CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

STUDENT ATTITUDES

An Experimental Program for Improvement

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Education

by

Barry Edward Watnick

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ABSTRACT

STUDENT ATTITUDES
An Experimental Program for Improvement
by
Barry Edward Watnick
Master of Arts in Education
January 1974

Recently, numerous books have been written and much research has been conducted in the area of student attitudes. Much of the material appears to indicate that, oftentimes, students can be faced with alienating and dehumanizing experiences in the public schools. As a result of these experiences, many students may acquire negative attitudes. Their self-concepts may frequently become weak and they may become increasingly unable to develop good rapport with their teachers and classmates. In general, many students seem to have a poor regard for their school and their education.

Further examination of the documentation reveals that there appears to be a correlation between a student's
attitude and his academic achievement. As educators, whose function it is to advance the academic achievement of students, one is drawn to the conclusion that it is vital to develop tools, techniques and programs of instruction in which there is concern for student attitudes.

The purposes and general objectives of this project are to establish a unique "total" program of instruction, which provides a comfortable learning environment for the student, in which humanistic relationships can be explored. This program will utilize teaching methods and materials which are expressly designed to aid in the growth, improvement, and enrichment of student attitudes in four areas:

a. The student self-concept.
b. The student and peer relationships.
c. The student and teacher relationships.
d. The student and his attitude toward school.

The hypothesis states that if this program is initiated over the period of one school year, then there will be significant attitudinal changes in the students enrolled in that program. These changes will result in an increased enjoyment of school, more positive inter-personal relationships with teachers and peers, and an improved self-concept.

Ascertaining the validity of this hypothesis will be obtained through an analysis of the results of experimental testing procedures.
CHAPTER #1

INTRODUCTION

Recently, numerous books have been written and much research has been conducted in the area of student attitudes. Much of the material appears to indicate that, oftentimes, students can be faced with alienating and dehumanizing experiences in the public schools. As a result of these experiences, many students may acquire negative attitudes. Their self-concepts may frequently become weak and they may become increasingly unable to develop good rapport with their teachers and classmates. In general, many students seem to have a poor regard for their school and their education.

A possible solution to these problems may lie in the implementation of a more humanistic educational system that focuses its attention on student attitudes.

The purposes and general objectives of this project are to establish a unique "total" program of instruction, which provides a comfortable learning environment for the student. In such a program, humanistic relationships can be explored.
This program reorganizes many aspects of elementary education, including methods and materials of teaching, curriculum, discipline, and grading. In addition, it also utilizes special audio-visual materials, extra curricular trips, events, activities, guest speakers, and stresses a variety of learning experiences in the affective domain.

In all of the aforementioned areas, this program will stress humanistic teaching methods and materials which are expressly designed to aid in the growth, improvement and enrichment of student attitudes in four areas:

a. The student self-concept.
b. The student and peer relationships.
c. The student and teacher relationships.
d. The student and his attitude toward school.

The hypothesis states that if the sixth grade program at Montague Elementary School (see Chapter 3, pages 39-80) with all of its educational activities and experiences contained within the framework of this humanistic approach is initiated over the period of one school year, there will be significant attitudinal changes in the students enrolled in that program. These changes will result in an increased enjoyment of school, more positive inter-personal relationships with teachers and peers, and an improved self-concept.
The validity of this hypothesis will be obtained through the use of experimental testing procedures. The results of a random sampling of student questionnaires of those sixth grade students in the Los Angeles Unified School District, currently enrolled at Montague Elementary School, should indicate a significantly greater growth and improvement in the four areas of student attitudes than those of the sixth grade students enrolled in the same school district at Haddon Elementary School.

Schools throughout history have been, by their very nature, inescapably caught up in having a dynamic impact on the shaping of student attitudes.

A Los Angeles Unified School District handbook (1934) made a statement which was repeated in a more recent district publication entitled, The Teaching of Values (1966), to the effect that through every activity, the schools communicate values. Involvement in character education cannot be separated from teaching knowledge and skills. The school in all its activities is a character-building institution and it cannot escape this particular function.

This perspective of the nature of school can be seen in Marshall McLuhan's (1967) often quoted statement that the medium is the message, which, when further amplified, states that people have always been shaped more by the nature of the media by which we communicate than by the
content of the communication.

Therefore, if it is indeed the nature of schools to influence and shape a student's attitudes, then to what extent does a student's attitudes correlate to a student's academic achievement in school?

Greer and Rubenstine (1972) pointed out that in the largest survey of United States education ever conducted, entitled, *Equality of Educational Opportunity*, or more commonly known as the Coleman Report, the author correlates academic achievement with attitudes such as student's self-concept and interest in school. The study concludes that these attitudes and feelings are more highly correlated with how well a student achieves academically than a combination of many factors educators have thought were crucial, such as class size, salary of teachers, facilities, and curriculum.

Concern for humanistic approach to education in which the students' attitudes are viewed as having value and importance has long been a topic for research, among them; Tschechtelin (1943), McLelland (1947), Luchins (1948), Gauge (1951), Clark (1951), Sears (1963), and Wertheimer (1971).

This documentation indicates that educators need to be concerned and informed about student attitudes.
In this project, the area of prime concern is focused on improving student attitudes in the elementary school level of education. This level was selected because, as the Los Angeles Unified School District's Elementary Teacher's Handbook (1967) states, the elementary school occupies a unique place in American education for it plays a major role in developing desirable attitudes. It is for most children their first experience in school. It provides instruction for children in their most formative years and it serves children for a longer period than any other school level.

In assessing what is perceived to be the responsibility of elementary schools, the educational purposes, as proposed in the Los Angeles Unified School District's Elementary Teacher's Handbook, fall into seven general areas:

1. Intellectual Growth
2. Civic Responsibility
3. Economic Competency
4. Creativity
5. Values
6. Human Relations
7. Health

The focus of this project will be concerned with the last three areas.
Values, which the Elementary Teacher's Handbook (1967) defines as developing and cherishing high moral, spiritual, and esthetic values.

Human Relations, which is defined as learning to live and work harmoniously with others.

Health, which is defined as developing and maintaining physical and mental health.

The sixth grade program at Montague Elementary School utilizes specific and unique teaching methods and materials which are designed to aid in the growth, improvement, and enrichment of student attitudes in areas which correspond to the educational purposes of the Los Angeles Unified School District, as well as those of this project.

In the area of Values, this project is concerned with the student's attitude toward school. In the area of Human Relations, this project is concerned with the student and his peer relationships, as well as the student and his teacher relationships. In the area of (Mental) Health, this project is concerned with the student's self-concept.

At the elementary school level, most programs of instruction are implemented by teachers. A humanistic program, by its very nature, it must certainly be. Consequently, this project acknowledges the part that the teacher plays in attempting to achieve these educational purposes.
The Los Angeles Unified School District's publication entitled, The Teaching of Values (1966) has concluded that the teacher, because of the nature of the learning process and his relationships with pupils, has a major influence on character development. Each day, he can consciously make this aspect of instruction a vital part of pupil experiences.

Teachers also aid in promoting the development of desirable values and attitudes in young people. Teachers emphasize the values that give direction, meaning and purpose to life.

In order to achieve these goals, teachers are encouraged, if not obliged by contract, to:

1. Stimulate and reward social sensitivity, moral concern, and individual and group responsibility in pupils.

2. Create an atmosphere in which pupils know what is expected of them and develop a feeling of acceptance, self-respect, and self-confidence.

3. Study ways in which values, attitudes, and good human relationships develop and function; examine ways in which to promote them in school.

After carefully assessing the prime nature and concern
of schools, as well as the function of the teacher, there exists still further justification for the implementation of this unique program in the school system in the Los Angeles Unified School District's Elementary Teacher's Handbook (1967) wherein it states that, in general, purposes of the Los Angeles Unified School District are best achieved by directing the curriculum, the co-curricular activities, and the guidance program toward the educational objectives identified.

In summation, if one is to accept the following premises: Firstly, that schools, by their very nature, have the power to shape students' attitudes; secondly, that there appears to be a correlation between a student's attitude and his academic achievement; and lastly, that there is sufficient documentation to support these premises; then as educators whose function it is to advance the academic achievement of students, one is drawn to the conclusion that it is vital to develop tools, techniques and programs of instruction in which there is concern for student attitudes. It is to this purpose that this experimental project has been initiated.
CHAPTER #2

REVIEW OF RELATED LITERATURE

This chapter first examines, in historical perspective, some meaningful definitions of attitudes. These are expressed by prominent researchers with reference to areas in which there appears to be common agreement. Secondly, the ways in which an individual's attitudes are formed and developed are examined, followed by an investigation of the methods by which attitudes can be obtained and measured. The chapter concludes with a brief discourse concerning some of the research compiled on attitudes in the area of education.

Beginning early in this century, numerous sociologists and psychologists have been engaged in the general research and study of attitudes. In his book, Remmers (1954) discusses Thomas and Znaniecki, two sociologists interested in the study of social attitudes, who, in 1918, published a study on The Polish Peasant in Europe and America, wherein they approximated the concept of attitude as currently used by many social psychologists. They stated that the ways of looking at things and persons, forms of readiness, approaching and withdrawing behavior, feelings of rightness or wrongness, and liking or disliking for objects or values
differ from emotions though they are related to them. They have been fused in the working concept of "attitude" which may be defined as an affectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects.

Since this early attitude exploration, a number of researchers have added further clarification, greater depth, and more dimension to the area of attitude study. Louis L. Thurstone (1928) defined attitude as the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.

