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The Bearing of Church Membership, Doctrinal Beliefs, Church Attendance and Bible Reading on the Part of Parents on the Character and Conduct of Their Children

F. W. Sumner

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THE BEARING OF CHURCH MEMBERSHIP, DOCTRINAL BELIEFS, CHURCH ATTENDANCE AND BIBLE READING ON THE PART OF PARENTS ON THE CHARACTER AND CONDUCT OF THEIR CHILDREN.

BY

F. W. SUMNER

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE DEPARTMENT OF EDUCATION IN BUTLER UNIVERSITY.

JUNE 1930.
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I wish to acknowledge my indebtedness to Professor Pleasant R. Hightower of Butler University, for his assistance and guidance in making this study. The Tests were given by him or under his supervision, and are partially embodied in his Study of "Biblical Information In Relation to Character and Conduct."

I am using data relative to Church Membership, Doctrinal Beliefs, Church Attendance, and Bible Reading on the part of fathers and mothers procured in his Tests of 3316 pupils, which were unused by him in his study, as well as Character Tests of these children, which were used in his study, as a basis for this study. Since the Tests are the same for the two studies, I am using, with his permission, his description of the Techniques and Administration of the Tests which appear in Chapters III and IV of this Text.

Without his cooperation on the part of Professor Hightower this Study would not have been possible.
CHAPTER I.

THE STATEMENT OF THE PROBLEM.

The problem of this Thesis is to ascertain, if possible, the significance of Church membership, belief in its doctrines, the frequency of Church attendance, and the amount of Bible reading on the part of parents as a factor in influencing and in shaping the character and conduct of their children.

It is generally considered that our religious convictions as expressed in our Church relationships constitute one of the chief factors in the development of the character of the individual. But children, in early life, rarely acquire their own religious convictions and it would be very difficult to test the amount of influence their own opinions might have upon them in this formative period. In the majority of cases, at least, their religious conceptions, if they have any at all, are colored, wholly or in part, by that of their parents, and the influence of religion upon their character is the result of other's opinion rather than their own. Therefore, the only fair test of this influence in their lives is to do, as has been done herein, test the influence of the parent's religious convictions and expressions upon the Character and Personality of their children.

To this end objective tests were given to 3316 pupils in Grade and High Schools as well as Delinquent Schools.
These schools were widely separated as to location and each represents a different social and economic status.

The description of the tests, the methods of giving them, and the presentation of the data together with the results follow.

In order to secure the necessary information regarding the church membership of fathers and mothers, questions concerning these facts were embodied in the "Information-Attitude Tests" prepared by Professor F. R. Righter, as shown in Appendix A, and presented to the pupil.

In this test five questions are asked relating to each the father and the mother as follows:

"Does your father (or mother), belong to church? Yes___

No__

If he (or she) belongs to church, which one? __________

Does your father (or mother) go to church? Yes, at least every Sunday___; yes, several times a month___;

several times a year___; very rarely___; never___

Does your father (or mother), believe in the doctrines of the church to which he (or she), belongs or attends? Yes, completely___; yes, somewhat___; does not care much about the beliefs of any church___; objects to the beliefs of all churches___

Does your father (or mother), read the Bible? Yes, nearly every day___; yes, about once a week___; occasionally ___; rarely ___; never___

It will be noted that the three last questions offer choice of answers indicating the degree of interest in them
CHAPTER II
Tests of Information Relative to Church Membership.

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Does your father (or mother), go to church? Yes, at least every Sunday____; yes, several times a month____; several times a year____; very rarely____; never____

Does your father (or mother), believe in the doctrines of the church to which he (or she), belongs or attends? Yes, completely____; yes, somewhat____; does not care much about the beliefs of any church____; objects to the beliefs of all churches____

Does your father (or mother), read the Bible? Yes, nearly every day____; yes, about once a week____; occasionally ____; rarely ____; never____

It will be noted that the three last questions offer choices of answers indicating the degree of interest in them
on the part of the parent. The child was instructed to check that one after each question which answered most nearly, according to his judgment, the degree of his parent's interest.

This having been done, the answers were evaluated by giving to the last degree under each question 0, the next 1, the next 2, the next 3 and the next 4. Thereby, the child's check was given a definite value according to its position in the answer.

After this was done, the values indicated in each these three answers were added. Their sum represented the total fact of the parent's relation to the Church. This was done for each the father and the mother for each grade in each of the several groups tested, constituting in all 3316 cases.

The information thus gained was then used to correlate with other data gathered from Tests indicating the character of the children of these same parents. These Tests will be described in the following chapter treating of the "Techniques Used to Measure Conduct." The other information and data acquired in the Test of "Information-Attitudes Tests" were not used in this Study.
CHAPTER III

Techniques Used to Measure Conduct

In a study such as this it is highly essential that as many tests as possible which serve as checks on each other, and which may be used as bases to support one another, be given. It would be practically impossible to get a solution for our problem through the Information-Attitudes Tests alone, unless one knew the conduct of the people concerned. That, of course, he generally does not know, so he must turn to some objective means of determining their conduct in specific situations and under different circumstances.

The tests discussed in this chapter were chosen from carefully validated materials. They deal also with different phases of conduct such as cheating, lying, loyalty, and service, and are presented in that order.

Methods of Measuring Cheating

The tests used for this purpose are arranged in the form of a folder and are known as the Multi-Purpose Tests. They present eight different opportunities for cheating as exhibited in classroom situations and in work done at home. The tests are discussed in the order of their arrangement in the folder, and all may be found in Appendix B.

1. The Word Knowledge Test. This is arranged as a multiple choice test, having forty items and five response words for each item. When the correct response is located, it is entered by its number in the parenthesis at the right
margin. This test is matched with a similar one of equal difficulty known as the home work sheet. (See Appendix C)

In each case the test is supposed to be completed in ten minutes. The first one is given under controlled conditions, while the latter is done at home under uncontrolled conditions. The home sheet is supposed to be done without help from any source. Cheating consists in getting the forbidden help. There must be a difference of nine correct responses in favor of the home work before a cheat score is entered.

2. Information Test. This test consists of twenty-eight items arranged as a completion test. In each case there are four response words. As soon as the correct one is found, its number is placed in the parenthesis at the right. The method of detecting cheating is rather a clever device constructed by Mr. Hollis D. Kemper, a graduate student in the Institute of Character Research at the University of Iowa. The right margin of the page, which bears the correct answers, is folded under and clipped so the answer cannot be seen. The paper is treated chemically in such a way that the writing registers on the flap beneath. Upon completion of the test, the pupils are told to unfold the flap and check their papers by means of the correct answers on the flap. Cheating consists in changing previous answers and adding new ones.

3. Co-ordination Test, Squares Puzzle. This test comes under the impossible achievement technique. It con-
sists of a nest of six concentric squares which form five lanes running around each enclosed square. At the bottom of each lane and immediately under the enclosed square are a cross and a arrow. The cross indicates the point at which the test is started, and the arrow indicates the direction to be followed. The pupils are instructed to place their pencils on the cross, and when the signal to shut their eyes and move the pencil in the direction of the arrow around the center and back to the cross without touching the sides of the lane. The time for doing the task increases with the magnitude of the squares. Cheating consists in peeping to increase the score. Fourteen or more corners turned correctly are called a cheat.

4. Co-ordination Tests, Mazes Puzzle. This comes under the technique as the squares test. It is made up of fifteen mazes arranged in the order of increasing difficulty. A maze is merely a lane enclosed by parallel lines which may have a number of corners. The largest number of corners in any one maze in this test is thirteen. The method of procedure for this test is much the same as that for the squares. Thirty-two or more corners must be turned correctly before a cheat score is recorded.

5. Information Test. In general the description given for test two applies here. The tests are very similar, the essential difference being in the materials used. The same general instructions and procedure are followed. Cheating, as before, consists of changing responses and adding new ones, any difference being a cheat. There are twenty-five
6. **Speed Test, Placing Dots in Squares.** This is one of a series of three speed tests used in the study. It consists of a series of small adjacent squares. The idea is to place as many dots in the squares as possible in thirty seconds, placing only one dot to the square. There are three trials. The first two trials are given under honest conditions and are for the purpose of practice. The third trial is the real test. After the third trial or real test is given, the pupils are instructed to count the number of dots placed in the squares and enter their scores. Plenty of time is given for the dishonest person to add more dots and thus increase their score. A cheat score is given for a difference of more than twenty-three dots between the second and the third trials, the difference being in favor of the third trial.

7. **Speed Test, Cancellation of A's.** This is a test of underlining as many A's as possible in forty seconds. In each trial there are seven series of alphabetical symbols running across the page with several A's interspersed in each series. The method of procedure is practically the same as the one described for test six. Cheating in this test is a difference of ten or more in favor of the third trial. Second, the lie index is given those who cheat and damp it.

8. **Speed Test, Cancellation of 4's.** This test is composed of ten vertical columns of digits, each column consisting of seven series. Several 4's are interspersed throughout the series of each column. The test is to underline as many 4's as possible in forty seconds. The same procedure
is followed here as in the two preceding tests. A cheat score is given for a difference of twelve or more between the second and third trials when the difference is in favor of the third trial.

The speed tests have a certain advantage: They are quick to administer, there is so much material that no one can possibly cover it in the time allowed, and the materials do not resemble ordinary school examinations.

Methods of Measuring Lying

Methods were used for measuring two types of lying, lying to escape disapproval and lying to win approval.

1. Lying to Escape Disapproval. This method consists of a few questions dealing generally and specifically with cheating. The questions are taken from the Cei Pupil Data Sheet used by Hartshorne and May (2). Questions one, two, three, four, thirteen, and fourteen are general, but five, six, seven and nine and eleven are highly specific. Questions eight, ten and twelve serve as checks on answers to other questions. The questions refer to the multi-purpose tests. Lying is easily detected by this means. The scoring is done in two ways, first the admission of those who cheated on the tests is recorded and a truthfulness index given, and second, the lie index is given those who cheat and deny it.

The questions used in the scoring are one, two, five, six, seven, nine, thirteen and fourteen. For scoring purposes questions one and two are treated as one. Likewise
questions five, six and seven, which refer to the homework, are treated as one.

Question thirteen asks for a motive for cheating. If a motive is given it constitutes an admission and a truthfulness index is recorded. On the other hand, if the individual says he did not do it, when the facts show he did, a denial is registered which adds to the lie index. Question nine merely asks if the keys were used improperly or not. Question fourteen gives an opportunity for stating whether the previous questions have been answered truthfully.

At once, it is clear that one can tell three general truths and make an admission relative to either home cheating or school cheating, or he may tell three general lies and make two specific denials, one for home cheating and one for school cheating. By treating the home and school data separately a maximum lie index of plus four and a maximum truthfulness index of minus four are obtained on each.

Only those who cheated on the tests are included in the treatment of the data as those who did not cheat had nothing to lie about.

2. Lying to Win Approval. This method is similar to the first in that the questions are rather personal. They are concerned principally with acts of conduct, which in general are given social approval, but which at the same time are rarely done. The test is in two forms and each form contains thirty-six items. The key for the scoring is in the test. (See Appendix E). One point of credit is given each
response that corresponds with the key. A lie is recorded for a score of twenty-four or more on form one, and for a score of twenty-eight or more on form two. The method used in constructing the test is given in "Studies in Deceit". {1}

The tests discussed up to this point are more or less measures of negative phases of conduct. It would not be entirely satisfactory for our purpose to test merely the negative side of conduct. We shall have a much better and clearer picture of the problem by having a view of the positive side as well as of the negative side. Four tests were selected for this purpose. They will be discussed rather fully by Hartshorne and May in a volume under the title "Studies in Service and Control".

1. Maller Speed Tests. This is a test for measuring class loyalty. It consists of fourteen sheets of simple addition problems. The sheets are combined with another test using the same problems. (See Appendix F). The two make a pad of twenty sheets. Each sheet contains the same number of problems. There are two sets of problems, one set on one side of the sheet and the other set on the other side. The sheets differ only in the fine key number in the lower left hand corner. The first key number identifies the pupil while the second identifies the order in which each set is done. The procedure is to put on an individual and class contest for a nominal group and individual cash prize. First, the pupils work for themselves, signing their names and tear-
ing off the sheet and placing it in one pile. Next, they work for the group without signing their names. This time they tear off the sheet and place it in another pile. This process is continued for the fourteen sheets. In all cases the pupils start together and work exactly the same length of time on each sheet. The test is scored for amount irrespective of the correctness of the problems done. The score is the number of problems for the class minus the number for self. Class loyalty or selfishness is the difference between the amounts on the seven signed sheets and seven unsigned sheets. Fatigue, practice, etc. are well controlled throughout.

