made a shift in a favorable direction of 38 points after the unit of study on Labor Unions had been completed. This was the group who had Labor Union members in the home.

The group who had no Union Members in the home made a shift of 21 points in the experimental group.

In the control group a favorable shift of 17 points was made by those who had Labor Members in the home and 17 points in a favorable direction by those who did not have Labor Members in the home.

The results of this comparison seem to indicate that a unit of study on a social subject as Labor Unions produces a significant shift

in a group when there is an attitude relationship between the home and questions being studied.

TABLE XI

Comparison of Summed Scores Made by Group Whose Parents Belong to Labor Unions with Group Whose Parents do not. Questionnaire on Labor Unions. Forms "A" and "B".

Group Connected with Labor Unions				Experimental Group			
Number	Form "A"	Form "B"	Shift	Non-Union Group Number	Form "A"	Form "B"	Shift
24	316	354	38	25	245	266	21
19	297	314	17	Control Group			
				30	319	236	17

CHAPTER V

CONCLUSIONS

The conclusions for this study to determine whether a semester of American History at Junior-high level leads to a shift in attitude toward Labor Unions and the Negro are:

1. Attitude of Junior-high pupils toward Labor Unions and the Negro can be shifted by a semester of American History.
2. There is a relationship between home environment and attitude. In both the experimental and control groups the children who have Labor Union members living in the home show a greater shift of attitude toward Labor Unions than the children who do not have Labor Union Members living in the home. Also the children not claiming Southern ancestry made a greater attitude shift toward the Negro than the children who claim Southern ancestry.
3. No relationship exists between sex and attitude shift toward the Negro and Labor Union.
4. No relationship exists between intelligence and attitude shift toward the Negro and Labor Unions.
5. For future experiments it would be better to have the control group chosen from one school and the experimental group from another. In this way the control group should remain more of a control group.

CHAPTER VI

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APPENDIX

A Test For Measuring Attitude Toward The Negro

Name _____

Date _____

Form A

Grade _____

Following is a list of statements about the Negro.
Place a plus sign (+) after each statement with which you agree.
Place a minus sign (-) after each statement with which you do not agree.

	+	-
1. It is against religion to dislike Negroes.		
2. Teachers should help white children to understand and love Negro children.		
3. Negroes and white people should become more friendly. . .		
4. Negroes should be able to hold public offices.		
5. A Negro would make as good a president of the United States as a white man.		
6. Some good scientists, educators, doctors, etc. have come from the Negro race.		
7. Negroes are no more stupid than white people.		
8. Negroes can be trusted.		
9. One or more colored teachers should be placed in every school.		
10. White people have kept Negroes from advancing.		
11. Most people dislike Negroes.		
12. A Negro should not be allowed to go past the eighth grade.		
13. All the Negroes in the United States should be sent to Africa.		
14. When we have race riots the Negroes are always to blame. .		
15. White pupils and Negroes should never go to the same high school dances.		
16. There should be a section in every theatre set apart from the whites, where Negroes could sit.		
17. I would not accept an invitation to a Negro home.		

18. Educated Negroes become overbearing.

19. I have no desire to have Negro friends.

20. Negroes are lazy.

+	-

A Test For Measuring Attitude Toward The Negro

Name _____

Date _____

Form B

Grade _____

Following is a list of statements about the Negro.

Place a plus sign (+) after each statement with which you agree.

Place a minus sign (-) after each statement with which you do not agree.

	+	-
1. It is good for the country that there are many Negroes living in it.		
2. I should like to receive an invitation in a Negro home. . .		
3. Negroes should be encouraged to become teachers.		
4. Negroes are hard workers.		
5. More Negroes should be encouraged to go to college.		
6. Negroes are as good as whites.		
7. Negroes are patriotic.		
8. One should not snub a person just because he is a Negro. .		
9. The Negro will improve with education.		
10. It would be interesting to have Negro friends.		
11. Negroes are naturally stupid.		
12. Negroes and whites should not sit in the same part of the theatre.		
13. I would not eat off of a dish that a colored person had previously eaten from.		
14. Negroes should be allowed to live only in certain parts of the city.		
15. Sororities and fraternities should not be open to Negro membership.		
16. White people should never associate with Negroes.		
17. Negroes should not be paid as much as a white person for doing the same job.		

18. Negroes should have their own schools.
19. I try never to sit with a Negro on a street car.c.
20. Negroes will go to Heaven as well as whites.

+ -	

A Test For Measuring Attitude Toward Labor Unions

Name _____

Date _____

Form A

Grade _____

Following is a list of organized statements about Labor Unions.
Place a plus sign (+) after each statement with which you agree.
Place a minus sign (-) after each statement with which you do not agree.

	+	-
1. Organized labor serves only its own selfish interests. . . .		
2. Teachers should not be allowed to join labor unions.		
3. Congress should pass anti-Labor laws.		
4. Unions are enemies to business.		
5. Union leaders are usually ignorant radicals.		
6. Organized labor is an enemy to education.		
7. Strikes should be made illegal.		
8. Organized labor is undemocratic.		
9. Unions have not made better the conditions of the workers.		
10. The country in general would be better without unions. . .		
11. All unions - CIO, AFL, etc. should join, thus making organized labor stronger.		
12. Laborers are worth more to society than capital.		
13. Unions have done much to lessen child labor.		
14. The American home is happier because of organized labor. .		
15. Labor Unions have made the life of the worker happier. .c.		
16. Workers receive higher wages because of the union.		
17. There should be many labor representatives in Congress. . .		
18. Organized labor is working for better educational advantages for people.		
19. The study of labor unions should be in the curriculum of every school.		
20. Unions are more democratic in their principles than are the bosses.		

A Test For Measuring Attitude Toward Labor Unions

Name _____

Date _____

Form B

Grade _____

Following is a list of organized statements about labor unions.
 Place a plus sign (+) after each statement with which you agree.
 Place a minus sign (-) after each statement with which you do not agree.

	+	-
1. Union leaders should be locked up.		
2. Unions do more harm than good.		
3. The members of unions are a rude lot of people.		
4. Organized labor does not stand back of education.		
5. The Labor Day parade should not be allowed.		
6. Women should not be allowed to join labor unions.		
7. The "closed shop" takes one's liberty away.		
8. Labor Unions should be under government control.		
9. Workers must pay in too much money as dues and assessments into the Union.		
10. Workers would be as well off if there were no unions.. . . .		
11. Unions have made the life of the working man better.		
12. Organized labor should strike if it is necessary to obtain the demands of the members.		
13. Unions have given a dignity to labor.		
14. Unions have more good points than bad ones.		
15. Organized labor promotes the interest of its members in political questions.		
16. Labor unions are not sufficiently appreciated by the general public.		
17. Labor unions grew up in answer to a felt need, and is serving that need perfectly.		

51

18. Labor unions have done more for society than any other institution.
19. Labor unions back "social security" legislation.
20. Labor unions aid the individual in wise use of leisure time.c.

+ -	