In her book *Empathy, The Touchstone of Self-Fulfillment*, Barshay (1964) cites Hilgard's explanation that the simple preferences become organized into patterns of emotionalized preference called attitudes. She further cites Freeman, who stated a more behavioristic view in his definition of an attitude as a dispositional readiness to respond to certain situations, persons, objects or interests in a consistent manner which has been learned and has become one's typical mode of response.

Stuart Cook and Claire Selltiz (1964) further amplified the behavioristic viewpoint when they regarded attitude as an underlying disposition, which enters along with other influences, into the determination of a variety of
behaviors toward an object or class of objects, including statements of beliefs and feelings about the object and approach-avoidance actions with respect to it.

Although these example definitions are diverse and could have a wide variety of interpretation as to the meaning of attitude, there are some fundamental areas of agreement. The first consensus is that an attitude is a predisposition to respond to an object rather than the actual behavior itself. The readiness to behave is a key characteristic of attitude.

The second area of agreement is that attitudes seem to persist over time. This should not be taken to mean that attitudes are immutable. This is clearly not the case. There exists a large body of literature to indicate that change and alteration of attitude is possible, as evidenced by the research of Lewin (1939), Flanders (1960), Spaulding (1963), Sears (1963) and Wertheimer (1971). However, the persistent quality contributes greatly to the consistency of one's readiness to respond.

The third area of agreement is that attitudes produce consistency in behavioral outcroppings. These are made manifest by verbalization, expressions of feelings, approach/avoidance or various other modes of response to objects, ideas and/or situations.
In his book, Summers (1970) explains that perhaps the

total concept of attitude, as formulated by Katz and

Scotland, or Krech, has become the most popular and widely

used. According to those men, an attitude consists of

three components, (1) cognitive, (2) emotional, and

(3) action tendency.

Under the cognitive component, all the beliefs one

has about the object are subsumed; of course, some objects

are more complex and capable of generating more bits of

information to be known. However, it is one's evaluation

of these beliefs as to their desirability and/or accept-

ability which is the most critical to the attitudinal

dispositional qualities discussed earlier.

The emotional component refers to emotions or feelings

one attaches to an object. When an individual is able to

verbalize these emotions and feelings, he becomes cognizant

and it is important to note that these cognitions refer

not to the object but to the individual who cognizes. This

distinction is worthy of note because in much research, as

in the questionnaires used in this very project, the indi-

vidual is asked to indicate or reveal in some manner his

feelings about an object.

Lastly, the action tendency component incorporates the

behavioral readiness of the individual to respond to the

object. The degree of correspondence between self-reported
attitudes and overt behavior on the measurement level has been studied by many researchers. (La Piere (1934), Saenger and Gilbert (1950), Kutner, Wilkins and Yarrow (1952), DeFleur and Westie (1958), Linn (1965), and Tittle and Hill (1967). In his book, Summers (1970) states that their overall conclusion was that verbally expressed or self-reported attitudes do not correspond perfectly with overt behavior towards the attitudinal object. In fact, some of the above studies indicate that the correspondence is slight.

Psychological and sociological researchers have been defining attitudes for almost a century. In this process, they are continually developing more precise definitions. Future researchers may add new insight and greater clarity to existing information.

The work that has been done is still open to further investigation. However, at this time, evidence to conclude a general acceptance of these definitions as workable archetypes exists. The focus of attention will now be on the manner in which attitudes are acquired and formed within the individual.

Remmers (1954) explains that from birth, the human organism begins to acquire his first attitudes. Inherent drives are overlaid by social experiences. The neonate comes to regard favorably those experiences that contribute
to the gratification of his needs and conversely, he regards those experiences that increase frustration as unfavorable. Therefore, we are the product of both our heredity and environment which include the problems we have met and how we respond to them.

In her book, *Empathy, The Touchstone of Self-Fulfillment*, Barshay (1964) tells us that Symonds says that defense mechanisms are methods by which the individual adapts to frustrating circumstances, while according to Smith, Bruner, and White, attitudes reflect our pattern of adjusting and are an essential apparatus for balancing the demands of inner functioning and the demands of the environment.

This "problem" idea is closely related to the work of William Glasser (1969), who has concluded that from the outcome of these problems arose feelings of success or failure, which tended to alter one's self image either positively or negatively.

Remmers (1954) went on to say that as the baby grows, his attitude towards his parents will carry over to others as he learns to respond to those members outside his family unit. Attitudes will become modified through learning, in accordance with his own goals and drives. He will tend to acquire attitudes like those of his parents, friends, and other groups of which he is a member. These
attitudinal patterns will become incorporated as part of his personality.

When a child reaches adulthood, attitudes are an important aspect of his behavior. Attitudes generally evolve from association through social-psychological interaction. As a general rule, the closer the relationship between an individual and others, the greater will be the potency of such relationships in the formation of attitudes. Implications of this statement for teaching are many.

This statement is explicit in suggesting the opportunity that schools and teachers have of making a real impact on student attitudes. Realizing that our first concepts of self are really reflected appraisals of parents, peers, and teachers, one would have to admit that education will fail to produce mentally healthy individuals in the school that does not acknowledge and encourage healthy attitude development within each student as part of its objectives.

How then do we assess attitudes? What problems arise in methodology and in collection of data? Historically, attitude measurement has relied heavily, almost exclusively, upon the use of self-reports of an individual's beliefs, feelings and behavior toward an attitudinal object. In this method, the researcher confronts the individual directly and asks him how he feels or asks his opinions
about a particular object.

The concept of "opinion" here will mean a verbal expression of attitude. If a man says that we made a mistake in entering the Viet-Nam War, that statement will be regarded as an opinion. This verbal expression is an expression of what? Supposedly, it expresses an attitude. Therefore, Thurstone (1928) stated that the verbal expression is the opinion and an opinion symbolizes an attitude. The opinion has interest only insofar as we interpret it as a symbol of attitude.

Summers (1970) divides specimen collection of self-reports into four procedures which are possible:

(1) group administered-respondent enumerated
(2) group administered-researcher enumerated
(3) individually administered-respondent enumerated
(4) individually administered-researcher enumerated

The first is perhaps the most popular. He points out that the researcher can assemble a fairly large aggregation and distribute a questionnaire that is completed privately, saving considerable time and effort. There are limitations in this type of data collection. The respondent may misinterpret a question, inadvertently omit a question, or in some other way distort his response.

In the self report type of collection, there are
various types of scales. According to Remmers (1954), the Priori Scale is the crudest method of measuring attitudes. He says that such public opinion ballot devices are, in effect, two-point scales; such as yes-no answers to a question such as: Is capital punishment necessary? Yes and no votes are counted and an index given for the existing social attitude in that population. A further refinement is introduced by adding qualifying statements to the main proposition, such as, always, sometimes, rarely, never, or strongly agree, agree, undecided, disagree, disagree strongly.

Remmers (1954) also states that it was Louis L. Thurstone who developed a psychophysical scale. In essence it consisted of arranging a series of opinions relevant to a given attitude object. The scale ranges from most favorable to most unfavorable. It is equally spaced with experimentally determined units appearing along a continuum. The average scale value expressed by a subject thus becomes a measure of his attitude with a reference to the attitude object.

Remmers (1954) further explained that Likert's Sigma Scales were a modification of Thurstone's methods. Based on an assumption that attitudes are distributed normally, he measured attitudes by using standard deviation units. By arbitrarily assigning numerical values of one to five
on the various responses, he reported higher coefficients of reliability than had been previously attainable by Thurstone's method.

The Masters Scale of Remmers differs from the others in that the opinions which constitute the scale are incomplete sentences, without subjects, these being supplied at the time of measurement.

Regardless of the scale used, it is desirable that an attitude scale be used only in those situations in which one may reasonably expect people to tell the truth, for, as Thurstone (1928) explained, it is assumed that attitude scales will be used only in those situations that offer a minimum of pressure on the attitude to be measured. All that we can do with an attitude scale is to measure the attitude actually expressed with the full realization that the subject may be hiding his true attitude or that social pressure of the situation has made him really believe what he expresses. All that we can do is to minimize, as far as possible, the conditions that prevent our subjects from telling the truth, or else to adjust our interpretations accordingly.

Summers (1970) explains that, as previously pointed out, the degree of correspondence between self-reported attitudes and overt behavior with the same individual has been the subject of much research, i.e., La Piere (1934), Saenger
and Gilber (1959), Kutner, Wilkins and Yarrow (1952), DeFkeyr and Westue (1958), Linn (1965), Tittle and Hill (1967). Their overall conclusion was that verbally expressed attitudes do not correspond perfectly with overt behavior toward the attitudinal object. In fact, in some studies, such as La Piere, the correspondence was slight.

There are a number of ways that direct observation specimens can be collected. However, Summers (1970) stated that whenever it was possible to observe the reactions of people to the attitudinal object in real life situations without their being aware that their behavior was being watched and recorded, then the observation itself does not become an influence upon the behavior of the individual being observed.

Today, the measurement of attitudes has become a vital part of our educational system. Researchers in education have devised measuring instruments, applied, refined, and validated them. They have analyzed the data obtained by these instruments, published their findings and made them available to educators: Baker (1952), Barr (1948), Bowers (1952), Remmers (1950), Wandt (1950), Witty (1947).

Educators have become increasingly aware that students are human beings with feelings as well as intellects. Greer and Rubenstine (1972) pointed out that this view was supported by the statistical evidence found in the largest
survey of education ever conducted. James Coleman's study in 1966, *Equality of Educational Opportunity*, correlates academic achievement with attitudes such as a student's self-concept, sense of control over his fate, and interest in school. The study concludes that these attitudes and feelings are more highly correlated with how well a student achieves academically than a combination of many of the factors which educators have thought were crucial, such as class size, salary of teachers, facilities, and curriculum.