2. Mallet Free Choice. This test was devised by the same author as the preceding one. As stated in the discussion of that test the free choice test includes the last six sheets of the arithmetic pad. The test is called a free choice test, because the children are given an opportunity of choosing to work for the class or for themselves. They are perfectly free to make any division of the six sheets they care to make. The problems are worked under the same conditions as the first fourteen sheets with the exception of the element of free choice. The score is the number of choices for class minus the number for self. These two tests do not correlate with intelligence and home background and thus make an excellent pair for our study.

3. Money Vote Test. This a test of altruism which follows an interclass contest, where a cash price is involved,
such as the one presented in test one of this series. The children of each class vote on five alternatives as to how to spend the money in case they should win. They mark the items in order of their preference, beginning with their first choice. The situations presented in the items are selected on the basis of degrees of altruism, the degrees representing the two extremes. The score is based upon the degree of altruism shown, the highest score being five and the lowest one. The first item in the test receives a score of two points, the second four, the third three, the fourth, one and the fifth five. The score made on the test depends upon the item selected as first choice.

4. Picture Envelope Test. This, as well as the money votes test, is very specific in its nature and does not correlate with class loyalty. Both tests are measures of unselfishness and altruism. This one consists simply in asking children to bring interesting pictures to be given to some nearby orphans' home or a similar group. In our study the group chosen was a group in a children's hospital. The score is determined by whether the children co-operate or not and by the number of pictures brought. They are told that just any pictures, that they think would be interesting to the group to which they are to be given, are sufficient. One point is given for each picture.

Teacher's Record of Character Traits.

This is a simple device consisting of twelve positive and twelve negative traits upon which the teachers rate
their pupils. The copy of the form and the directions for using it are in Appendix H.

CHAPTER IV

The Administration of the Tests

One important problem that presented itself in this study was that of determining the best method of procedure. Three procedures were available. First several groups could have been chosen and a few tests applied; second, several groups could have been chosen and many tests applied to a few of them and a small number to the others; third, a few groups could have been chosen and tested intensively. The second procedure was followed.

The groups selected for the study are mostly public school classes, but a few groups in schools for delinquent boys and girls are included. The grades studied include the seventh through the twelfth.

The groups are representative of the following requirements:

1. Various intelligence levels.
2. Various social, economic, and cultural levels.
3. Various types of communities.
4. Various levels of character.
5. Various occupational levels.

There was no definite plan to include different religious, nationalities, and races but naturally in population areas cosmopolitan in ours those classes are fairly well repre-
CHAPTER IV
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1. Various intelligence levels.
2. Various social, economic, and cultural levels.
3. Various types of communities.
4. Various levels of character.
5. Various occupational levels.

There was no definite plan to include different religious, nationalities, and races but naturally in population as cosmopolitan as ours these classes are fairly well represented.
sented. The guiding principle in the selection of groups was that of securing those which would adequately represent various conduct levels.

Description of Populations in which Testing was Done

Letters A to J refer to public schools, and K and L refer to schools for delinquent boys and girls. Schools A to G are all in a midwestern city of approximately four hundred thousand inhabitants. The population is quite cosmopolitan. Various types of communities, occupations, industries and business establishments are represented here. Tests were given in three elementary schools and in four high schools in the city. The elementary schools were selected as representatives of the very poor, average, and wealthy classes of the city.

A. This is an elementary school of eight grades located in one of the poorest districts and is an example of those which rate low from the standpoint of wealth or socio-economic status. The entire seventh and eighth grades were tested.

B. This school is located in a different part of the city and represents the average class socially and economically. Only the eighth grade was tested here.

C. This school is located in another part of the city and represents the wealthiest section of the city. Both the seventh and eighth grades were tested here.

D. A comparatively small high school located in a suburb of the city.

E. A high school with an enrollment of about nineteen hundred pupils. It is located near the center of the city.
The population of this school is rather cosmopolitan so far as nationality and religion are concerned.

F. A new high school with about one thousand pupils, located well to one side of the city in a railroad shop district. It is distinctly a community school.

G. This school is vastly different from schools D, E, and F. Usually it is thought of as a classical high school. It is located in the same community as C and has a similar socio-economic rating. These three grade schools and four high schools give a good cross section of the city's population. Representative sections were chosen from the various grades in the schools beginning with the grade seven.

H. This is a junior high school consisting of the seventh and eighth grades in a city of about thirty thousand population in the same state as the ones discussed above. This school gives a cross section of the population as it is the only junior high school in the city. Representative sections were taken from both grades.

I. A city system in a small midwestern city of about twenty thousand population, located in the heart of a rich agricultural district. The city is the average in wealth. The testing was done in grades seven to twelve.

J. A city system in a city of about fifty thousand in the same state as I. It is very similar to I. Testing was done in grades seven to twelve.

K. A school for delinquent girls located outside a large midwestern city.
L. A school for delinquent boys located in a small town in the same state as K.

In order to show the scope of the investigation and to make the study as clear as possible the number of pupils tested in each school or system and the number of kinds of tests used are presented in Tables 1 and 2.
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<tr>
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<td></td>
<td>190</td>
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</tr>
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<td>Sa Tests</td>
<td>113</td>
<td>81</td>
<td>156</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>352</td>
</tr>
<tr>
<td>Mailer Speed and Free Choice</td>
<td>107</td>
<td>112</td>
<td>163</td>
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<td>127</td>
<td>515</td>
</tr>
<tr>
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<td>113</td>
<td>170</td>
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<td></td>
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<td></td>
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<td>515</td>
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<td>864</td>
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<td>573</td>
<td>392</td>
<td>317</td>
<td>353</td>
<td>1136</td>
<td>2052</td>
<td>1296</td>
<td>294</td>
<td>791</td>
<td>10297</td>
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</tbody>
</table>
Table 2

Approximate Number of Tests Administered by Grades

<table>
<thead>
<tr>
<th>Test</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
<th>XII</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Information-Attitudes</td>
<td>784</td>
<td>840</td>
<td>634</td>
<td>439</td>
<td>279</td>
<td>331</td>
<td>3316</td>
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<tr>
<td>Multi-Purpose</td>
<td>761</td>
<td>859</td>
<td>616</td>
<td>434</td>
<td>314</td>
<td>328</td>
<td>3312</td>
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<tr>
<td>Homework sheet</td>
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<td>211</td>
<td>149</td>
<td>83</td>
<td>56</td>
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<td>888</td>
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<tr>
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<td>211</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>352</td>
</tr>
<tr>
<td>Money Vote</td>
<td>167</td>
<td>328</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>515</td>
</tr>
<tr>
<td>Picture Envelope</td>
<td>187</td>
<td>328</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>515</td>
</tr>
<tr>
<td>Total</td>
<td>2818</td>
<td>3596</td>
<td>1461</td>
<td>1022</td>
<td>767</td>
<td>666</td>
<td>10297</td>
</tr>
</tbody>
</table>

The details of the various tests are as follows:

Information-Attitude Tests

This series was administered in the order in which they are arranged in the folder. (See Appendix A). The directions at the heading of each test were carefully followed. The pupils were told that they would have all the time necessary to complete the tests, but they were asked to work reasonably fast. The tests usually took about forty-five minutes, and they were always done under test conditions by the group method.
pals and teachers of the schools and by graduate and undergraduate students who were taking a course in the psychology of character conducted by him. Since the tests are self-administering the principal task was that of keeping the proper discipline.

The Multi-Purpose Tests

According to Professor Hightower, the application of this series of tests was not so simple. More training and tact were required. It will be remembered from the description in the preceding chapter that these tests are cheating tests which measure conduct under various conditions or in different situations. One of the requirements of a testing program is that the situations should be as far as possible natural ones, but at the same time controlled. In all the public schools and in some instances in the schools for the delinquents, the teachers were asked to leave the rooms during the tests. All the testers had previous training. Detailed instructions and directions were given each person testing. No effort was spared to make the instruction clear.

1. The Word Knowledge Test. The directions and example which are at the top of the test were read and carefully explained to the children. Any questions they wished to ask were permitted before the test started, but none afterwards. At the end of ten minutes they were told to stop and turn immediately to the next test.

2. Information Test. The time for this test is eight minutes, six for doing the test and two for scoring. At the
end of six minutes the examiners say, "Stop, and correct your answers by means of the marginal flap. The letter "C" should follow each answer that is right and an "X" those that are wrong. Count the "C's" and place the number at the lower right corner, fold the flap to the left and replace the clip. Then turn to the next test on page four."

3. **Squares Puzzle.** The directions which accompany this test are read and explained. The time for the test is two minutes distributed as follows: ten seconds for the first square, twelve for the second, fifteen for the third, eighteen for the fourth and twenty seconds for the fifth.

4. **Mazes Puzzle.** This test was administered in practically the same way as the squares test. The total time here was two and one half minutes divided as follows: For the first five mazes ten seconds with two seconds to look; for the next five mazes, fifteen seconds with two seconds to look; for the eleventh and twelfth mazes, fifteen seconds with three seconds to look; for the thirteenth maze, twenty seconds with three seconds to look; for the fourteenth maze, twenty-five seconds with three seconds to look; and for the fifteenth, twenty-five seconds with four to look.

5. **Information Test.** The explanation given for test 2 applies here with the exceptions of the directions to refold the flap.

6. **Speed Tests.** The double testing idea was used in these tests. The tests were administered three times, and the last one in each case self scored. Great care was taken in the accuracy in starting and stopping these tests with
exact time. In all the tests the first two trials were given and the third or last trials followed in the order of arrangement. The tests were given as follows:

(1) **The Dots Test.** The children were told that when the signal was given to see how many dots they could place in the squares in thirty seconds, placing but one dot to the square. At the close of thirty seconds they were signalled to stop. On each trial the examiner directed, "Get ready, Go", and at the end of thirty seconds, "Stop."

(2) **Canceling A's.** The same general procedure was followed in this as in the dots test. The children were told that when the signal was given, to see how many A's they could underline in forty seconds.

(3) **Canceling 4's.** The time and instructions for this test are practically the same as the preceding one. At the close of the second trial the children were told that the first two trials were for practice and that the third was the real test. In the third trial, at the end of thirty seconds they were told to stop and count their dots and put down the score. Plenty of time was given for cheating at this point. Cheating is done by adding more dots during the time given to count. This procedure was also followed in the two preceding tests. Scoring methods for these tests were fully described in Chapter III.

**Tests for Measuring Lying**

These tests are so simple that they should really be listed as self-administering tests. In some of the schools
the materials were distributed by the teachers while in others the student assistants did it. The instructions which are on the face of the tests were read with the pupils and any questions they cared to ask were answered. Questions were permitted throughout these tests.

Tests for Measuring Class Loyalty and Altruism

1. The Miller Speed and Free Choice Tests. These tests require accuracy in administration. The time must be kept to the second. These were given by those who had preliminary training and who were careful to follow directions. One minute was given to each sheet.

2. The Money Votes Test. This test was given at the same time as the tests above. They were easily and quickly administered. A copy of the test is given in full in Appendix G.

3. The Picture Envelope Test. The only thing necessary in this test was merely the directions which are as follows: "Please select pictures which you think will be interesting to children in ________________________Children's Hospital. Place them in an envelope and sign your name on it. Bring them to your teacher."

Note: As stated in the "Acknowledgments" the materials in the last two chapters are taken in the main, from Professor P.R.Hightower's Study on "Biblical Information in Relation to Character and Conduct."
CHAPTER V

The Presentation of the Data

Having given the statement of the problem and described the tests and methods of obtaining the data in their study, there now follow the statistical results of these data in correlations for the purpose of showing the significance of the results thus gained.

Table 3 shows the relation between the combined relationships, (Church membership, Doctrinal beliefs, Church attendance, and Bible reading) of parents and Cheating at Home and at School.