This visible concern for a humanistic approach to education in which the student's attitude towards school, his self-concept, as well as his relationship with teachers and peers is seen as having value and importance. It has long been voiced by many educational theorists, researchers, social philosophers, and psychologists. Among these are Clark (1951), Gage (1951), Luchins (1948), McLelland (1947), Tschechtelin (1943). It is again being re-echoed along with some possible pragmatic educational experience in this project.

Charles Silberman (1971), in his book *Crisis in the Classroom*, stated that we must remake American education because our most pressing educational problem, in short, is not how to increase the efficiency of the schools, but it is how to create and maintain a humane society. A
society whose schools are inhumane is not likely to be humane itself.

John Holt's *How Children Fail* parallels the work done by William Glasser in his book *Schools Without Failure*. Both authors express concern for the ways in which the self-concept of students can be weakened or even destroyed due to the inhumane educational practices. In short, Glasser's (1969) philosophy states that the single basic need that people have is the requirement for an identity, that is, the belief that we are someone in distinction to others and that the someone is important and worthwhile.

Love and self-worth may be considered the two pathways that mankind has discovered to lead to a successful identity. Therefore, we must insure that the child's major experience in growing up, school, provides within it a chance to give and receive love and a chance to feel worthwhile. Because grades emphasize failure much more than success and because failure is the basis of almost all school problems, then it follows that no student ever, at any time, be labeled a failure or led to believe he is a failure through use of the grading system. For once a child receives the failure label and sees himself as a failure, he will rarely succeed in school.

This view of one's self-concept is also supported by the writings of Abraham Maslow (1956), who stated that in
order to gain self-fulfillment, many needs have to be fulfilled. To be able to love and to be loved makes further and higher growth possible. We also need to respect ourselves and have good sound self-esteem. Generally, this good self-esteem rests on three foundations; first, respect and approval from other people, second, on actual capacity, achievement and success, and third, on acceptance and acting upon our own inner nature. However, this inner nature is delicate and subtle and is easily overcome by habit, cultural pressure, and wrong attitudes toward it.

One can see that Maslow's and Glasser's theories of self-concept become critical when reflected appraisal of a student's capabilities by his teachers are regarded as truth by the student. Silberman (1971) explains how we see the consequences exemplified in Robert Merton's *Self-Fulfilling Prophecy*, which states that in many, if not most, situations, people tend to do what is expected of them -- so much so -- that in fact, even false expectations may evoke the behavior that makes them seem true.

Both Maslow and Glasser refer to love as a basic need in self-actualization, yet no where has this ingredient been deemed more highly essential than in the writings of Erich Fromm (1965) who explained that the insane person is the one who has completely failed to establish any kind of union. There is only one passion which satisfies man's
need to unite himself with the world and to acquire, at the same time, integrity and individuality and that is 
LOVE.

In Toffler's (1971) book, Future Shock, he devotes an entire chapter to what he calls "Education in the Future Tense", in which he explains that the future is here. Yet, we are operating in the past. Our schools should be emerging a newly educated society, and this new education of the future will incorporate three major areas: 1. Learning, 2. Relating, and 3. Choosing.

In the area of learning, Toffler (1971) states that today's fact becomes tomorrow's misinformation. Therefore, tomorrow's schools must teach not merely data, but ways to manipulate it. Students must learn how to discard old ideas and how to replace them. They must, in short, learn how to learn. For tomorrow's illiterate will not be the man who can't read, he will be the man who has not learned how to learn.

There is a close parallel to this idea in Carl Roger's (1969) book, Freedom to Learn, in which he states that the only man who is educated is the man who has learned how to learn, the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.
Rogers (1969) goes on to explain the way to achieve this aim of education is through the facilitation of learning and that this facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

In his book, Hamacheck (1968) explains that learning how to become this type of humanistic teacher that Carl Rogers prefers to call "Facilitator of Learning" can have a real impact on all four areas of student attitude under investigation in this project:

a. The student self-concept.
b. The student and peer relationships.
c. The student and teacher relationships.
d. The student and his attitude toward school.

Rogers adds that teaching is more than the simple presentation of facts and information. It is the relationship between instructor and his students, which, for better or worse, either enhances or interferes with what the students learn and how long it lasts, if they do learn.

Dwight Webb's (1971) article, Teacher Sensitivity: Effective Impact on Students, reveals that the way the teacher behaves, not what he knows, may be the most important issue in the transmission of the teaching-learning
Hammacheck (1968) states that further evidence can be readily found in the literature by citing the following examples. Sears, 1963, found that there were positive correlations between the extent to which a teacher reflects personal interest in his students and willingness to listen to students' ideas and the creativity shown by students. He also found that teachers who like pupils tend to have pupils who like each other.

Spaulding, in 1963, concluded that the self-concept of elementary school children was apt to be higher and more positive in classrooms in which the teacher was socially integrative and learner supportive.

As shown by Page's 1958 research experiment involving high school and junior high school students, there was evidence to suggest that when a teacher is able to personalize his teaching, he is apt to be more successful particularly when it comes to motivating students to do better work.

In the Journal of Contemporary Education, Lutian R. Wootton and Robert W. Selwa (1971) discuss the need
for Humanizing Education for Today's Youth in the article of the same name. They state that the need for a better balance in the curriculum between facts and feelings and more involvement of the learner in the solution of human problems is being reorganized. The humanistic effect of one person on another is paramount to the educational process. Instead of making the primary goal of early education that of learning to read, the goal will be development of youngsters to seek and understand themselves.

To accomplish their goals, Patricia A. Wertheimer (1971) explained how Adams High School in Oregon set about establishing a new school climate and student learning. Close student-teacher relationships were considered a characteristic of the kind of climate they wanted to create. The traditional position of the teacher as authority figure would have to give way to a new role; advisor to the student. A pre and post attitude assessment of the 130 randomly selected students over a six month period revealed their relationships with teachers as the most enjoyable part of their school experience and that getting to know their teachers as "real" people was particularly important.

In his book, Crisis in the Classroom, Charles Silberman (1971) defined school as the place where people meet for the purpose of giving and receiving instruction. If this process were enforced, if students could be allowed
to learn only what interested them, to learn in their own way, and to learn no more and no better than it pleased them to do, if good order were not considered a prerequisite to learning, if teachers did not have to be taskmasters, then life would be sweet in the school room. These, however are all conditions contrary to fact, for the most important characteristic that schools share in common is a preoccupation with order and control.

Many teachers wish discipline were not necessary, yet most will admit it is a reality of the public school educational experience. Consequently, there will no doubt be almost as many different philosophies of classroom discipline as there are classroom teachers. In the final analysis, it appears obvious that some type of behavioral standards or rules are placed upon students in public and private educational institutions, and that further standards or rules are placed upon students in each teacher's classroom within that institution.

In their book, Sowards and Scobey (1968) state that it's true that some children need to be disciplined for misbehavior frequently and almost all children need to be disciplined at some time. Whatever the course may be, there are times when the teacher is called upon to control the behavior of a child or a class.

However, just as with all other aspects of teaching,
a few methods appear to meet the needs of the learner and emerge as more successful than others.

Silberman (1971) cites the National Education Association as offering such suggestions in its publication entitled *Discipline in the Classroom*, as avoid standing with your back to the class for any length of time, for if you do, you may invite disorderly conduct. Further, learn to write on the board with only your right shoulder toward the board; . . . avoid emotion charged topics for discussing them may lead to an argument and so explosive that fighting can result. It is better to risk boredom than pandemonium.

This somewhat dictatorial view of discipline is extremely authoritarian and dogmatic, while at the same time, suggesting a teacher's basic distrust in students' ability to behave properly. Furthermore, there is the subtle hinting at the taking sides battleground effect of a classroom situation.

The Los Angeles Unified School District's Elementary Teachers' Handbook (1967) states outright that discipline is essential to an effective instructional program and that teachers have the responsibility of directing each pupil to attain the highest level of self-discipline or self-control possible. Their meaning of discipline relates that it is controlled behavior calculated to develop with an individual responsibility for his own action in accordance
with socially accepted conduct. Initial stages of discipline are maintained by external control or adult direction. The ultimate goal is a mature individual capable of self-control.

They further suggest methods of maintaining discipline by building with pupils standards of desirable conduct and holding pupils to the standards which have been developed and rules which must be obeyed. They also suggest evaluating regularly, conduct and progress toward goals of desirable conduct, as well as maintaining a wholesome personal relationship with pupils and setting an example of consistency of action and firmness and justice.

In the Los Angeles Unified School District's publication, *Course of Study for the Elementary School*, (1964) they list as a need of sixth graders, guidance in setting personal goals and evaluating his growth and achievement.

They also list as Social-Emotional Traits of sixth graders - being interested in group itself, developing a feeling of team spirit, believing in established justice and fair play, and recognizing authority of superiors and the leadership of his peers.

Another Los Angeles Unified School District's publication, *Health in the Elementary Schools* (1959), lists these characteristics of sixth graders in the area of Emotional
and Social Health: respect for self and others, establishment of acceptable emotional patterns, importance of social skills and having many friends, growth towards maturity, responsible behavior when alone, development of a sense of values, stimulation of interest in forming worthwhile personal goals.

Lastly, these are the standards of behavior to which pupils must conform, as set forth by the Los Angeles Unified School District's Elementary Teachers Handbook (1967), which states that all pupils must conform to standards of acceptable behavior by doing the following:

Making a sincere effort to learn.
Respecting and obeying persons in authority.
Obeying school and community rules.
Accepting the duties of membership in a democratic group.
Conforming to classroom standards of behavior.
Accepting the consequences of their own actions.
Cooperating with pupils who have been given responsibilities.
Respecting the rights and property of others.
Assuming the responsibility for the care of school and personal property.
Maintaining habits of appropriate dress and standards of personal appearance.
Being regular and punctual in attendance.
Realizing and understanding what standards of behavior the Los Angeles Unified School District finds as acceptable modes of student behavior, a teacher must then decide on a method of implementation. In his book, *Schools Without Failure*, William Glasser (1969) states that assuming we learn to work with children by becoming personally involved and dealing with their present behavior, we must help them change their behavior toward more success. First, we must get the child to make a value judgement about what he is now doing. Second, the child has the responsibility. He makes the decision from his own evaluation, and thus learns responsibility. Finally, the key stone is commitment. When a child makes a value judgement and a commitment to change his behavior, no excuse is acceptable for not following through. This is discipline.

Man is a social creature and since school is a social institution, teachers and students need to be concerned with the quality of relationships within that institution.

Fromm (1965) explains the necessity to unite with other human beings, to be related to them, as an imperative need on the fulfillment of which man's sanity depends. This need is behind all phenomena which constitute the whole gamut of intimate human relations, of all passions which are called love in the broadest sense of the word.
Glasser (1969) clarifies how this can be achieved by explaining that in the context of school, love can best be thought of as social responsibility. Teachers and students must learn to care for each other, and care enough to help one another with the many social and educational problems of school.

The Los Angeles Unified School District's Elementary Teachers Handbook (1967) states that physical education activities have unique potentialities for contributing to the development of individual values. There are many opportunities of this kind in game situations. Since the physical education program tends to focus the pupil's attention upon the conditioning and effective use of his body, it may have a significant impact upon his appraisal of himself. Competitive sports involve the pupil's emotions as well as his body and mind. As an integral part of the total educational process, physical education shares with other subjects and activities in the development of character and personality.

Physical education can develop a genuine desire for harmonious and congenial social relations which contribute to the general well-being of all individuals within a society. Physical education can also develop and maintain wholesome attitudes and understandings which will contribute toward the fulfillment of useful and satisfying
living.

A recent A. B. Dick publication (1969) relates that even the little guy in Elementary School has been around. He's gone to the moon with Armstrong. He's gone to the ocean bottom with Cousteau. He's seen the wounded in Viet Nam. He's watched volunteers pulling oil covered birds off the beach. And, a lot more. For the teacher, that's a tough act to follow. No text book is going to match. We know that, still, teachers have to reach out and hold those active, searching minds. It takes all the ingenuity that they can muster to make what goes on inside the classroom as compelling and intriguing as what goes on outside.

Culkin (1971) explains that by the time most kids get to first grade, they have already logged in thousands of hours of television. They perceive time and space differently, because all times and all places have been presented to them simultaneously. Their senses operate in new ratios. They are the first citizens of the Global Village.

Unfortunately, the school system which they will enter is geared for the needs of some turn of the century rural village. Media study has a number of advantages. It is free from the tyranny of subject matter, compartments and scheduling and it can invite the art teachers to become an integral part of this conspiracy, because nobody
really knows what's supposed to be happening in art anyway and that makes it one of the last places where some real learning gets a chance to take place.

In their book, Sowards and Scobey (1968) state that films bring both reality and imagination into the classroom. Though films are becoming more and more popular with teachers, a few limitations are discernible. Generally speaking, however, the educational value of films outweighs their limitations so that their use is encouraged. In evaluating films, teachers use their criteria. First, the information presented is considered in terms of the age of the children, the direct interest appeal, the authenticity, and the direct relationship to the topic being studied. Second, the technical characteristics are important. One notices the color, sound, photography, organization, and good taste of the production. Third, the teacher is concerned with the educational quality, that is, the amount and kind of learning that it produces for the children.

School is almost always evaluative. For students going to school, it means living under the constant condition of having your words and deeds evaluated by others. The teacher is, in most instances, the chief source of evaluation. He is constantly called upon to make judgments of students' work and behavior. This fact may be a
one source of underlying hostility between students and teachers.

However, the manner in which the evaluation process is conducted may be a critical factor in the transformation of student attitudes.

Ebel and Suehr (1964) explain that a school mark is a number or a letter that is used to express the level of a student's achievement in some subject of study. At the beginning of this century, numerical marks were prevalent. Usually, the numbers purported to express the percent a student had learned of what he was expected to learn. Often a mark somewhere in the vicinity of 70 was regarded as the minimum passing mark.

Somewhat later, letter marks began to replace numerical marks in many schools and colleges. The system that became most popular made use of five letters, defined approximately in these terms:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>good</td>
</tr>
<tr>
<td>C</td>
<td>average</td>
</tr>
<tr>
<td>D</td>
<td>poor</td>
</tr>
<tr>
<td>F</td>
<td>failing</td>
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</tbody>
</table>

This system, or some variant of it, is prevalent today.

A standard set of symbols such as the conventional letter grades previously mentioned can provide a satisfactory means of reporting levels of student achievement.
Of course, they cannot communicate all that might be useful about a student's strong or weak points, or the reasons for his successes or deficiencies.

Standardized grades also have a meaning which is essentially a relative meaning, since it expresses achievement of one student in relation to another of his classmates.

But, Glasser (1969) points out the consequences that grades are the currency of education. The highest grades are worth the most in terms of honors and entrance into better schools at every level. Grades, therefore, have become a substitute for learning, the symbolic replacement of knowledge. One's transcript is now more important than one's education.

In keeping with this postulate, the following corollary is the next logical antecedent. Grades are also bad because they encourage cheating. When grades become the currency of education, those who are greedy for riches cheat.

However, as Dr. Suehr (1964) points out, what is perhaps of even greater importance is the fact that the marks of evaluation given are accepted by the student as evaluations of himself. They become a part of his self-concept. Many factors influence self-concept but the
judgement of teachers is highly important in the eyes of the student and his peers. The feeling of successful accomplishment is essential in building wholesome attitudes. The marks of evaluation should assist the student to develop a self-concept that is oriented in success, not in failure.

These words were written a full five years before Dr. Glasser's (1969) book, *Schools Without Failure*, caused such upheaval and controversy by such statement as these:

Because grades emphasize failure much more than success and because failure is the basis for almost all school problems, Dr. Glasser recommended a system of reporting a student's progress that totally eliminated failure. That is, he suggested that no student ever, at any time, be labeled a failure or led to believe he was a failure through use of the grading system, because once a child received the failure label and saw himself a failure, he would rarely succeed in school.

Because of damage done to self-concept by the traditional marking system, many students defensively resort to asocial and disapproved behavior. This leads to delinquency, and emotional handicaps.

Ebel and Suehr (1964) explain that over ninety percent of the children committed to correctional institutions
have regularly experienced school failure. There is an increase in fist fights and vandalism following the issuance of grade cards. Aggressive behavior by boys may be an attempt to compensate for feelings of inferiority resulting from low marks.

In summation, this chapter has examined the growing number of sociologists and psychologists who have been engaged in the study of attitudes. In viewing the recent work in this field, the author attempted to gain a more precise definition of an individual's attitudes, as well as the methods and procedures utilized in their study. Also included in this chapter was an investigation into research compiled on attitudes within the area of education. The focus of this chapter attempted to show that educators have become aware of a need for an approach to education in which there is concern for the student's attitudes.
CHAPTER #3

BACKGROUND

Montague Elementary School, located in the city of Pacoima, is part of the Los Angeles Unified School District. This community had long been acknowledged as a disadvantaged area. In the 1972-1973 school year, Montague Elementary School had a 52 per cent minority student population in attendance in a school of approximately one thousand enrollment. The sixth grade was composed of 150 students and five teachers. The sixth grade program of instruction at Montague Elementary School was based on a unique team teaching approach to elementary education. This elementary school shall be designated as the experimental school in this project.

The "control" school used in this project was Haddon Elementary School. It, too, was located within the city of Pacoima and was also part of the Los Angeles Unified School District. In the 1972-1973 school year, Haddon Elementary School had a 75 per cent minority student population in attendance, which represented a socioeconomic strata similar to the student population at Montague Elementary School. The sixth grade at Haddon
Elementary School was slightly smaller, being composed of 130 students and four teachers. The sixth grade program of instruction at Haddon Elementary School was also based on a team teaching approach to elementary education.

IMPLEMENTATION OF THE PROGRAM

The following procedures were expressly designed to aid in the growth, improvement and environment of student attitudes in four areas:

a. The student self-concept
b. The student and peer relationships
c. The student and teach relationships
d. The student and his attitude toward school

I. Team Teaching -- Reading and Mathematics

At Montague Elementary School, after students had undergone extensive testing and evaluation procedures, they were placed into five homogeneous ability groupings. The first group was considered remedial and its class size was limited to twenty students. Students in this class were reading at or below the first grade level. The next three groups were composed of students in accordance with their reading skills and levels of performance. The fifth group was the largest. Students in this group were considered average to above average in their reading
skills and were performing at or above sixth grade level.

It was the responsibility of each teacher to provide instruction in reading, language arts, and spelling to his relatively homogeneous group, utilizing the methods and materials of his own choice. The homogeneous reading classes were not to remain rigidly set during the entire semester. Periodically, there were regular testing and re-evaluation of all of the students. When a student showed improvement, he was transferred to a more advanced group. Conversely, if he was having difficulty at his present level, he was transferred to a more remedial level.

Students were always honestly informed of their reading level. This was done purposely, for it was in keeping with the psychoanalytical technique which states that awareness and acceptance of yourself and your problems are the necessary first steps in any self-help programs.