Table 3
Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading of the parents with the Cheating of their children at Home and at School.

| Public School Group | Home Cheating | | | | | | School Cheating |
|---|---|---|---|---|---|---|
| Grade | n | r | P.E. | n | r | P.E. |
| 7 | 100 | .116 | .0667 | 100 | .077 | .0671 |
| 8 | " | .202 | .0648 | " | .028 | .0674 |
| 9 | " | .116 | .0667 | " | .160 | .0657 |
| 10 | " | .163 | .0657 | " | .131 | .0666 |
| 11 | " | .068 | .0673 | " | .019 | .0654 |
| Delinquent Group | | | | | | |
| 7-12 | " | .067 | .0672 | " | .034 | .0665 |
| Unselected Group, Chosen at Random | | | | | | |
| 7-12 | 300 | .048 | .0389 | 300 | .046 | .0389 |
Note: In all the correlations given "n" stands for the number of cases,"r" stands for the correlation, and "P.E." for the Probable Error.

Besides those given for the six grades shown in the Public School Group there is presented with it, for comparison, a correlation of 100 cases taken at random from the Delinquent Group as well as one of 300 cases taken at random in all grades and from both groups to show the variations, if any, in the cases selected.

The correlations in all cases are very low. To show a significant bearing the correlation would need to show better than .50 or four times the P.E. In no case is this true.

In Table 4 is given the correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading of each parent separately with the Cheating of their children at Home and at School.

Table 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
<th>Home Cheating</th>
<th>School Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>100</td>
<td>.062</td>
<td>.0672</td>
<td>100</td>
<td>.150</td>
</tr>
<tr>
<td>8</td>
<td>&quot;</td>
<td>.199</td>
<td>.0653</td>
<td>&quot;</td>
<td>.138</td>
</tr>
<tr>
<td>9</td>
<td>&quot;</td>
<td>.142</td>
<td>.0661</td>
<td>&quot;</td>
<td>.137</td>
</tr>
<tr>
<td>10</td>
<td>&quot;</td>
<td>.150</td>
<td>.0660</td>
<td>&quot;</td>
<td>.059</td>
</tr>
<tr>
<td>11</td>
<td>&quot;</td>
<td>.085</td>
<td>.0670</td>
<td>&quot;</td>
<td>.109</td>
</tr>
<tr>
<td>12</td>
<td>&quot;</td>
<td>.015</td>
<td>.0674</td>
<td>&quot;</td>
<td>.033</td>
</tr>
</tbody>
</table>
Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading, of the Mothers with the Cheating of their children at Home and at School.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home Cheating</th>
<th>School Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grade 7-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n     r  P.E.</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>.100  .0668</td>
</tr>
<tr>
<td>8</td>
<td>&quot;</td>
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<td>9</td>
<td>&quot;</td>
<td>.030  .0673</td>
</tr>
<tr>
<td>10</td>
<td>&quot;</td>
<td>.116  .0667</td>
</tr>
<tr>
<td>11</td>
<td>&quot;</td>
<td>.114  .0666</td>
</tr>
<tr>
<td>12</td>
<td>&quot;</td>
<td>.053  .0672</td>
</tr>
</tbody>
</table>

It is found here that practically the same results are shown as in the tables for both parents.

It was not possible to run the correlation for the delinquents in this case for there was not a sufficient number of children having both parents living and all the facts given to make it feasible.

Table 5 shows a correlation of both parents with each relationship separately.

Table 5

Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading, each separately with both parents with Cheating at Home and at School.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home Cheating</th>
<th>Church Doctrines</th>
<th>School Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 7-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church Attendances</td>
<td>n     r  P.E.</td>
</tr>
<tr>
<td>7-12</td>
<td>200</td>
<td>.086  .0475</td>
<td>&quot;     .018  .0477</td>
</tr>
<tr>
<td></td>
<td>&quot;</td>
<td>.154  .0463</td>
<td>&quot;     .192  .0459</td>
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</tbody>
</table>
Bible Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-12</td>
<td>200</td>
<td>.143</td>
<td>.0461</td>
<td>200</td>
<td>.102</td>
<td>.0472</td>
</tr>
</tbody>
</table>

Here 200 pupils were chosen at random from all grades and the Table shows that the correlations are consistently low and reveal little more significance in one relationship than the other.

Table 6 is somewhat interesting in that it shows all these Relationships for both parents with Home and School Cheating in each of the three Church Denominations to which most of the parents were members. In the populations studied there were fourteen Protestant Denominations represented as well as Jews and Catholics. Practically one third of the whole number were members of the M.E. Church, one sixth of them were Presbyterians and one seventh of them were members of the Christian (Disciples) Church.

Table 6

Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading for both parents with Cheating at Home and at School in the three Denominations most often represented. All grades are used and selected at random for each Church.

<table>
<thead>
<tr>
<th>Home Cheating</th>
<th>School Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denomination</td>
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<tr>
<td>M.E.</td>
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<td>Presbyterian</td>
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</tr>
<tr>
<td>Christian</td>
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</tr>
</tbody>
</table>

It will be noted that while all of these correlations are void of positive significance that of the Christian Church has a negative showing in regard to Home Cheating.
The foregoing Tables, 5-6 inclusive, relate to Cheating at Home and at School. Table 7 shows these same Relationships for both parents in relation to Lying at Home and at School. Only 100 cases are used here as these factors were taken only in the seventh and eighth grades, as are also the correlations in Tables 8 and 9.

**Table 7**

| Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading for both parents with Lying at Home and at School. |
|---|---|---|
| Home Lying | School Lying |
| Grade | n | r | P.E. | n | r | P.E. |
| 7-8 | 100 | .069 | .0672 | 100 | .067 | .0672 |

**Table 8**

Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading of both parents with Loyalty as shown by pupils in School only. In this two tests are used, the Maller Speed and the Maller Free Choice Tests.

**Speed Test**

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>100</td>
<td>.108</td>
<td>.0668</td>
</tr>
<tr>
<td>8</td>
<td>&quot;</td>
<td>.063</td>
<td>.0673</td>
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</tbody>
</table>

**Free Choice**

<table>
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<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>&quot;</td>
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<td>.0639</td>
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<tr>
<td>8</td>
<td>&quot;</td>
<td>.060</td>
<td>.0673</td>
</tr>
</tbody>
</table>

**Table 9**

Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading for both parents with Altruism or Unselfishness. (Money Vote and Picture Tests).
Money Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
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<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>.0871</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>.008</td>
<td>.0674</td>
</tr>
</tbody>
</table>

Picture Test

| All Grades | 20 | .117 | .1489 |

You will note that the Picture Correlation contains but 20 cases, this is because only this number could be found with all the facts necessary to run the Correlation.

Table 10 was run for Teacher's Rating and is for a random group from each the Public Schools and the Delinquent Schools.

Table 10

Correlation of Church membership, Doctrinal beliefs, Church attendance and Bible reading for both parents with Teacher's Rating.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
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<td>.0654</td>
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<td>Delinquents</td>
<td></td>
<td>.210</td>
<td>.0645</td>
</tr>
</tbody>
</table>

All of these Correlations seem to verify those of the earlier Tables and but reinforce the results manifest in them.
CHAPTER VI
Summary and Conclusion

The Church has been relied upon in the past, as the chief agency in training and directing the character of our youth and it has been looked upon as the Guardian of society. In the Church and the things for which it stands, we have found our causes and objects of devotion; from these we have derived our ideals and our standards, our convictions and our ethics; for them we have given the best we had; and through them we have expressed the best we were. But it would seem that the Church is not producing character as it might and should. At least so far as the data in the study reveal, it is quite evident that the religious convictions of the parents and the expression of such convictions through their religious practices manifest no marked influence upon the character of their children. That is, there is little or nothing in this Study that differentiates the children of those parents who adhere to certain religious beliefs and practices from those who ignore them.

Let us understand, however, that this does not mean that the influences are negative or without value. It merely shows, beyond all doubt, that within the populations studied, (and these should be considered fairly representative) that these relationships on the part of the parent, in themselves, do not guarantee or insure good character in the child.

It is not within the province or purpose of this Study to analyze and determine the causes responsible for facts herein disclosed but certain suggestions are justifiable in the light of this conclusion.

1. It is quite likely that doctrinal beliefs may mean
less to the average Christian today than they once did.

There was a time when Church membership and Doctrinal beliefs turned the world upside down, divided communities into antagonistic factions, and tore homes asunder. There still exists, here and there, a few evidences of some of the bitterness of yesterday, and now and then, a fresh outbreak of a lingering devotion to this fealty arises indicating that these things have not wholly lost their power, but while these together with Church attendance and Bible reading are still esteemed as strong evidences of Christian character and devotion, they are, for some reason, as stated above, becoming less significant all the while. And in the face of this loss there is little or nothing to take its place.

It is this that bids us pause. Sturdy, upright character which is the product of deep convictions of Truth and a fine sense of responsibility to a Higher Power, is the bulwark of a nation and the very backbone of the race. When this is lacking there is little left to preserve society. But this character cannot be had without proper training and influence.

2. No doubt, there is today too little in the character of Christian parents that distinguishes them from others who make no religious professions.

3. If this is true, there is needed, perhaps, a more decided devotion to the training of character on the part of the Church. It should be organized more definitely to that end and for this purpose it should use the best possible methods of instruction.

4. In the light of this Study and to supplement the work of the Church and the Home, a definite and well organized pro-
gram of Character Education should be incorporated within our educational system and be included in the curriculum of every school.


Bibliography


APPENDICES

Appendix A

Information-Attitudes Tasks
# INFORMATION ATTITUDES TESTS

**INFORMATION BLANKS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Date</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
</table>

**Part I.**

Note: The following questions concern your father and mother and your home. The information will be held strictly confidential and will be used for research purposes only. None of your school teachers will see any of your answers.

**INSTRUCTIONS:** Please write in the blanks after the most correct answer to the following questions. Be consistent in answering all questions. Write reasonably fast.

1. Is your father living?  Yes;  No.  If dead, how many years?   
   **Note:** If your father is dead, cross out the word father in the following choice questions and instead write the word step-father, guardian, uncle or any other of the person taking your father's place.

2. How old is your father?  Between 36 and 44; 45 to 54; 55 to 64; 65 to 74; over 74.

3. Is your father in good health?  Yes, the best of health;  very good health;  not very strong;  invalid.

4. What is the nationality of your father?  

5. What is the chief source of your father's income?  Daily wages;  weekly wages;  monthly wages;  yearly wages;  from business;  from stocks, bonds, interest, rents.  

6. How much schooling did your father have?  Up to one year;  from one to eight years;  part of high school;  graduated from high school;  part of college;  graduated from college.

7. Is your father strict in your discipline?  Yes, very strict;  yes, somewhat;  no discipline wanted;  no discipline wanted.

8. Does your father belong to a church?  Yes;  No.

9. If he belongs to a church, which one?  

10. Does your father go to church?  Yes, at least every Sunday;  yes, several times a month;  very rarely;  never.

11. Does your father believe in the doctrine of the church to which he belongs or go to?  Yes, completely;  yes, somewhat;  does not care much about beliefs of any church;  objects to the beliefs of all churches.

12. Does your father read the Bible?  Yes, nearly everyday;  yes, about once a week;  occasionally;  rarely;  never.

<table>
<thead>
<tr>
<th>Year</th>
<th>B+</th>
<th>B++</th>
<th>B+++</th>
<th>B++++</th>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1921</td>
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<td></td>
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</tr>
<tr>
<td>1922</td>
<td></td>
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<tr>
<td>1923</td>
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<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

**Appendix A**

Information-Attitudes Tests
INFORMATION—ATTITUDES TESTS

Copyright 1928—Pleasant R. Hightower.
Prepared by Pleasant R. Hightower,
Institute of Character Research,
University of Iowa, Iowa City, Iowa,
under the direction of
Dr. Edwin D. Starbuck
and
Dr. Frank K. Shuttleworth

Test Rights Wrongs Score
I
II
III
IV
V
VI
Total

INFORMATION BLANK.

Name
Sex
Date
City
Name of your school
Your age in years
months
Grade

Part I.

Note: The following questions concern your father and mother and your home. The information will be held strictly confidential and will be used for research purposes only. None of your school teachers will see any of your answers.

INSTRUCTIONS: Place a cross (x) on the dotted line after the most correct answer to the following questions. Be accurate. Answer all questions. Work reasonably fast.

1. Is your father living? Yes.......; No....... If dead, how many years? ..............
   Note: If your father is dead, cross out the word father in the following eleven questions and instead write the words step-father, guardian, uncle or the name of the person taking your father’s place.

2. How old is your father? Between 30 and 34........ ; between 35 and 39........ ; between 40 and 44........ ; 45 to 49........ ; 50 to 54........ ; 55 to 59........ ; 60 to 64........ ; 65 to 69........ ; over 70........

3. Is your father in good health? Yes, the best of health....... ; yes, fair health....... ; not very strong....... ; invalid........

4. What is the nationality of your father?........

5. What is the chief source of your father’s income? Daily wage........ ; weekly wage........ ; monthly wage........ ; yearly wage........ ; from business........ ; from stocks, bonds, interest, rents........

6. How much schooling did your father have? Less than four years........ ; from five to eight years........ ; part of high school........ ; graduated from high school........ ; part of college........ ; graduated from college........

7. Is your father strict in his home discipline? Yes, very strict........ ; yes, rather strict........ ; yes, somewhat........ ; indifferent........ ; no discipline whatever........

8. Does your father belong to a church? Yes........ ; no........

9. If he belongs to a church, which one?........

10. Does your father go to church? Yes, at least every Sunday........ ; yes, several times a month........ ; several times a year........ ; very rarely........ ; never........

11. Does your father believe in the doctrines of the church he belongs to or goes to? Yes, completely........ ; yes, somewhat........ ; does not care much about beliefs of any church........ ; objects to the beliefs of all churches........

12. Does your father read the Bible? Yes, nearly every day........ ; yes, about once a week........ ; occasionally........ ; rarely........ ; never........
13. Is your mother living? Yes; no. If dead how many years?

Note: If your mother is dead, cross out the word mother in the eleven following questions and instead write the words step-mother, aunt, or the name of the person taking your mother's place.

14. How old is your mother? Between 30 and 34; between 35 and 39; between 40 and 44; 45 to 49; 50 to 54; 55 to 59; 60 to 64; 65 to 69; over 70.

15. Is your mother in good health? Yes, the best of health; yes, fair health; not very strong; invalid.

16. What is the nationality of your mother?

17. Does your mother work outside of your home? Yes; No. What does she do?

18. How much schooling did your mother have? Less than four years; from five to eight years; part of high school; graduated from high school; part of college; graduated from college.

19. Is your mother strict in her home discipline? Yes, very strict; yes, rather strict; yes, somewhat; indifferent; no discipline whatever.

20. Does your mother belong to a church? Yes; No.

21. If she belongs to a church, which one?

22. Does your mother go to church? Yes, at least every Sunday; yes, several times a month; several times a year; very rarely; never.

23. Does your mother believe in the doctrines of the church she belongs to or goes to? Yes, completely; yes, somewhat; does not care much about beliefs of any church; objects to the beliefs of all churches.

24. Does your mother read the Bible? Yes, nearly every day; yes, about once a week; occasionally; rarely; never.

25. Do your parents (or guardians) own their home? Yes; No.

26. Which of the following conveniences are in your home? Running water; bath; electric lights; furnace or central heating plant; gas; telephone.

27. How many automobiles do your parents own? None; one; two or more.

28. How many musical instruments do you have in your home? None; one; two; three; four; five; six; seven or more.

29. What musical instruments do you have in your home? Violin; piano; phonograph; radio; saxophone; cello; banjo; drums; cornet; clarinet; mandolin.

30. Name the reproductions of well known works of art and paintings of good artists that you have in your home.

31. Name the newspapers that you have in your home.

32. Name the newspapers you read.

33. Name the magazines and periodicals that you have in your home.

34. Name in order of your preference the magazines you read.

35. Approximately how many books do you have in your home? None; less than 25; less than 50; less than 100; less than 200; more than 200.
**DIRECTIONS FOR DOING THE TESTS.**

There are seven tests and each test has a set of directions telling you what to do. Read the directions for each test carefully before you attempt to do it. The tests are so arranged as to require very little writing. Do as much of each test as possible. You will be given all the time you need, but work as rapidly as possible. As soon as you complete one test, turn immediately to the next until every test is completed.

**TEST I.**

Read each statement made below and underline the part that makes the statement true. Be sure to underline only one part of each statement.

Example:

Milton was a **poet** musician artist

<table>
<thead>
<tr>
<th>Statement</th>
<th>Authors</th>
<th>Poets/Characters/Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The Village Blacksmith” was written by</td>
<td>Longfellow Shakespeare Whittier</td>
<td></td>
</tr>
<tr>
<td>2. Bryant wrote</td>
<td>To a Waterfowl The Courtin’ Evangeline</td>
<td></td>
</tr>
<tr>
<td>3. The character, John Alden, appears in the poem</td>
<td>Snowbound The Courtship of Miles Standish The Rhodora</td>
<td></td>
</tr>
<tr>
<td>4. “O Captain, My Captain” is about</td>
<td>Washington Roosevelt Lincoln</td>
<td></td>
</tr>
<tr>
<td>5. “Thanatopsis” is a</td>
<td>novel a short-story a poem</td>
<td></td>
</tr>
<tr>
<td>6. The play, “Julius Caesar,” took place in</td>
<td>America Rome Greece</td>
<td></td>
</tr>
<tr>
<td>7. A poem that teaches the right way of giving to others is</td>
<td>The Vision of Sir Launfal Opportunity Annabel Lee</td>
<td></td>
</tr>
<tr>
<td>8. “Sohrab and Rustum” is about</td>
<td>school Life a combat between father and son working conditions in a factory</td>
<td></td>
</tr>
<tr>
<td>9. “The Elegy in a Country Churchyard” was written by an author in</td>
<td>China United States England</td>
<td></td>
</tr>
<tr>
<td>10. “The Concord Hymn” is about the</td>
<td>Revolutionary War The Civil War The Great World War</td>
<td></td>
</tr>
<tr>
<td>11. The bird in “The Ancient Mariner” was</td>
<td>an albatross a dove a hawk</td>
<td></td>
</tr>
<tr>
<td>12. Shylock is a character in</td>
<td>Midsummer Night’s Dream As You Like It Merchant of Venice</td>
<td></td>
</tr>
<tr>
<td>13. “The Tales of a Wayside Inn” includes</td>
<td>The Birds of Killingworth My Aunt The First Snowfall</td>
<td></td>
</tr>
<tr>
<td>14. “Ivanhoe” is a story of</td>
<td>chivalry piracy idolatry</td>
<td></td>
</tr>
<tr>
<td>15. Brom Bones is a character in</td>
<td>The Spy The Legend of Sleepy Hollow The House of Seven Gables</td>
<td></td>
</tr>
<tr>
<td>16. “The Tale of Two Cities” is about</td>
<td>the Inquisition the Reformation the French Revolution</td>
<td></td>
</tr>
<tr>
<td>17. “The Great Stone Face” teaches</td>
<td>the value of a high ideal thrift punctuality</td>
<td></td>
</tr>
</tbody>
</table>
18. The influence of a little child upon the life of a miser is brought out in
    Treasure Island  Silas Marner  David Copperfield

19. "The Last of the Mohicans" is a story about
    Negroes  Chinese  Indians

20. "Uncle Tom's Cabin" tells about
    witchcraft  religion  slavery

21. Tragedies, comedies, and historical plays were all written by
    Chaucer  Raleigh  Shakespeare

22. "Out to Old Aunt Mary's" was written by
    Eugene Field  James Whitcomb Riley  Bret Harte

23. "Ben Hur" is a story of
    The Time of Christ  The Middle Ages  The Renaissance

24. Mark Twain wrote
    Tom Sawyer  The Rise of Silas Lapham  Penrod

25. "Rip Van Winkle" took place in
    The New England States  The Hudson River Valley  The Western States

26. "The Bells" by Edgar Allen Poe is
    Very rhythmical  Very unrhythmical  very, unmusical

27. The story of early Indians is given in
    Alice of Old Vincennes  Kidnapped  The Prince of India

28. A poem that makes one feel sad is
    The Height of the Ridiculous  Annabel Lee  Robert of Lincoln

29. The man who wrote the "Leatherstocking Tales" was
    Irving  Thoreau  Cooper

30. "Lives of great men all remind us,
    We can make our lives sublime" is a quotation taken from the poem
    The Arrow and the Song  The Psalm of Life  The Barefoot Boy

31. "Poor Richard's Almanac" was written by
    Freneau  Franklin  Whitman

32. A sonnet is composed of
    fourteen lines  twelve lines  twenty lines

33. Jupiter is a character in
    The Gold Bug  The Fall of the House of Usher  The Murders of the Rue Morgue

34. A writer who used Scottish dialect was
    Burns  Stevenson  Arnold

35. A New England dialect writer is
    Lowell  Emerson  Longfellow

36. The Hoosier dialect was used by
    Lanier  Riley, Longfellow

37. "The Hoosier School Master" was written by
    Edward Eggleston  Maurice Thompson  Joaquin Miller

38. "He gained a world; he gave that world its grandest lesson: on, Sail on," comes from the poem
    Jim Bludso of the Prairie Belle  Lochinvar  Columbus

39. A story whose setting is in Indiana is
    A Son of the Middle Border  Polyanna  Freckles

40. Hamlet was a character who was
    tolerant  revengeful  forgiving
41. Hawthorne usually wrote
to amuse to criticize to teach a lesson

42. Banquo is a character in
Hamlet Macbeth Othello

43. Emerson's essay, "Compensation," teaches one to pay
him who helps you no one him who needs it

44. Alfred Noyes's "The Highwayman" is
slow in movement quick extremely dull

45. Stevenson spent the last years of his life in
Scotland Samoa America

46. "The Scarlet Letter" is a story of
the nobility sin riches

47. "Black Beauty" is a story about
a pet bear a dog a horse

48. "The Call of the Wild" is a story of
da dog a gold mine a cattle stampede

49. The character, Giant Despair, is in
Gulliver's Travels Pilgrim's Progress Robinson Crusoe

50. "A Dissertation on Roast Pig" is
sad humorous pitiful

TEST II.

Below are statements about certain characters in the Bible. Underline the one character to which each statement refers.

Example:
She was a seller of purple.

Lydia Dorcas Martha Mary

1. She refused to leave her mother-in-law.
   Eve Ruth Leah Rebecca

2. He owned a vineyard which he refused to sell.
   Isaac Naboth Nechemlah Adam

3. He was reared by an Egyptian Princess who found him in an ark among the bulrushes.
   Esau Samuel Saul Moses

4. He played his harp before the king.
   Micah Abraham David Judah

5. She anointed Jesus with costly perfume.
   Mary Magdalene Elizabeth Dorcas Sapphira

6. He betrayed his Christ for thirty pieces of silver.
   John Judas Nathaniel Barnabas

7. He bought his brother's birthright for a mess of pottage.
   Cain Enoch Jacob Lot

8. He said he would not believe the truth of Christ's resurrection until he had seen his nail pierced hands and put his finger into them, and thrust his hand into his side.
   Mark Stephen Thomas Timothy

9. He was raised from the dead by Jesus.
   Matthew Philip Felix Lazarus
10. She complained to Jesus because her sister had left so much of the housework to her.
   Martha Priscilla Lois Eunice

11. He held the clothes while Stephen was being stoned.
   Luke Paul Andrew Titus

12. He was his father’s favorite, and through jealousy, his brothers sold him to a band of Egyptians.
   Aaron Laban Reuben Joseph

13. She refused to come before her husband, the king, and show her beauty before his friends.
   Jezebel Vashti Naomi Miriam

14. He warned David that Saul, his father, was planning to kill him.
   Jonathan Benjamin Absolom Rehoboam

15. She asked her husband, the king, for her own life, and the lives of her people.
   Rachel Esther Anna Deborah

16. He denied that he knew Christ.
   Annanias John the Baptist Simon Peter Thaddeus

17. He was ready to sacrifice his son when a voice called unto him.
   Abraham Abel Jeremiah Ishmael

18. He delivered Christ to the people to be crucified, although he could find no fault with him.
   Zebedee Joseph of Arimathaea Cornelius Pilate

19. He climbed into a sycamore tree in order to see Jesus pass by.
   Zaccheus Bartholomew Herod Gamaliel

20. He came to Jesus by night and asked how a man could be born again.
   Aquila Apollos Silas Nicodemus

TEST III.