In *Schools Without Failure*, Glasser (1969) stated his arguments for homogeneous versus heterogeneous groupings. His view closely approximates the position taken by the sixth grade program at Montague Elementary School. He explained that if we separate some
students from those who do better, the lower groups will feel failure. Students, therefore, should be placed and kept in heterogeneous classes and grouped only by age. Tracking or homogeneous grouping by ability is bad, not only because of its effect upon students, it also has an insidious and destructive effect upon teachers. Where children are grouped by ability, teachers often do not appreciate and may even resent the effort of a low track student who tries to improve, as was found in Rosenthal and Jacobson's study on Teacher Expectations for the Disadvantaged.

In the schools in the central city and in most schools where children fail, the major academic failure recognizable to both children and teachers is failure to read. Few problem children read well, many not at all. If children cannot gain some beginning success in reading, our psychological approaches in Reality Therapy will not work. In an attempt to solve both our behavioral and our reading problems, we decided to place almost all children in heterogeneous classes except for one modification: The homogeneous reading classes. In many of our central city schools, use of homogeneous reading groups in conjunction with heterogeneous classes is necessary and desirable.
At Haddon Elementary School, after testing and evaluation, the students were placed into four homogeneous groups, according to their reading levels, in much the same manner as were the students at Montague Elementary School.

At Haddon Elementary School, however, the students were "tracked" in much the same manner as was employed at many local Junior High Schools and they stayed in their reading ability group as a class unit, traveling through a completely departmentalized program, working with four instructors.

Therefore, it would seem that the sixth grade program at Montague Elementary School was more closely attuned to the point of view described by Glasser in his book, *Schools Without Failure*. However, at Montague Elementary School, there was one modification to Glasser's position. Homogeneous mathematics groups were added. These mathematics groups were established in exactly the same fashion as the reading groups in our reading program.

2. Semi-Departmentalization - Social Sciences, Science, Fine Arts

This part of the program consisted of mini-courses, each seven weeks in length and taught to heterogeneous classes in afternoon homeroom periods.
Monday through Thursday. Each teacher was responsible for the content instruction and evaluation of students in his courses.

This procedure enabled each teacher to become a resource person for his particular subjects, utilizing all available school materials and personnel relative to the area of study. The mini-courses also allowed each teacher to capitalize on his personal strengths, interests, and educational background.

On a seven week rotating basis, each of the five heterogeneous class groups received instruction in all of the mini-course areas. By the end of our school year, the mini-courses included: Art, Geography, Anthropology, Economics, General Science, Zoology, People and Life, Government, Health, History of Cities, Music, Drama, Dance, Crafts, and Folklore.

a. Zoology - Students studied animals with an emphasis on mammals. This introduction included the chief characteristics, diversification among the classification habitats and life patterns of mammals. Evaluation was based on periodic quizzes, both oral and written, classroom discussions, and an animal report.
b. **Anthropology** - Students received a general introduction to the concept that man is a product of both his heredity and environment. The course dealt with the variabilities among peoples, both physical and cultural. Evaluation was based on quizzes, both oral and written, class discussions, and individual participation in group projects.

c. **Music/Dance/Enrichment Activities** - This mini-course consisted of singing contemporary songs and included an introduction to ethnomusicology. Dance included an introduction to basic patterns in square and folk dances and aimed at promoting social growth. Enrichment activities included a variety of experiences for coordination and enjoyment. Evaluation was based on participation and examinations.

d. **Global Geography** - Students studied the geography of the earth with an emphasis on map reading through the use of texts, work sheets, and discussion. Evaluation was based on class participation, completion of assignments and examinations.

e. **General Science** - This course was an overview of the basic scientific relationships that are useful to know in everyday life and were
examined through use of text, worksheets, and discussion. Evaluation was based on class participation, completion of assignments, and examinations.

f. **People and Life** - This mini-course was an exercise in how to better communicate and relate to others. It was achieved through discussions and use of the text. Evaluation was based on participation and interest.

g. **Government** - Students studied political systems. Evaluation was based on completing assignments, projects, and examinations.

h. **Health** - This was an examination of the human body and drug abuse. Evaluation was based on completing assignments, projects, and examinations.

i. **Art** - This mini-course stressed creative experiences based on using a variety of media. Evaluation was based on following specific directions and completing assignments.

j. **Folklore and Folktales** - In this segment, students studied legends, stories and songs originally transmitted by word of mouth. Evaluation was based on discussion and examinations.
k. Economics - This course reflected a study of economic behavior with emphasis on societies' wants and needs. Evaluation was based on discussion and examinations.

l. Arts and Crafts - In this course, the student used his hands to develop a creative art form. Evaluation was based on participation and interest.

m. History of Cities - This mini-course traced the development of mankind and his cities, highlighting Cave Dwellers, Mesopotamia, Greco/Roman, medieval and modern civilizations. It emphasized changes and development in cities and city life. Evaluation was based on chapter study, assignments, classroom discussions and examinations.

n. Drama - Students studied the history of world drama and its development from primitive man to present day forms. Students were involved in charades, pantomimes, commercials, radio shows, playwriting, puppetry, and the filming of an 8 mm. motion picture. Evaluation was based on dramatic history examinations and participation in dramatic activities.

These mini-courses afforded the students an
opportunity to participate in many unique and varied learning experiences. At the conclusion of each seven week period, a written evaluation (see appendix) of the student's progress was sent home. There were only two columns for response. The student either "exceeded or met the course requirements" or he "needed improvement". Space was also provided for additional teacher comments.
### DAILY PROGRAM

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>9:00 A.M. - 9:10 A.M.</td>
<td>** HOME ROOM **</td>
</tr>
<tr>
<td>9:10 A.M. - 9:15 A.M.</td>
<td>** PASSING PERIOD **</td>
</tr>
<tr>
<td>9:15 A.M. - 10:25 A.M.</td>
<td>** READING **</td>
</tr>
<tr>
<td>10:25 A.M. - 10:30 A.M.</td>
<td>** PASSING PERIOD **</td>
</tr>
<tr>
<td>10:30 A.M. - 10:50 A.M.</td>
<td>** RECESS **</td>
</tr>
<tr>
<td>10:50 A.M. - 11:45 A.M.</td>
<td>** MATHEMATICS **</td>
</tr>
<tr>
<td>11:45 A.M. - 11:50 A.M.</td>
<td>** PASSING PERIOD **</td>
</tr>
<tr>
<td>11:50 A.M. - 12:20 P.M.</td>
<td>** HOME ROOM **</td>
</tr>
<tr>
<td>12:20 P.M. - 1:00 P.M.</td>
<td>** LUNCH **</td>
</tr>
<tr>
<td>1:00 P.M. - 1:50 P.M.</td>
<td>** HOME ROOM **</td>
</tr>
<tr>
<td>1:50 P.M. - 2:10 P.M.</td>
<td>** PHYSICAL EDUCATION LEAGUES **</td>
</tr>
<tr>
<td>2:10 P.M. - 2:15 P.M.</td>
<td>** PASSING PERIOD **</td>
</tr>
<tr>
<td>2:15 P.M. - 2:40 P.M.</td>
<td>** HOME ROOM **</td>
</tr>
</tbody>
</table>

* Students changed home room teachers every seven weeks so that they received instruction from every teacher in all of the mini-courses given in the afternoon.

** At any time throughout the year, if a student was making academic progress, he could be advanced to the next level in reading or math and the same was conversely true for those students who appeared to be having difficulties.

*** On Fridays, there was no instruction in home room mini-courses. Instead, all home room classes attended special films in the auditorium.
3. **Discipline**

In attempting to establish student standards of discipline, the teachers at Montague Elementary School set about the task of developing a system of discipline which was attuned to Glasser's Reality Therapy, and also utilized encompassed Los Angeles Unified Schools District's policies. In addition, the procedures were also designed to aid in the achievement of the four areas of student attitudinal growth as stated in the introduction of this project.

Inasmuch as the students were going to be instructed by five different teachers in many different areas of curricula, traveling from room to room on a daily basis, and were also on the school grounds at recess and lunch, the teachers felt that uniform standards of behavior needed to be agreed upon. Standards of student behavior were also established to instill within the students a feeling of group unity as a total sixth grade class and to insure that all students would be treated consistently by all teachers in the same situation. Students understood that they were responsible and accountable for their own actions to all of the teachers in the same manner.

In keeping with these ideas, the "check" system of discipline was established. It incorporated a
specific chain of events which was known by the school administration, teachers, and students. Disciplinary action was taken whenever it was deemed necessary. Each teacher followed a consistent plan of discipline, in accordance with the "check" system established.

Under the "check" system, each student signed a commitment statement (see appendix) which encompassed the basic philosophy of the sixth grade, the individual's goals, and a guide for standards of behavior. Each teacher kept a card catalog of all the students in the sixth grade. When a student deviated from the accepted standard of behavior, a check was written on the card for future reference. If a student received three checks, he had a conference with his homeroom teacher. Upon receiving six checks, a conference was held with all five teachers. If he received nine checks, a parent-pupil-teacher conference was held. An accumulation of twelve checks resulted in a conference with his parents, teachers, and administration, which led to suspension from school for a short period of time.

The function of a conference was not regarded as a negative reprimand for the student. The prime focus of the conference at all times was to remain positive,
while, at the same time, making the student aware of accepted patterns of behavior. During this conference, a copy of the commitment statement, previously signed by the student, was reviewed. This was done in order to further clarify, for the student, standards of student behavior in the sixth grade program.

The student then entered the second phase of the commitment statement and "check" system, as he had the opportunity to work off checks. To eliminate a check, a contract was made, between the student and teacher. Here is where great consideration was given to "individual differences" among students as to the type of behavioral infringement and the emotional maturity of the student. In order to eliminate a check, the student and teacher agreed to a specified amount of time during which the student was to complete all assignments while not receiving any further checks. After this period of time had elapsed, the student had the responsibility of going back to the teacher and acknowledging that the terms of the contract had been fulfilled. At this time, the check was removed from the student's record.

The "check" system aided the teachers in evaluating a student's progress over the year in the area of social maturity. It should also be noted that students
who had many checks were unable to attend the special extra-curricular sixth grade activities, and this fact probably did, in some cases, serve as an added incentive for the student to be concerned about his behavior.

At Haddon Elementary School, the teachers also had agreed upon standards of behavior for their students. They issued discipline slips in two colors, white for behavioral problems and blue for missing homework assignments. These discipline slips were used in determining their report card grades, which were issued every ten weeks. Accumulation of three or more white slips resulted in the placement of a "U" or unsatisfactory mark in the cooperation box on the report card of the student. The accumulation of three or more blue slips resulted in the placement of a "U" in the work habits box on the student's report card. The marks could not be worked off or removed in any way, but were not carried over into the next report card period.

When the two approaches are compared, it would seem that the "check" system of discipline developed at Montague Elementary School was more closely matched with Glasser's Reality Therapy, and the goals of the Los Angeles Unified School District.
4. Sixth Grade Spirit

At Montague Elementary School, the key to our program was spirit. A student who was excited about coming to school, who felt he was part of something special, who was motivated to pursue learning was one who helped to make our program a success. In order for this to happen, our program needed to be attractive to the student. To generate student spirit, a number of things were incorporated within the program. They were as follows:

a. Council - A Sixth Grade Council was established. This council was elected by the students and was responsible for aiding in the planning of all special events. The council was also used for solving certain school problems that concerned the sixth grade. The council was composed of a president, vice president, secretary, and two representatives from each home room. Elections were held twice a year, in September and again in February. The term of office for all elected officers was five months. Students were not allowed to run for re-election. This stipulation was planned with the intention of giving a greater opportunity in leadership roles to a larger number of the students.
The council held regular meetings following parliamentary procedures. The secretary took down the minutes during the meeting and read them to the entire sixth grade student body in the auditorium on the Friday following each meeting. In this way, the sixth grade was informed of upcoming events and other school or council decisions.

All students were encouraged to bring a suggestion for an activity or any student grievance to the council via his representative. In attempting to achieve the objectives of the sixth grade program and in keeping with the guidelines of the Los Angles Unified School District's publication, Health in the Elementary Schools (1959) the council provided experiences which were deemed vital in fulfilling social and emotional needs of the sixth grade students who:

1. Show strong interest in establishing status within his group.

2. Desire opportunities to assume increased leadership and responsibilities in class activities.

3. Desire opportunities to make decisions and discuss social problems.
(4) Desire the power of example: by being a worthy example to other children.

(5) Desire recognition.

Establishing a sixth grade council attempted to meet the needs of students who desired these types of school experiences. It was also assumed that the student council aided in the development of a healthier and more positive self-concept within those students. Furthermore, it was assumed that by working with other students and teachers, in a relaxed atmosphere, on projects of special interest to them, this experience would further enrich their peer and teacher relationships.

Haddon Elementary School did not include any form of sixth grade student government within its program.

b. Physical Education

At Montague Elementary School, spirit was generated by the various leagues that both boys and girls enthusiastically participated in throughout the year. Individual as well as team sports were emphasized. Names like, "The Montague Monsters", "The Pacoima Downers", "The Road
(United Slaughtering Association), were typical team names. It was assumed that these student-selected names would add to a student's personal identity, sense of belonging and enthusiasm. A daily schedule of games and league standings was kept in each of the sixth grade classrooms. At the end of each league, a championship game was held, which was watched by the entire sixth grade.

In the championship game, the first place league team defended its title and number one status in a game in which they played against the All Stars, (a team consisting of students voted "best players" on each of the other league teams). For this game, all (players) students brought in a T-shirt and using stencils and marking pens, designed a team "uniform" especially for the championship game.

Eight millimeter motion picture films were taken of the game, and the cheerleaders with their pom-poms and routines added to the color and enthusiasm of the event. The most valuable players
from each team received awards and to all others who played in the league, a certificate of participation was received. The goals were teamwork, sportsmanship, and knowledge and skill of the game. Precautions were taken to alleviate any undue pressures put on the student by league competition. Football, volleyball, basketball, kickball and softball were some of the sports that involved leagues. Handball, apparatus, physical fitness were some of the activities that involved the individual.

At Haddon Elementary School, there were no physical education leagues nor any of the paraphernalia which Montague Elementary School used in its physical education program.

At Haddon Elementary School, the program is departmentalized with one of the instructors providing daily instruction in Physical Education in the traditional elementary school fashion.

It was assumed that the physical education program at Montague Elementary School provided recognition for outstanding individuals and team athletic capabilities as well as satisfaction and enjoyment for both participants and spectators.
In the area of human relations, the physical education leagues provided experiences in which students could play harmoniously with others, and yet retain individuality. League games also afforded the opportunity for students to practice good sportsmanship, both as a participant and spectator, in considering the feelings of others.

The physical education program at Montague Elementary School was designed to aid in the growth, improvement, and enrichment of student attitudes in all of the four areas of this project study.

c. Sixth Grade Class Name

One tradition at Montague Elementary School was that the sixth grade had a class name. The name is student chosen and printed with a student designed insignia on a T shirts, which students and teachers wear to special events. In selecting a sixth grade class name, each of the five home room classes held primary elections to decide on two names it would submit for the final sixth grade balloting. The ten names in competition were: Nighthawks, Road Runners, Sixth Grade Rampage, Heaven's Devils, Midnight Riders, Montague Mustangs, Montague Rebels, Jaguars, Village Crowd,
and Chrome and Hot Leather.

The name finally selected by the student body was The Midnight Riders. Students were then asked to submit designs for a matching insignia in keeping with the spirit of the name. The design chosen was a full moon in the midst of dark clouds with the name Midnight Riders encircling the top and bottom of the moon. The design was then transferred to a silk screen and printed on T-shirts, each student supplying his or her own T-shirt.

It was assumed that the name, "The Midnight Riders", satisfied a need for identity within the sixth grade. It reaffirmed each student as a special part of that group, created no insiders or outsiders within the group.

Lastly, it gave special recognition to two individuals within the group, the student who conceived the name and the student who executed the design insignia.

At Haddon Elementary, there was no class name or insignia with which the students could identify outside of the fact that they were sixth graders.
d. Sixth Grade Class Cheers

At Montague Elementary, the sixth grade had its own class cheer which further added to the identity of the group. At championship games, special events, or some other spirited activity, the entire sixth grade exuberantly shouted out the class cheer. The class cheer had a basic format which was adaptable for any occasion. It was used to build spirit and enthusiasm for a coming event or activity, as a culmination of an event, or as a means of remembering all of the good times.

The cheerleader shouted out a phrase and the sixth grade class shouted back the same phrase. The cheer began with the cheer leader shouting out, "You gotta move!" The children would then respond. The cheer would continue on in this manner with phrases like: "You gotta live!, you gotta groove!, you gotta love!, you gotta feel!, you gotta see!, you gotta touch!, you gotta be!, you gotta have friends!, you gotta have good times!. In addition, special phrases were inserted to meet the needs of the occasion, e.g., "You had a great beach trip!" or "You're going on a camp out'." The cheer concluded with the cheerleader shouting the final phrases, "You got it
made", the students would echo, at which time the cheer leader asked, "Where?" and the students responded, "In the sixth grade!"

The sixth grade cheer further reaffirmed the students' identity, as well as a sense of belonging to this special group.

Haddon Elementary School did not have a sixth grade class cheer.

e. **Friendship Chant**

At Montague Elementary School, there was a friendship chant. The students chanted the words, "You got friendship!", while at the same time, they clapped out a specific rhythm pattern. The clapping was styled in the vernacular hand-slap-ping "gimmie-five" greeting of friendship which was used by the students. Two students stand face to face as partners. Each claps his hands together once and then one extends his right hand, palm up, and the other student slaps the extended hand once. Both students then clap their own hands quickly, twice, and repeat the slap once. The pattern is clap, slap, clap, clap, slap. The words, "you got" precede the first clap and "friendship" is extended and sung during the first clap and slap. During the second two claps and
the final slap, the chant leader adds phrases such as, "In the sixth grade", "you got it made!" "every day and night!", "yes!", "it's outta sight!"

It was assumed that in doing the friendship chant, the student would be paired off with many different students throughout the course of the year. The chant sought to promote student awareness of qualities and possibilities of the opportunity of making meaningful friendships with the other students in the sixth grade.

In the program at Haddon Elementary School, there was no friendship chant.

f. Special Monthly Trips

Sowards and Scobey (1968) point out that there is common agreement that field trips are a widely used method of instruction. Entering kindergartners and first graders are often oriented to the school and its immediate neighborhood by taking short walks to see the houses, the busy street, the shopping center, or the fire station. This helps children know their neighborhood and the activity within it. Field trips to factories, museums, zoos, government agencies, and other community institutions are accepted in most
schools as important ways to understand the local area and to enrich curricular content.

However, in spite of the instructional value, at the beginning of the 1972-1973 school year, all trips in Los Angeles Unified School District were cancelled, due to budget cuts. The sixth grade teachers at Montague Elementary School submitted a proposal to acquire monies from the school determinat needs fund for trips. After persuading the rest of the staff, and gaining the support of both the P.T.A. and Parents Advisory Council, a proposal was submitted for an $850 trip allotment. But, the proposal was denied.