Draw a line under the one word that makes the sentence true as shown in the sample:

Example:

Jesus was born in
   Nazareth Egypt Bethlehem Jerusalem

1. Paul was born in
   Tarsus Patmos Rome Athens

2. The children of Israel were led by Moses out of
   Babylonia Egypt Assyria Macedonia

3. Paul was converted on the road to
   Jerusalem Mars Hills Damascus Cesarea

4. The Book of Revelation was written at
   Jerusalem the Isle of Patmos Antioch Tiberias

5. The ten Commandments were delivered on
   Mt. Horeb Mt. Gilboa Mt. Carmel Mt. Sinai

6. The children of Israel were fed on manna in
   Egypt the wilderness Canaan Galilee

7. The last supper was held in the
   Upper room Garden of Gethsemenie Home of Mary and Martha
       Home of Matthew, the publican

8. Jesus walked upon the waters in the
   Red Sea Sea of Galilee Dead Sea River Jordon
| 9. | Jesus spent his youth in | Bethlehem | Jericho | Nazareth | Jerusalem |
| 10. | The tree of knowledge of good and evil was | in the Garden of Eden | in the land of Moriah | on Mt. Sinai | at Bethel |
| 11. | When King Herod threatened to kill the young Jesus, his parents took him to | Babylonia | Egypt | Samaria | Galilee |
| 12. | Jesus was crucified at | Bethsaida | Golgotha | Bethany | Garden of Gethsemane |
| 13. | Jesus often visited Lazarus and his sister at their home in | Joppa | Bethany | Bethlehem | Lydia |
| 14. | Jacob wrestled with the angel at | Mt. Carmel | Mt. Ephraim | Bethel | Ephesus |
| 15. | Moses was buried in | Land of Moab | Galilee | Egypt | Judea |

**TEST IV.**

Here are certain events that are found in the Bible, arranged in pairs. Indicate the order in which they took place by checking the event which took place first.

**Example:**

1. The Crucifixion of Christ.
   - Joseph's interpretation of Pharaoh's dream.
2. The anointing of David.
   - Joseph's interpretation of Pharaoh's dream.
3. The transfiguration.
   - The finding of the Ark in the bulrushes.
4. Moses leading the children of Israel out of bondage and across the Red Sea.
   - Temptation of Jesus upon the mountain top.
5. The making of the Golden Calf.
   - The finding of the Ark in the bulrushes.
6. The raising of Lazarus from the dead.
   - The making of the Golden Calf.
   - The raising of Lazarus from the dead.
8. The Resurrection of Jesus.
   - Jesus in the Garden of Gethsemane.
9. Jesus in the temple talking with the learned doctors.
   - Jesus in the temple talking with the learned doctors.
10. Jesus at the cross.
    - Jesus at the Last Supper.
11. Jesus denied by Peter.
    - Jesus denied by Peter.
    - Jesus before the Sanhedrin.
    - Jesus's Calling of the Apostles.
Here is a number of passages in groups of ten. Five in each group are found in the Bible; the other five are not. Put an X before the five in each group that are from the Bible.

Example:

1. ....More things are wrought by prayer than this world dreams of.
2. ....Cleanliness is next to godliness.
3. ....x..Come unto me all ye that are weary and heavy-laden and I will give you rest.
4. ....x..Now faith is the substance of things hoped for, the evidence of things not seen.
5. ....x..'Tis better to have loved and lost than never to have loved at all.
6. ....x..The heavens declare the glory of God and the firmament showeth his handiwork.
7. ....God doth not need Either man's work, or His own gifts; who best bear His mild yoke, they serve Him best.
8. ....Our sweetest songs are those that tell of saddest thoughts.
9. ....x..And now abideth faith, hope, charity, these three; but the greatest of these is charity.
10. ....x..He that dwelleth in the secret place of the most High shall abide under the shadow of the Almighty.

1. ....The child is father of the man: and I could wish my days to be, bound each to each by natural piety.
2. ....They also serve who only stand and wait.
3. ....Inasmuch as you have done it unto the least of these, my brethren, you have done it unto me.
4. ....To thine own self be true.
5. ....Let the words of my mouth and the meditation of my heart be acceptable in thy sight O Lord, my strength and my redeemer.
6. ....I hope to see my Pilot face to face when I have crossed the bar.
7. For whatsoever ye sow that shall ye also reap.
8. Remember the Sabbath day to keep it holy.
9. Remember now thy Creator in the days of thy youth.
10. God helps those who help themselves.

1. I am the way, the truth, and the life.
2. God's in his heavens; all's well with the world.
3. For what are they all in their high conceit; when man in the bush with God may meet.
4. The Lord is my Shepherd; I shall not want.
5. Not what we give but what we share, for the gift without the giver is bare.
6. Heaven is not reached by a single bound.
7. Greater love hath no man than this, that a man lay down his life for his friends.
8. For whatsoever you ask in prayer, believing, you shall receive.
9. To be, or not to be, that is the question.
10. For God so loved the world, that he gave his only begotten son, that whatsoever believeth on him should not perish, but have everlasting life.

1. With malice toward none with charity for all.
2. Truth crushed to earth shall rise again.
3. Enter into his gates with thanksgiving and into his courts with praise.
4. He prayeth best who loveth best all things both great and small For the dear Lord, who loveth us He made and loveth all.
5. In scorn for miserable aims that end with self.
6. A soft answer turneth away wrath; but grievous words stir up anger.
7. A good name is rather to be chosen than great riches, and loving favour rather than silver and gold.
8. Life is ever Lord of death and love can never lose its own.
9. But seek ye first the kingdom of God, and his righteousness, and all these things shall be added unto you.
10. I am the good shepherd; the good shepherd giveth his life for the sheep.

1. For whatsoever you would that men should do to you do you even so to them.
2. Be noble, and the nobleness which lies in other men, sleeping, but never dead, will rise in dignity to meet thine own.
3. Give everyman thine ear, but few thy voice; take each man's censure, but reserve thy judgment.
4. Blessed are the pure in heart, for they shall see God.
5. The old order changeth, giving place to new, and God reveals himself in many ways lest one good custom should corrupt the world.
6. He has too much of the milk of human kindness in him.
7. Ye are the light of the world.
8. Judge not that ye be not judged.
9. I am a part of all I have met.
10. I have fought a good fight, I have finished the course.
TEST VI.

Underline the one word which makes the statement true.

Example:
The last book of the old Testament is
Matthew  Lamentations  Malachi  Joshua

1. The book of Romans was written by
   Peter  Paul  James  John
2. The children of Israel were led across the Red Sea by
   Joshua  Caleb  Moses  Aaron
3. The ten Commandments are found in
   Genesis  Exodus  Numbers  Deuteronomy
4. One of the books of prophecy is
   Hebrews  Matthew  Psalms  Isaiah
5. The Lord's Prayer is found in
   Ruth  Esther  Job  Matthew
6. One of Christ's three favorite disciples was
   Moses  Peter  Paul  Timothy
7. One of the disciples who was on the Mount of Transfiguration was
   Samuel  Eli  James  David
8. The Sermon on the Mount was preached by
   Jesus  Peter  Barnabas  Titus
9. The Beatitudes are found in
   Exodus  Matthew  Job  Revelation
10. The first book of the old Testament is
    Matthew  Mark  Luke  Genesis
11. The last book in the Bible is
    Song of Solomon  Hebrews  Revelation  Kings
12. Jesus instructed his mother to the care of
    Peter  James  John  Judas
13. One of the major prophets was
    Moses  David  Thomas  Ezekiel
14. The mother of Isaac was
    Sarah  Rebecca  Rachel  Leah
15. The turning of the water into wine is a
    Parable  Miracle  Proverb  Fable
In the following please check the dot that will represent your choice with reference to each item. The dots farthest from the colon represent the extremes of your choice on either side while those approaching the colon represent lesser degrees of choice. The colon, itself, represents indifference or the choice of the average person. If you are indifferent or represent the average person on any item check the colon.

Examples:
A boy or girl would probably check his or her liking for candy thus:
I like candy very much / . . . . . I dislike candy very much
While his or her taste for salty pickles would probably be like this:
I like salty pickles very much / . . . . I dislike salty pickles very much

<table>
<thead>
<tr>
<th>I like to help with the work at home</th>
<th>I dislike to help with the work at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never help with the work at home</td>
<td>I help regularly with the work at home</td>
</tr>
<tr>
<td>I help with the work because I want to</td>
<td>I help because I have to</td>
</tr>
<tr>
<td>I enjoy going to school</td>
<td>I dislike going to school</td>
</tr>
<tr>
<td>I frequently miss school</td>
<td>I go to school regularly</td>
</tr>
<tr>
<td>I go to school because I have to</td>
<td>I go because I want to</td>
</tr>
<tr>
<td>I admire A and A+ students</td>
<td>A and A+ students are a bore</td>
</tr>
<tr>
<td>I admire pupils who just get by in school</td>
<td>I do not like the idea of pupils just getting by in school.</td>
</tr>
<tr>
<td>I admire a boy or girl who cuts classes</td>
<td>I dislike the idea of a boy or girl cutting classes</td>
</tr>
<tr>
<td>I admire the pupils who can get help on examinations and get by with it</td>
<td>I detest the idea of pupils getting help on examinations and getting by with it</td>
</tr>
<tr>
<td>I do not think it is wrong to give help on examinations</td>
<td>I think it is definitely wrong to give help on examinations</td>
</tr>
<tr>
<td>I have given some help on examinations</td>
<td>I have never given help on examinations</td>
</tr>
<tr>
<td>I have never received help on examinations</td>
<td>I have received help occasionally on examinations</td>
</tr>
<tr>
<td>I enjoy reading the Bible</td>
<td>I dislike reading the Bible</td>
</tr>
<tr>
<td>I never read the Bible</td>
<td>I frequently read the Bible</td>
</tr>
<tr>
<td>I prefer Bible stories</td>
<td>I prefer other kinds of stories</td>
</tr>
<tr>
<td>Most of the stories I read are not Bible stories</td>
<td>Most of the stories I read are Bible stories</td>
</tr>
<tr>
<td>I dislike reading the Old Testament</td>
<td>I quite enjoy reading the Old Testament</td>
</tr>
<tr>
<td>I like reading the New Testament</td>
<td>I dislike reading the New Testament</td>
</tr>
<tr>
<td>I regularly go to church</td>
<td>I never go to church</td>
</tr>
<tr>
<td>I stay away from church when I can</td>
<td>I always go to church when I can</td>
</tr>
<tr>
<td>I dislike going to church</td>
<td>I like to go to church</td>
</tr>
<tr>
<td>I go to church because I want to</td>
<td>I go to church because I have to</td>
</tr>
<tr>
<td>I dislike to listen to sermons</td>
<td>I like to listen to sermons</td>
</tr>
<tr>
<td>I like to go to Sunday School</td>
<td>I dislike to go to Sunday School</td>
</tr>
<tr>
<td>I regularly go to Sunday School</td>
<td>I never go to Sunday School</td>
</tr>
<tr>
<td>My parents make me go to Sunday School</td>
<td>I go to Sunday School of my own accord</td>
</tr>
<tr>
<td>I dislike Sunday School hymns</td>
<td>I like Sunday School hymns</td>
</tr>
</tbody>
</table>
I admire Boy and Girl Scout organizations

I prefer not to be a member of a Scout organization

I inwardly rebel against immoral movies

I often attend immoral movies from choice

I dislike religious pictures in movies

I never go to see religious pictures in movies

One should be absolutely honest even in dealing with a wealthy miser

One should never charge more than his services are worth even when working for the government

It is all right not to give in all your property to the assessor

I believe in bumming a ride on a street car

I never bum a ride on a street car

I admire the one who loads the dice in a crap game

Crap shooting under fair rules is all right

I should enjoy crap shooting

I do not believe in prohibition

With the present prohibition law, bootlegging is all right

One should not report offenders of the prohibition law

I should report offenders of prohibition if the opportunity came

It is all right to disobey traffic rules if no officer is in sight

One should report offenders of traffic rules to the officers

I have reported violation of traffic rules

It is never right to disobey the speed laws

I think such organizations are "sissy"

I should like to be a member of a Scout organization

I get a "kick" out of immoral movies

I never attend immoral movies from choice

I like religious pictures in movies

I often go to see religious pictures in movies

It is all right to cheat a wealthy miser

There is no wrong in charging too much for services rendered the government

It is wrong not to give in all your property to the assessor

I do not believe in bumming a ride on a street car

I frequently bum a ride on a street car

I detest the one who loads the dice in a crap game

Crap shooting is never right

I should not enjoy crap shooting

I believe strongly in prohibition

Bootlegging is never right

One should not report offenders of the prohibition law

I should not report offenders if I had the opportunity

It is wrong to disobey traffic rules whether an officer is in sight or not

One should not report such minor offenses

I have never reported violations

It is all right to disobey the speed law if one has an open road
Appendix B

Multi-Purpose Test

[Excerpt from the text is not visible in the image provided.]
MULTI-PURPOSE TEST
(Speed, Information, Coordination and Attitudes) -
Arranged by Hollis D. Kemper
Under the direction of
The Institute of Character Research
State University of Iowa

Date: Month Day Year
Name Grade Age Sex

School City State

Father living? Mother living? No. of brothers and sisters
Father's occupation Mother's occupation
Father's nationality Mother's nationality
Member of what church? Church preference
Are you a Boy Scout? If so, for how long? Rank attained
Are you a Camp Fire Girl? If so, for how long? Rank attained
Have you ever attended a Week-day Religious school?
How long did you attend Week-day Religious School?
Are you a member of the Hi-Y Club? If so, for how long?
Are you a member of the G. R. Club? If so, for how long?

Note: In the following six questions place in parenthesis the number of the correct answer.
1. Have you attended Sunday School? (1) regularly, (2) quite often, (3) occasionally, (4) never
2. Have you attended church? (1) regularly, (2) quite often, (3) occasionally, (4) never
3. Do you have religious worship in your home? (1) regularly, (2) quite often, (3) occasionally,
(4) never
4. Does your father attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never
5. Does your mother attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never
6. Do you like to attend religious services? (1) very much, (2) somewhat, (3) feel indifferent,
(4) dislike somewhat, (5) dislike very much

DO NOT TURN THIS PAGE UNTIL THE SIGNAL IS GIVEN
Second trial:

The first two trials were for practice. Now, we will have the real speed test in making dots. Wait for signal.

Third trial:

Now count your dots and put down your score.

The first two trials in underlining A's were also for practice. Now, we will have the real speed test.

Third trial:

Now, count the A's you have underlined and put down your score.

We are now ready for our real speed test in underlining 4's. Wait for the signal.

Third trial:

Count the 4's you have underlined and put down your score.

Score: ____________________________

Score: ____________________________

Score: ____________________________

Score: ____________________________
WORD KNOWLEDGE TEST

Below is a list of forty words. Following each word are five suggested definitions. In the parenthesis at the right end of the line place the number of the word you think is the best definition. If you are not sure, leave it blank.

Sample: Beast (1) afraid (2) words (3) large (4) animal (5) bird

In the example animal means most nearly the same as beast, so the figure 4 is written in the parenthesis at the end of the line.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition 1</th>
<th>Definition 2</th>
<th>Definition 3</th>
<th>Definition 4</th>
<th>Definition 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>(1) full of fear</td>
<td>(2) possible</td>
<td>(3) necessary</td>
<td>(4) raid</td>
<td>(5) hill</td>
</tr>
<tr>
<td>baby</td>
<td>(1) manner</td>
<td>(2) trembling</td>
<td>(3) young child</td>
<td>(4) notice</td>
<td>(5) soft</td>
</tr>
<tr>
<td>divide</td>
<td>(1) mount</td>
<td>(2) pound</td>
<td>(3) hold</td>
<td>(4) cut into parts</td>
<td>(5) add together</td>
</tr>
<tr>
<td>require</td>
<td>(1) revenge</td>
<td>(2) report</td>
<td>(3) need</td>
<td>(4) reward</td>
<td>(5) return</td>
</tr>
<tr>
<td>action</td>
<td>(1) play</td>
<td>(2) deed</td>
<td>(3) mention</td>
<td>(4) opinion</td>
<td>(5) crime</td>
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<tr>
<td>abhor</td>
<td>(1) dislike</td>
<td>(2) inherit</td>
<td>(3) board away</td>
<td>(4) inhabit</td>
<td>(5) avoid</td>
</tr>
<tr>
<td>agony</td>
<td>(1) little rabbit</td>
<td>(2) hymn</td>
<td>(3) kindred</td>
<td>(4) mansion</td>
<td>(5) pain</td>
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<tr>
<td>awe</td>
<td>(1) lamb</td>
<td>(2) fear</td>
<td>(3) tool</td>
<td>(4) mound</td>
<td>(5) opera</td>
</tr>
<tr>
<td>bellow</td>
<td>(1) roar</td>
<td>(2) kindle</td>
<td>(3) ring loudly</td>
<td>(4) beneath</td>
<td>(5) perplex</td>
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<tr>
<td>bugle</td>
<td>(1) blunder</td>
<td>(2) horn</td>
<td>(3) permission</td>
<td>(4) beetle</td>
<td>(5) nostril</td>
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<tr>
<td>admittance</td>
<td>(1) confession</td>
<td>(2) addition</td>
<td>(3) entry</td>
<td>(4) lowliness</td>
<td>(5) inducement</td>
</tr>
<tr>
<td>aquarium</td>
<td>(1) tank for fish</td>
<td>(2) gruel</td>
<td>(3) club</td>
<td>(4) hospital</td>
<td>(5) place for games</td>
</tr>
<tr>
<td>atonement</td>
<td>(1) mortal</td>
<td>(2) prayer</td>
<td>(3) reparation</td>
<td>(4) liniment</td>
<td>(5) song</td>
</tr>
<tr>
<td>beck</td>
<td>(1) behind</td>
<td>(2) lone</td>
<td>(3) impend</td>
<td>(4) nod</td>
<td>(5) cry</td>
</tr>
<tr>
<td>brigade</td>
<td>(1) marmalade</td>
<td>(2) sailing vessel</td>
<td>(3) robbers</td>
<td>(4) fire</td>
<td>(5) soldiers</td>
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<tr>
<td>canopy</td>
<td>(1) a star</td>
<td>(2) kimono</td>
<td>(3) a bird</td>
<td>(4) covering</td>
<td>(5) sky</td>
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<tr>
<td>clan</td>
<td>(1) tribe</td>
<td>(2) shellfish</td>
<td>(3) onset</td>
<td>(4) small</td>
<td>(5) huff</td>
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<tr>
<td>clench</td>
<td>(1) twist</td>
<td>(2) a tool</td>
<td>(3) mottle</td>
<td>(4) close tightly</td>
<td>(5) imply</td>
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<tr>
<td>ambiguous</td>
<td>(1) offensive</td>
<td>(2) uncertain</td>
<td>(3) roomy</td>
<td>(4) very large</td>
<td>(5) maternal</td>
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<tr>
<td>canyon</td>
<td>(1) menagerie</td>
<td>(2) palate</td>
<td>(3) valley</td>
<td>(4) gun</td>
<td>(5) rule</td>
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<tr>
<td>reciprocal</td>
<td>(1) saturnine</td>
<td>(2) mutual</td>
<td>(3) receptive</td>
<td>(4) morose</td>
<td>(5) careless</td>
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<tr>
<td>decipher</td>
<td>(1) take out</td>
<td>(2) multiply</td>
<td>(3) follow out</td>
<td>(4) figure</td>
<td>(5) puzzle out</td>
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<tr>
<td>edict</td>
<td>(1) exect</td>
<td>(2) publish</td>
<td>(3) dispensation</td>
<td>(4) an order</td>
<td>(5) moiety</td>
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<tr>
<td>fad</td>
<td>(1) fashion</td>
<td>(2) pelf</td>
<td>(3) old and faded</td>
<td>(4) queer</td>
<td>(5) protestation</td>
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<tr>
<td>invocation</td>
<td>(1) invoice</td>
<td>(2) resume</td>
<td>(3) appeal</td>
<td>(4) penitence</td>
<td>(5) occupation</td>
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<tr>
<td>hazardous</td>
<td>(1) dangerous</td>
<td>(2) unbecoming</td>
<td>(3) accidental</td>
<td>(4) misty</td>
<td>(5) distinctive</td>
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<tr>
<td>ablaze</td>
<td>(1) ostensible</td>
<td>(2) on fire</td>
<td>(3) slightly</td>
<td>(4) aloof about</td>
<td>(5) urbane</td>
</tr>
<tr>
<td>accolade</td>
<td>(1) salutation</td>
<td>(2) anchovy</td>
<td>(3) procession</td>
<td>(4) bivouac</td>
<td>(5) acolyte</td>
</tr>
<tr>
<td>benighted</td>
<td>(1) fraudulent</td>
<td>(2) weary</td>
<td>(3) insuperable</td>
<td>(4) ignorant</td>
<td>(5) venal</td>
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<tr>
<td>cherubic</td>
<td>(1) blatant</td>
<td>(2) exiguous</td>
<td>(3) angelic</td>
<td>(4) abominous</td>
<td>(5) escharcheon</td>
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<tr>
<td>digit</td>
<td>(1) dugout</td>
<td>(2) detraction</td>
<td>(3) expedient</td>
<td>(4) numeral</td>
<td>(5) small piece</td>
</tr>
<tr>
<td>eclat</td>
<td>(1) spender</td>
<td>(2) elite</td>
<td>(3) a cake</td>
<td>(4) phantasms</td>
<td>(5) anemia</td>
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<tr>
<td>felicity</td>
<td>(1) mortification</td>
<td>(2) happiness</td>
<td>(3) loss</td>
<td>(4) a serious crime</td>
<td>(5) reminiscence</td>
</tr>
<tr>
<td>gritty</td>
<td>(1) stoney quarry</td>
<td>(2) skittish</td>
<td>(3) loose</td>
<td>(4) ostentations</td>
<td>(5) sandy</td>
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<tr>
<td>heedful</td>
<td>(1) concise</td>
<td>(2) cheerful</td>
<td>(3) expressive</td>
<td>(4) careful</td>
<td>(5) repentant</td>
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<td>insecure</td>
<td>(1) vault</td>
<td>(2) abnormal</td>
<td>(3) unsafe</td>
<td>(4) extant</td>
<td>(5) insure</td>
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<tr>
<td>madrigal</td>
<td>(1) song</td>
<td>(2) mountebank</td>
<td>(3) lunatic</td>
<td>(4) ribald</td>
<td>(5) sycophant</td>
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<td>nauseous</td>
<td>(1) boors</td>
<td>(2) loathsome</td>
<td>(3) synchronous</td>
<td>(4) seafaring</td>
<td>(5) inopportune</td>
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<td>pact</td>
<td>(1) puissance</td>
<td>(2) remonstrance</td>
<td>(3) agreement</td>
<td>(4) skilful</td>
<td>(5) pressure</td>
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<tr>
<td>distend</td>
<td>(1) swell</td>
<td>(2) prevent</td>
<td>(3) hoodwink</td>
<td>(4) put an end to</td>
<td>(5) inaugurate</td>
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</tbody>
</table>
**SPEED TEST**

When the signal is given see how many dots you can put in the squares below in thirty seconds. Put only one dot in each square. Wait for the signal to start.

First trial—

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Second trial—

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</table>

When the signal is given see how many A's you can underline in forty seconds. Here is a sample: YTWAPEJAIGT

Wait for the signal and then work as rapidly as you can.