However, the sixth grade teachers at Montague Elementary School felt the need to go beyond the learning environment of the classroom. The types of learning experiences that lie outside the classroom were viewed as invaluable to the children in this disadvantaged community. Trips and the dynamics of the trip experience were seen as an integral part of the sixth grade program in bringing to fruition the objectives of the hypothesis. This type of educational enrichment for this representative student socio-economic group was viewed as vital. Studies have repeatedly
shown that direct experience is the number one teacher. These educational experiences that are unavailable in the classroom prove of immeasurable value to the students because they provide a greater understanding and perception of the world beyond their immediate environment. Through the medium of trips, the student would come to know the teacher outside of the classroom setting in which emphasis could be directed towards their mutual understanding and friendship as individuals. Being convinced of the inherent values of trips, even though our proposal was denied, trips were conducted.

One of the sixth grade teachers gained access to bus rentals through the Associated Charter Bus Company. Trips were planned by the Student Council and occurred every other month. Depending on the trip, we went on a Friday night, Saturday afternoon, or weekend. All trips were extra curricular activities and were in no way connected with the Los Angeles Unified School District. They were planned, organized, and financed entirely by the sixth grade students and teachers of Montague Elementary School.

In September, the sixth grade went on a beach
and barbeque trip to Playa del Rey. This site was chosen due to the fact that it is the only Los Angeles County beach which permits fires for cooking. Activities included: swimming, football, singing, and of course, eating.

In November, the sixth grade held a picnic at Brandford Park. This site was chosen as it is the closest neighborhood park to Montague Elementary School. Activities included games like: egg toss, orange passing, wheel barrow races, mummy contest for prizes and a candy treasure hunt. We also used various park facilities and equipment.

In January, the sixth grade went roller skating at Northridge roller rink. This rink was chosen because of its group rates and the fact that the sixth grade would have exclusive use of the rink. Activities included various skating games and the hokey pokey.

In March, the sixth grade travelled to the San Pedro Harbor. Activities included: a boat excursion around the harbor, lunch and sight seeing at Ports of Call, and exploration of the nearby Cabrillo Marine Museum.
In June, the sixth grade culminated its trip program with a weekend campout at McGrath State Beach. Activities included: swimming, hiking, nature study, football, volleyball, camp fire (with ghost stories, singing, and the making of "smores"). At the camp out, all meals were prepared and consumed by students and teachers.

Generally, nearly 75 per cent of the entire sixth grade student population attended any given trip. Attendance at these extra-curricular trips was high, considering that the students were attending after normal school hours.

At Haddon Elementary School, the enrolled students had no program of extra-curricular school trips.

g. The Calendar

At Montague Elementary School, each teacher had a posted monthly calendar in the classroom. The students could refer to the calendar for any upcoming activities during the month. Trips, guest speakers, special events, progress reports, championship games, and students' birthdays were all listed on the calendar.

The calendar was a visible way of reinforcing
the idea that all of the rooms were part of the sixth grade and at any time during the day, while students are changing classes, they were aware that they were a part of the sixth grade program.

It was also a useful way of having students gain information about events which concerned them in a perspective of time.

h. The Newspaper

In Montague Elementary School, the sixth grade published its own monthly paper, the Sixth Grade Times. The paper contained columns and features on literature, weather, astrology, jokes and riddles, comics, poetry, music, fashion and sports, as well as personal stories and surveys of the activities of its teachers and students.

The students in the top reading class wrote the copy, did the layout, and designed the artwork. Teachers edited for grammatical corrections and typed the articles and the students ran off the newspaper on the ditto machine, making enough copies for the entire sixth grade. Then they collated the newspaper and disseminated them to all the reading classes in the sixth grade.

The following is a brief description of what
was contained in a typical monthly edition of the Sixth Grade Times:

(1) Fantastic events featured current news of what type of activities were planned for the coming month.
(2) The weather featured daily temperatures predictions and advice for types of clothing to wear.
(3) Smileage featured jokes and riddles.
(4) Birthdays featured the dates and places of birth of those born in that month, as well as birthday wishes.
(5) The Literature Section featured original students' stories, plays, or poems.
(6) Girls and boys sports featured league standings, history, and rules of the game and interviews with team members and teachers.
(7) Mystery student attempted to give clues which would enable you to guess the identity of a sixth grade student. A prize was awarded to the student sleuth who unraveled the mystery first.
(8) Music featured a student poll of the top ten records as well as other musical surveys.
of students and teachers' tastes in music.

(9) T.V. and movies featured students' poll of the top ten T.V. shows as well as other surveys of students and teachers' tastes in this media.

(10) Teachers Tell It All featured a personal interview with the teachers and/or administration in an attempt to make each teacher a more personable figure to relate to.

(11) Astrology featured Horoscope for those born in that month, as well as other astrological information.

(12) Comics featured original cartoons by the students.

The experience for the 37 children involved in producing the newspaper was one of pride, accomplishment, and contribution. This was exemplified by the eagerness and enthusiasm with which all students worked on the newspaper. It was noticeable in the expressions on their faces when students would make comments to each other about the newspaper, as well as the tone of voice when they would show off their article to their friends.

The students at Haddon Elementary School did
not produce a class newspaper of any kind.

1. **Special Events**

At Montague Elementary School, there were a number of special events that took place over the 1972-1973 school year. A special event was an on-campus activity and usually had a theme. They were planned by the Student Council and occurred on the months in between our extra-curricular trips.

In September, the sixth grade held student body council elections. Activities included speeches, campaigning, and ballot voting.

In October, the sixth grade celebrated United Nations Day by dressing in costumes of representative countries. The special program consisted of a discussion of the United Nations, including songs, food and films.

In December, the sixth grade had a Christmas party. Activities included a visit from Santa Claus, refreshments, and a dance contest with certificates and prizes awarded.

February brought a copy of "The Dating Game" T.V. show to the school auditorium with the student couples selected for the date taken by a
teacher chaperone out for a luncheon date at a
neighborhood pizza restaurant.

February also included a Valentine's Day Dance
with refreshments and a dance contest, T-Shirt
Day, and student body elections for the Spring
Council.

March featured "Slave Days" during which boy
and girl partners switch places as both master
and slave for one day each. Activities include
sharpening pencils, carrying books and buying
lunch at the cafeteria.

In May, the sixth grade held two "fund
raisers" in order to raise money for the camping
trip which was planned for June. Students sold
tickets in the community and worked at washing
cars. The students also sold tickets and ushered
at the Student Film Festival held in the school
auditorium. The festival which featured eight
millimeter student films produced in the drama
mini-course. The films were entirely student
produced with the sixth grade students involved
in the capacities of props, costumes, makeup,
scenic design, and of course, acting in the films.

The teachers in the sixth grade at Montague
Elementary School believe as Mrs. Martha Froelick, principal of Finley School in New York believes, that the real objective of schools should be educating children who feel good about themselves and about their school because school should be a place to laugh and dance and sing and have fun.

It was assumed that special events were an immense help in attaining this objective and also in achieving the enrichment and improvement of a positive student attitude towards school.

Haddon Elementary did not have any special events designed exclusively for and by sixth grade students' participation.

J. **Guest Speakers**

At Montague Elementary School, the sixth grade teachers depended on their own resources to bring in guest speakers. Guest speakers were selected on the basis of teachers' perceptions of student interest and were presented to the entire student body in the school auditorium. These were some of the guest speakers:

(1) **Bosco La Bamba** was a five piece rock and roll band that specialized in a 1950's
revival image of songs style and dress. This was done to show the students the type of music that their teachers listened to when they were in the sixth grade. The students' response to the concert was enthusiastic, as exemplified in the fervent applause during the performance and the great demand for autographs afterwards.

(2) Hiroyasu Fujishima demonstrated, with the aid of his pupils, the self defense art of Karate. Judging from the T.V. poll in the sixth grade newspaper, Kung Fu was a very highly rated television program and students were interested in Karate. One measure of success was noted in the fact that students, who had been observed up until that point, who had been giving playful karate chops to their friends on the playground, were impressed with the idea at the demonstration that this was a skill to be studied and used only in self defense and these actions were observed far less frequently afterwards. It appeared from the students' comments that they had found the presentation to be both entertaining and instructional.
(3) Bob Thatcher has been an ex-marine pilot and former member of the community. He demonstrated the use of uniform, equipment, showed flight plans and photographs and talked about flying for pleasure and as a career. Many students appeared to be quite interested and stayed after class to talk with him further.

Haddon Elementary had no program of guest speakers for the sixth grade students.

k. Special Films

Special films that were relevant to the mini-courses or that were deemed educationally entertaining to children were viewed by the entire sixth grade every Friday in the auditorium.

By the use of these special films, the sixth grade teachers attempted to match the impact and interest of today's media.

The Red Balloon, Amelia and the Angel, Cadillac, Time Out of War, Joshua, Golden Fish, Dream of Wild Horses, Bush Country Adventure, River Boy, Skater Dater, Happy Anniversary, Occurrence at Owl Creek Bridge, Why Man Creates, Sunday Lark, Purse, were some of the representative film titles.
In addition, many Walt Disney films were shown, including True Life Nature Adventure Series, educational cartoons, and full-length feature films. These films were acquired from various sources.

It was assumed that viewing these special films enhanced the students' attitudes toward a more positive view of school.

Haddon Elementary School showed its sixth graders elementary school films which were obtained from the Los Angeles Unified School District's audio visual section. These films were considered by the sixth grade teachers at Montague Elementary School to be far inferior in quality of production, entertainment value, and learning experiences to those special films selected for viewing at Montague Elementary School.

1. Sixth Grade Graduating Class Picture

Montague Elementary School had a panoramic picture taken of the entire sixth grade class in the style of the graduating junior and senior high school class pictures. Montague Elementary School students often collected autographs of their friends, which were written on the back of the picture. The picture served as a momento of
the close friends, teachers, and other students with whom they had shared all of the educational experiences of their sixth grade career.