First trial—

CTYUAOIKJOUKLAP TWFUOIJLUPTRWASZKOUHYTAFEDSAFWATEBREWSDAYTGVCFRTEDWSAPIKJHYTGF AWEDSBDYCZXS A W QDCASOWASZASCGBMNKUJLMAHBUAYASHQGA REDEWSAUYTGCFRTEDWAUSDASAJHYGTRDFEERWSEAIIKMAWQEDDAHJFGNMATOKY UYH JAWERDERAWSXADSFVCAHBTNAYTUYTR EGDIJRTBETAOINSHRDLUOAFTMTAOAINHIE RWSASDFVAPOTYAJHJASGYTREAWAECDZDWSTRYREWQATYTFREDFELKEWSEAWSDFLJK MNHHYTFFVCHDARWSDCXZSETUOJKHJAXCNMLKJHIOUGAEDSKIJBEAGJREDSEXWTY GPDSWAQZXCVFEDREWSATYUKLANHYTTR EATDEWSAWESEUYAGTRTREDFSEWSA

Second trial—

ATDEWSAWEDESEUYAGTRTREDFSEWSA AREPCXAREWARDSYHGRASFRYTFCDREWQ DWSRTYREWQATYTFREDFEWSEAWSDFLJKGFDODASXCVFEDREWSATYUKLANHYTTR ECMJSBATETAOINSHRDLUOAFTMTAOAINHIE RWSASDFVAPOTYAJHJASGYTREAWAECDZ SAEDEWAPOKIMAWQEDDAHJFGNMATOKY UYH JAWERDERAWSXADSFVCAHBTNAYTUYTR E DCASOWASZASCGBMNKUJLMAHBUAYASHQGA REDEWSAUYTGCFRTEDWAUSDASAJHYGTRDFEERWSEAIIKMAWQEDDAHJFGNMATOKY UYH JAWERDERAWSXADSFVCAHBTNAYTUYTR E

When the signal is given see how many 4's you can underline in forty seconds. Here is a sample: 7942764

Wait for the signal and then work as rapidly as you can.

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</table>

When the signal is given see how many 4's you can underline in forty seconds. Here is a sample: 7942764

Wait for the signal and then work as rapidly as you can.

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9974546 4089746 9085406 5332409 6549072 9247803 9760764 5068324 9484054 9641425
8765944 2579407 7763076 6659787 5421975 9276903 7692686 5068324 8496401 4069434
8522454 6450626 5219014 6678354 621921 6375432 6432846 5226787 5924608 4391442
5843597 5974363 4527257 5427259 5543298 5678292 3485340 7842909 4498688
4532760 7086086 5239340 4574073 4976508 258408 4975897 2586165 4326580 6439445
5689243 1588254 7894703 8694821 1968584 6988684 6570461 6947066 8269601 4718984
8834322 5768403 2085461 1236790 4074936 5521936 5850742 3689841 1564748 4968512
INFORMATION TEST

In each of the sentences below, you have a choice among four words. Place in the parenthesis at the right the number of the one of these words which makes the truest sentence.

Diamonds are obtained from (1) sands (2) oysters (3) mines (4) elephants

The cotton gin was invented in (1) Babylon (2) England (3) France (4) U. S. A.

Oxygen taste (1) sweet (2) sour (3) bitter (4) tasteless

The airplane was invented in (1) Italy (2) United States (3) Spain (4) Austria

Hydrogen tastes (1) sweet (2) sour (3) bitter (4) tasteless

The Westinghouse Co. makes (1) paper (2) motorcycles (3) dynamos (4) office equipment

Carbon dioxide is usually (1) solid (2) liquid (3) gasous (4) viscous

The liver is in the (1) chest (2) head (3) neck (4) abdomen

The steam engine was invented in (1) China (2) Italy (3) England (4) United States

Engin is a kind of (1) silk (2) wool (3) cotton (4) linen

Electro magnets are usually made of (1) copper and zinc (2) German silver (3) lead and rubber (4) iron and copper

The unit of electrical current is the (1) ampere (2) volt (3) ohm (4) henry

Sugar is made from (1) prunes (2) grapes (3) corn (4) tomatoes

An air-cooled engine is used in the (1) Packard (2) Buick (3) Franklin (4) Ford

The ratio of the area of Asia to the area of Europe is about (1) 5 to 1 (2) 17 to 1 (3) 9 to 1 (4) 11 to 1

Abbe is the name of (1) building material (2) Indian tribe (3) Chinese official flower

From Petrograd to Moscow is about (1) 1,500 mi. (2) 1,600 mi. (3) 1,700 mi. (4) 1,800 mi.

The number of rows of kernels on an average ear of corn is about (1) 12 (2) 13 (3) 25 (4) 35

William Shakespeare was born about (1) 1560 (2) 1570 (3) 1580 (4) 1750

The Gnome engine is chiefly used in (1) airplanes (2) tractors (3) automobiles (4) motorcycles

The four books of the Bible is (1) Genesis (2) Exodus (3) Joshua (4) Judges

An irregular four-sided figure is called a (1) isosceles (2) trapezium (3) parallelogram (4) pentagon

The printing press was invented about (1) 1350 (2) 1355 (3) 1455 (4) 1550

A pint can full of lead would weigh about (1) 3 lb. (2) 12 lb. (3) 18 lb. (4) 24 lb.

The Mackintosh Red is a kind of (1) fish (2) textile (3) fruit (4) meat

The distance from New York City to New Orleans in miles is about (1) 800 (2) 1,100 (3) 1,500 (4) 2,100

The color of bromine vapor is (1) violet (2) green (3) brown (4) white

Score...
INFORMATION TEST

In each of the sentences below, you have a choice among four words. Place in the parenthesis at the right the number of the one of these words which makes the truest sentence.

1. Shenyang is a city in (1) China (2) France (3) Japan (4) India
2. The U.S. School for army officers is at (1) Annapolis (2) West Point (3) Washington (4) Ithaca
3. The Kidneys are in the (1) head (2) chest (3) neck (4) abdomen
4. Dublin is in (1) Wales (2) Ireland (3) New Zealand (4) Scotland
5. Air and gasoline are mixed in the (1) manifold (2) carburetor (3) crank-case
6. Differential
7. Potassium is the name of a (1) chemical element (2) medicine (3) Greek City (4) Roman City
8. Poem is the name of a (1) cloth (2) College (3) painter (4) title
9. Jesus is a (1) dance (2) food (3) fabric (4) drink
10. Darwin was a writer about (1) science (2) art (3) music (4) politics
11. The Indian Manufacturing Co. makes (1) office-equipment (2) athletic goods (3) paper (4) motorcycles
12. Ballads are worn on the (1) head (2) hands (3) feet (4) shoulders
13. The Revolutionary War ended about (1) 1763 (2) 1773 (3) 1783 (4) 1790
14. From Liverpool to London is about (1) 200 mi. (2) 400 mi. (3) 600 mi. (4) 800 mi.
15. Napoleon is the name of a (1) general (2) king (3) prize fighter (4) river
16. Basque lived in (1) France (2) Italy (3) Greece (4) Scotland
17. Kidneys are in the (1) head (2) chest (3) neck (4) abdomen
18. Calcium is the name of a (1) chemical element (2) medicine (3) Greek City (4) Roman City
19. Silk is the name of a (1) cloth (2) College (3) painter (4) title
20. Jesus is a (1) dancer (2) food (3) fabric (4) drink
21. Darwin was a writer about (1) science (2) art (3) music (4) politics
22. The President during the War of 1812 was (1) Hayes (2) Garfield (3) Madison (4) Polk
23. Homer is (1) odorless (2) tasteless (3) suffocating (4) exhilarating
24. The Baldwin is a kind of (1) fowl (2) cattle (3) fruit (4) fish
25. Incandescent lamp filament is made of (1) wax (2) carbon (3) copper (4) molten
26. Tesla was famous in the (1) army (2) business (3) church (4) navy
27. The horse-power equals (1) 146 Watts (2) 21,000 Watts (3) 1870 Watts (4) 1136 Watts
28. 145 Watts
29. The ships began to be built about (1) 1830 (2) 1850 (3) 1870 (4) 1890
30. The Perchelon is a (1) horse (2) cow (3) sheep (4) goat
31. Subhraputra is the name of a (1) flower (2) goddess (3) language (4) river

Score
COORDINATION TEST
SQUARES PUZZLE

Put your pencil on the X in Square No. 1. When the signal is given shut your eyes and move the pencil in the direction of the arrow around the center and back to the cross, without touching the sides of the lane. Wait for the signal for each trial.
Each drawing is called a maze. Wait for the signal for each maze. Each time put the point of your pencil on the X. Then when the signal is given Shut your eyes and move the pencil thru the maze without touching the sides.
Appendix C

Home Work Sheet

1. 4 - 2 =
2. 5 + 3 =
3. 7 - 3 =
4. 6 + 2 =
5. 8 - 4 =
6. 9 + 1 =
7. 10 - 5 =
8. 11 + 0 =
9. 12 - 6 =
10. 13 + 1 =

11. compound (2) collect (2) ancient (2) ancient (3) contrary
12. jumbled (1) covers (2) Anyone (2) ancient (3) contrary
13. marble (1) house (2) noisy (2) noisy (3) mental
14. conserve (1) conserve (2) conserve (3) mental
15. conserve (1) conserve (2) conserve (3) mental
16. conserve (1) conserve (2) conserve (3) mental
17. conserve (1) conserve (2) conserve (3) mental
18. conserve (1) conserve (2) conserve (3) mental
19. conserve (1) conserve (2) conserve (3) mental
20. conserve (1) conserve (2) conserve (3) mental

1. 4 - 2 =
2. 5 + 3 =
3. 7 - 3 =
4. 6 + 2 =
5. 8 - 4 =
6. 9 + 1 =
7. 10 - 5 =
8. 11 + 0 =
9. 12 - 6 =
10. 13 + 1 =

11. compound (2) collect (2) ancient (2) ancient (3) contrary
12. jumbled (1) covers (2) Anyone (2) ancient (3) contrary
13. marble (1) house (2) noisy (2) noisy (3) mental
14. conserve (1) conserve (2) conserve (3) mental
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18. conserve (1) conserve (2) conserve (3) mental
19. conserve (1) conserve (2) conserve (3) mental
20. conserve (1) conserve (2) conserve (3) mental
WORD KNOWLEDGE TEST

Without the use of a dictionary or help from anyone, see how many of the following words you can define. There are forty words in the list. Following each word are five suggested definitions. In the parenthesis at the right side of each, place the number of the word you think is the best definition. If you are not sure leave it blank.

Sample: A. Beast (1) afraid (2) words (3) large (4) animal (5) bird (4)
B. Baby (1) cradle (2) mother (3) little child (4) youth (5) girl (3)

In sample A, animal means most nearly the same, so the figure 4 is written in the parenthesis at the end of the line.

BEGIN:

1. article
   (1) magazine (2) bit (3) thing (4) painting (5) gift
2. date
   (1) class (2) age (3) condition (4) time (5) century
3. different
   (1) not the same (2) quarrelsome (3) better (4) complete (5) not here
4. value
   (1) payment (2) account (3) desire (4) worth (5) money
5. avenue
   (1) justice (2) arrival (3) street (4) jury (5) library
6. array
   (1) energy (2) bright (3) draw up (4) list (5) garland
7. artificial
   (1) artistic (2) general (3) gorgeous (4) not natural (5) expensive
8. behave
   (1) act (2) own (3) keep still (4) enable (5) entitle
9. bruise
   (1) fling (2) hurt (3) blunder (4) voyage (5) injury
10. cargo
    (1) load (2) small boat (3) hem (4) draught (5) vehicle
11. aurora
    (1) gold (2) aura (3) lineament (4) dawn (5) malady
12. bedding
    (1) small plants (2) bed clothes (3) sleeping (4) lounge (5) kennel
13. blizzard
    (1) a bird (2) ogre (3) snowstorm (4) pamphlet (5) liver
14. capricious
    (1) passive (2) easier (3) valuable (4) opportunity (5) fickle
15. concur
    (1) agree (2) race (3) mongrel (4) pounce (5) ramble
16. condescend
    (1) overpower (2) strop (3) brilliant (4) prosecution (5) dismount
17. contact
    (1) tuckful (2) hate (3) injunction (4) touch (5) oversight
18. blockhead
    (1) piece of wood (2) jackal (3) dunce (4) pulley (5) hobgoblin
19. caprice
    (1) value (2) a star (3) grimace (4) whim (5) inducement
20. Co.
    (1) company (2) collect (3) cargo (4) coupon (5) contrary
21. devoid
    (1) free from (2) avoid (3) go down (4) moody (5) mental
22. enumerate
    (1) enlarge (2) modernize (3) numerous (4) misplace (5) count
23. treatise
    (1) present (2) treaty (3) plain (4) essay (5) recital
24. gazette
    (1) gauze (2) ravine (3) newspaper (4) puppet (5) antelope
25. bindrance
    (1) competition (2) bindquarter (3) pretext (4) misdemeanor (5) obstruction
26. acid
    (1) insipid (2) dry (3) bitter (4) morbid (5) sandy
27. acquittance
    (1) acqueduct (2) confession (3) dispensation (4) release from debt (5) protestation
28. brusque
    (1) unfair (2) scruptulous (3) brush (4) cruel (5) abrupt
29. chintz
    (1) cotton cloth (2) stained glass (3) contraband (4) bric-a-brac (5) pelf
30. disembark
    (1) unearth (2) go ashore (3) dislodge (4) disagbrace (5) strip
31. edification
    (1) conversion (2) fortress (3) sacriilege (4) instruction (5) penitence
32. fortifications
    (1) enduring (2) resolve (3) accidental (4) fortunate (5) unbecoming
33. gnat
    (1) paunch (2) urchin (3) exhausted (4) range (5) varlet
34. habitant
    (1) dotard (2) retainer (3) inhabitant (4) customary (5) envious
35. ibis
    (1) stork (2) bourn (3) ibex (4) the same (5) that is
36. knavish
    (1) shrewd (2) nigglardy (3) satirine (4) dishonest (5) petulant
37. maize
    (1) morass (2) mist (3) tillage (4) cotton cloth (5) corn
38. nectarine
    (1) bouillon (2) a fruit (3) a jewel (4) a drink (5) diurnal
39. pamper
    (1) flag (2) ruff (3) basket (4) tinkers (5) tone
40. rancor
    (1) obesity (2) chance (3) resentment (4) rot (5) perturbation

BE SURE YOUR NAME IS AT THE TOP OF YOUR PAPER
Answer the questions by checking "Yes" when you agree, and by checking "No" when you do not agree.

1. Did you ever cheat on any sort of test?
2. Have you cheated on such tests more than once?
3. Do you remember taking some tests a short time ago by a person not your teacher?
4. Did you remember taking one of those tests at home?
5. Did you usually do these tests all alone without getting help at all?
6. If you did get help, was it from some person?
7. Or was it from a book or dictionary?
8. Did you understand all the tests that you were not to get help in doing?

Appendix D

Gel Pupil Data Sheet

10. Do you think that to do so is really cheating?

11. In any of those same tests did you copy answers from other pupil's paper?

12. Do you think that to do so is really cheating?

13. If you did copy off any of those tests that you should not have received, did you not have received them just why did you do so?

14. Have you answered all the questions honestly and truthfully?
Pupil Data Sheet

Name...........................................School...........................................

Grade........................................Date..............................................

Answer the questions by underlining "Yes" when you mean "yes" and by underlining "No" when you mean "no".

1. Did you ever cheat on any sort of test?..............Yes No
2. Have you cheated on such tests more than once?......Yes No
3. Do you remember taking some tests a short time ago by a person not your teacher?......................Yes No
4. Do you remember taking one of these tests at home? Yes No
5. Did you actually do this test all alone without getting help on it?.................................Yes No
6. If you did get help, was it from some person?........Yes No
7. Or was it from a book or dictionary?.....................Yes No
8. Did you understand at the time that you were not to get help in doing the test?.........................Yes No
9. On some of these tests you had a key to correct your paper by. Did you copy any answers from the keys? Yes No
10. Do you think that to do so is really cheating?........Yes No
11. On any of these same tests did you copy answers from other pupil's papers?.........................Yes No
12. Do you think that to do so is really cheating........Yes No
13. If you did copy on any of these tests that you took a little while ago, or received any help you should not have received, just why did you do so?........Yes No
14. Have you answered all the questions honestly and truthfully?........................................Yes No
School

Appendix E

Cei Attitudes Sa Tests

1. Did you ever accept the credit or blame for anything that you knew the credit or blame belonged to someone else?

2. Did you ever act greedily by taking more than your share of anything?

3. Did you ever blame someone for something you had done when you knew full well that it was your fault?

4. Do you usually report the number of a car you see speeding?

5. Do you always preserve order when the teacher is out of the room?

6. Do you ever talk while the teacher is speaking?

7. Did you ever lie to anyone of your teacher?

8. Have you ever disobeyed any law of your country or rule of your school?

9. Do you speak to all the people you are acquainted with, even the ones you do not like?

10. Do you usually call the attention of the people to the fact that you have an new show or a new song or joke?

11. Are you always on time at school or other appointments?

12. Do you ever smile when things go wrong?

13. Do you ever pick up broken glass in the street?

14. Do you ever get your gang even when they go wrong?

15. Do you ever lie -- by telling whenever you feel like it?

16. Did you ever use obscene (even a pin or button) that belonged to some other person?

17. When you see a person lying or drinking or smoking, do you stop them?

18. Do you always respond immediately and promptly?

19. Do you always accept a new question?
Cei Attitudes Sa
Form One

Name........................................Date..................
School........................................Grade...........

Answer the following questions by underlining Yes or No. Thus: Yes, if yes, or No if no. Please answer every question.

1. Did you ever accept the credit or honor for anything when you knew the credit or honor belonged to someone else? Yes No

2. Did you ever act greedily by taking more than your share of anything? Yes No

3. Did you ever blame another for something you had done when you knew all the time it was your fault? Yes No

4. Do you usually report the number of a car you see speeding? Yes No

5. Do you always preserve order when the teacher is out of the room? Yes No

6. Do you report other pupils when you see them cheating? Yes No

7. Did you ever pretend to understand a thing when you did not? Yes No

8. Have you ever disobeyed any law of your country or rule of your school? Yes No

9. Do you speak to all the people you are acquainted with, even the ones you do not like? Yes No

10. Do you usually call the attention of the people to the fact that you have on new shoes or a new suit or dress? Yes No

11. Are you always on time at school or other appointments? Yes No

12. Do you always smile when things go wrong? Yes No

13. Do you usually pick up broken glass in the street? Yes No

14. Do you stick with your gang even when they go wrong? Yes No

15. Do you usually sneeze whenever you feel like it? Yes No

16. Did you ever take anything (even a pin or button) that belonged to someone else? Yes No

17. When you see other children fighting do you stop them? Yes No

18. Do you always obey your parents cheerfully and promptly? Yes No

19. Do you always accept the decision of the umpire without question? Yes No
20. Even when others will not play your way do you keep on playing anyway? Yes No

21. Do you try to take an interest in some things you do not like? Yes No

22. Do you ever say anything about your teacher that you would be unwilling to say to her face? Yes No

23. Did you ever feel that you would like to "get even" with another person for something he had done? Yes No

24. Do you often give away anything that is very dear to you or which you have obtained at a sacrifice? Yes No

25. Did you ever pretend that you did not hear when someone was calling you? Yes No

26. Did you ever hurt or cause pain to a dog, cat, or other animal? Yes No

27. Do you go to church and Sunday school every Sunday? Yes No

28. Do you read the Bible every day? Yes No

29. Do you keep a diary regularly? Yes No

30. Were you ever rude or saucy to your parents or teacher? Yes No

31. Do you usually pick up papers and trash that other have thrown on the schoolroom floor? Yes No

32. Do you usually correct other children when you hear them using bad words? Yes No

33. Do you ever do any work on Sunday or go to the movies or to a baseball game on Sunday? Yes No

34. Did you ever break, destroy, or lose anything belonging to someone else? Yes No

35. Did you ever tell on another child for something wrong he had done? Yes No

36. Do you always do today things that you could put off until tomorrow? Yes No
Cei Attitudes Sa
Form Two

Name.................................................Date...........................................
School..............................................Grade..............................................

Answer the following questions by underlining Yes or No thus:—Yes, if yes, and No, if no. Please answer every question.

1. Do you always apologize when you have been rude or discourteous?........................................Yes No

2. Did you ever accept credit or honor for anything when you knew that the credit or honor belonged to someone else?........................................Yes No

3. Do you always care for the property of others even though it has not been placed in your care?........................................Yes No

4. Did you ever act greedily by taking more than your share of anything?........................................Yes No

5. Did you ever blame another for something you had done when you knew all the time it was your fault?........Yes No

6. Do you throw waste paper on the floor when there is no waste paper basket handy?........Yes No

7. Have you ever disobeyed any law of your country or rule of your school?........................................Yes No

8. Are you always on time at school or for appointments?........Yes No

9. Do you always congratulate your opponents?........Yes No

10. Do you usually "give in" when others are against you?........Yes No

11. Did you ever carve your name on your desk?........Yes No

12. Did you ever write your name in the books which belong to the school or library?........Yes No

13. Do you always sing when others are singing?........Yes No

14. Do you usually pick up broken glass in the street?........Yes No

15. Do you report the number of the cars you see speeding in the city streets to the police?........Yes No

16. Do you always finish your work before you play?........Yes No

17. Did you ever take anything (even a pin or button) that belonged to someone else?........Yes No

18. Did you ever say anything about your teacher that you would.
19. Do you always keep every secret that you promise to keep? Yes No
20. Do you keep quiet when other persons are talking? Yes No
21. Do you leave the table hungry always? Yes No
22. Did you ever feel that you would like to "get even" with another person for something he had done? Yes No
23. Did you ever pretend that you did not hear when someone was calling? Yes No
24. Did you ever hurt or cause pain to a dog, cat, or other animal? Yes No
25. Do you give something to every beggar who asks? Yes No
26. Do you usually correct another pupil when you hear him using bad grammar? Yes No
27. Do you spend some time each day acquiring a liking or taste for good music, fine art and good literature? Yes No
28. Do you pray at least once a day? Yes No
29. Do you ask others to join your Sunday School? Yes No
30. Were you ever rude or saucy to your parents or teacher? Yes No
31. Do you usually pick up papers and trash that others have thrown on the schoolroom floor? Yes No
32. Do you usually correct other children when you hear them using bad words? Yes No
33. Did you ever do any work on Sundays; or go to the movies or a baseball game on Sunday? Yes No
34. Did you ever break or destroy or lose anything belonging to someone else? Yes No
35. Did you ever tell on another child for something wrong he had done? Yes No
36. Do you always today things that you could put off until tomorrow? Yes No
Appendix F

Maller Speed and Free Choice Tests.
Score

Do each example as you come to it, moving across the page from left to right.

<p>| | | | | | | | | | | | | | | | | | | |
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Appendix G

Money Vote and Picture Envelopes
Money Vote Test

Directions.

Do you think our class will get a prize? We might. If we do what shall we do with it? Let's take a vote now just to see what everyone thinks she would like for the class to do with the money in case we win the prize. I have some slips of paper here showing ways of spending the money. Write your name on the slip and then mark 1 before what you would like to be done with the money. Mark 2 for your second choice, 3 for your third, 4 as your fourth and 5 as your fifth choice.

Ballot

Name________________________________________

Class________________________________________

Give all the money to the boy or girl scoring highest in the test.

Buy something for our school, such as bats, balls, skipping ropes, a big picture.

Buy something for the room, such as a picture, a globe of gold fish, some plants.

Divide the money equally among the members of the class.

Buy something for some hospital child or some family needing help or some other philanthropy.
Appendix H

Teacher's Record of Character Traits.
INSTRUCTIONS FOR TEACHER'S RECORD
OF CHARACTER traits.

Be as accurate as possible. Do not permit likes and dislikes to influence you in the least. Each person's record must be made definitely on conduct. In both positive and negative traits people whose conduct is highly satisfactory are to be graded superior or (4), and those whose conduct is highly unsatisfactory are to be graded very poor or (0). In all probability, there will be only a few representing these extremes. The majority will come between the two.
Below is a list of pupils in the High School. Cross all of those that you have had no opportunity to observe. Across the top of the chart are 12 positive traits and 12 negative traits. Grade each of the pupils you know on all the items.

Grade positive traits thus:
- Superior: 4
- Good: 3
- Average: 2
- Poor: 1
- Very Poor: 0

Grade negative traits thus:
- Superior: 4
- Good: 3
- Average: 2
- Poor: 1
- Very Poor: 0