The class picture was a procedure also utilized by Haddon Elementary School.

m. Culmination

At Montague Elementary School, during the year, various activities were recorded on eight millimeter film. This film was shown to the students on many occasions during the Friday auditorium film time. The film became longer and longer due to the fact that more sixth grade events and activities had transpired and were recorded on film. The students had an opportunity to view both their physical growth and past activities. At the end of the year, it was hoped that students would reflect on all the activities in which they had participated. It was also hoped that students would feel a sense of accomplishment and be able to express their feelings in such statements as, "It's not only what I have learned, but who I have learned it with."

During Open House and again at graduation ceremonies in the final week of school, the parents were also invited to view this film and
have a chance to see their children involved both in academic subjects as well as the extra curricular events and activities.

5. Grading and Evaluation

At Montague Elementary School, in place of Los Angeles Unified School District report cards and standardized grades, the teachers' evaluations of the students' progress took the form of descriptive reports. These were individually written for each student. In addition, there were oral interviews or "conferences" which were held with the parent, pupil, and teacher in attendance.

Throughout the year, there were several types of written evaluations. (See Appendix Page 100) At the end of the first and third ten week periods, progress reports were issued. At the second and fourth ten week periods, there was a more detailed mid-term and final evaluation of the student's academic and social development. These evaluations indicated the student's achievement in reading, mathematics, physical education, and social maturity.

Each student received yet another type of evaluation. This was at the end of every seven weeks when a written evaluation of the mini-courses which the student had completed in the areas of social studies,
science, and the arts, was made.

In addition to the written evaluations, two conferences were scheduled during the year. However, if it was deemed necessary to hold additional student as well as parent conferences, it was done.

It was assumed that the type of student evaluation used at Montague Elementary School accomplished the following:

(1) Aided in a more positive self-concept attitude developing within the students due to the elimination of failure labels.

(2) Aided in the formation of better peer relationships due to abolition of standardized letter grades which force student competition.

(3) Aided in a greater concentration on the individual's achievements.

(4) Aided in increasing the student's positive attitudes towards school, due to the abolition of standardized grades.

(5) Lastly, it was assumed that this type of reporting added greater meaning to the educational process from the point of view of both student and teacher.
At Haddon Elementary School, the teachers issue the traditional Los Angeles Unified School District's report card every ten weeks, complete with A, B, C, D, F standardized grades. The teacher may request a parent conference, if it is so desired. However, no specific times were set aside for them.

In summation, it was assumed that the sixth grade program of Montague Elementary School provided a unique total program of humanistic education in a comfortable learning environment for the students.

In all of the aforementioned areas, the sixth grade program at Montague Elementary School utilized teaching methods and materials which were expressly designed to aid in the growth, improvement, and environment of student attitudes in four areas:

a. The student self-concept
b. The student and peer relationships
c. The student and teacher relationships
d. The student and his attitude toward school

Furthermore, it was assumed that it was the implementation of this program which would be responsible for a significantly greater growth, improvement and enrichment in student attitudes of those students enrolled at Montague Elementary School.
IMPLEMENTATION AND ANALYSIS OF TESTING PROCEDURES

PROCEDURES

The responses to an attitude survey questionnaire of the sixth grade students enrolled at Montague Elementary School were compared with those of the sixth grade students enrolled at Haddon Elementary School.

At each of the schools, the sampling consisted of twenty girls and thirty boys, selected at random, from the total sixth grade population.

The students' attitudes were measured through the use of an "Attitude Survey"* designed and developed by the author especially for use in this study. This instrument was in the form of a self-report questionnaire that was group administered and respondent enumerated.

As was previously stated by Thurstone (1927), it is desirable that attitude questionnaires be administered in those situations where one may reasonably expect respondents to tell the truth.

* See Appendix
During the administration of the questionnaires used in this project, care was taken to insure the type of situation in which truthful answers from the respondents might be elicited. Students were instructed to respond to questions openly and honestly. They were instructed that the questionnaires would in no way affect their grades in school. They were told that there were no right or wrong answers to any of the questions. Finally, they were assured that all their answers were considered confidential and that teachers would not treat them differently because of their responses.

The questionnaires were administered during the 1972-1973 school year, utilizing a pre and post testing technique. The pre-testing was administered concurrently at both schools in 1972, at the beginning of the school year, during the month of September. The post testing was administered concurrently at both schools in 1973, at the end of the school year, during the month of June.

RESULTS

A non-parametric Mann-Whitney U Test was used to analyze the pre and post test scores of the student responses to the attitude questionnaire. The data are presented in the following two tables.
TABLE 1

COMPARISON OF PRE-TEST & POST TEST - GIRL STUDENTS

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<th>MONTAGUE/HADDON</th>
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<td>TEACHER</td>
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<td>PEERS</td>
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**COMPARISON OF PRE-TEST & POST TEST - BOY STUDENTS**

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<td>TOTAL</td>
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CHAPTER #5

SUMMARY

After examining a review of the literature and research conducted in the area of student attitudes, the author found that many students in the public schools may acquire negative attitudes. In general, it may be said that many students may have weak self-concepts, poor rapport with their classmates and teachers, and a poor regard for their school and their education.

The author felt that a possible remedy to these negative student attitudes might lie in the implementation of a more humanistic educational program in which there was vital concern for student attitudes.

Such a program would reorganize many aspects of elementary education and would utilize humanistic teaching methods and materials which would be expressly designed to aid in the growth, improvement and enrichment of student attitudes in four areas:

a. The student self-concept.

b. The student and peer relationships

c. The student and teacher relationships

d. The student and his attitude towards school
The purposes and general objectives of this project were twofold; first, to design and establish a program of this type within the public schools and secondly, to ascertain its affects upon student attitudes.

An educational program of this type was conceived, developed, and implemented by the author in the sixth grade at Montague Elementary School in the Los Angeles Unified City School District.

The hypothesis stated that if this program was initiated over the period of one school year, there would be significant attitudinal changes in the students enrolled in that program. These changes would result in an increased enjoyment of school, more positive inter-personal relationships with teachers and peers, and an improved self-concept.

In this project, the author attempted to discover the effects that the sixth grade program of instruction at Montague Elementary School had on the attitudes of a random sampling of the total sixth grade student population at that school. This was achieved by comparing the responses of the students to an attitude survey questionnaire.

These responses of a random sampling of students at Montague Elementary School were compared with those random
samplings of the sixth grade students enrolled at Haddon Elementary School. The questionnaires were administered during the 1972-1973 school year, utilizing a pre and post testing technique.

CONCLUSIONS

Based on the results of the non-parametric Mann-Whitney U Test, which was used to analyze the pre and post test scores of the student responses to the attitude questionnaire, the author was led to conclude that in the areas of:

a. The student self-concept,
b. The student and peer relationships,
c. The student and teacher relationships,
d. The student and his attitude toward school

there was no significant difference between the sampling of student attitudes at Montague Elementary School and the sampling of student attitudes at Haddon Elementary School.

There is no concrete evidence as to the causes of the non-significant results of this project. However, one can speculate as to some probable factors. Perhaps, the most plausible is that any group of students, in any grade level, at any given school, is likely to think of their scholastic attitudes in a somewhat positive way, since they do not have any other directly parallel scholastic experience or educative environment to which to compare it.
This factor shall be called the "attitudinal relativity phenomenon".

Upon further speculation, the author was drawn to the following hypothesis. Assume that during the pre-testing, the students at both schools were somewhat unsure of their new situation. As a consequence, they did not really know how honest they could be with their new teachers and answered in a perhaps somewhat more positive mode of response. This may have stemmed from a desire to please and gain approval from their new teachers, or for fear of possible retributive measures enacted against them, if they answered unfavorably.

Assume next, that at Haddon Elementary School, this same pattern of response persisted at the time of post testing. All attitudes would generally remain the same.

Now, assume that the program at Montague Elementary School was more successful and in reality did cause the students to respond with a more honest and true reaction at the time of the post testing. The students, therefore, would be responding their true feelings towards school. Thereby, the results would appear to be non-significant.

However, it must be noted that, as was previously pointed out in this project by Summers (1970), attitudes reflect a highly complex and complicated part of a person's
emotional character. An individual's attitudes may be viewed as extremely nebulous and elusive. Therefore, researchers find them difficult to quantify and measure with any degree of accuracy and reliability. For, as was previously reported by La Piere (1934) et al., research points out that although one may have an attitude expressed by any given individual, he cannot state categorically that, that individual's actions will be in accord with his attitudinal expressions.

RECOMMENDATIONS

The author recommends that further research in the area of student attitudes is needed. The author further recommends that both the program and questionnaire used in this project be refined and redeveloped so that they may become more precise vehicles for attitudinal research. Also recommended is that this experimental program be duplicated, using different schools in different socio-economic areas and that these refined results be compared with the existing data.

This, in the author's opinion, may give a more conclusive conception of this experiment.
BIBLIOGRAPHY


Los Angeles Unified School District. *Course of Study For Elementary School.* Division of Instructional Services, Publication Number 375, 1964 Revision.


## PROGRESS REPORT

<table>
<thead>
<tr>
<th>Name of Pupil</th>
<th>Exceeds Course Requirements</th>
<th>Date</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Home Economics</td>
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**Zoology.** The study of animals with emphasis on mammals. This introduction to the study of mammals includes their chief characteristics, diversification among the classification, habitats and life patterns. Evaluation is based on periodic quizzes, both oral and written, classroom discussions, and an animal report.

**Anthropology.** A general introduction into the concept that man is a product of both his heredity and environment. The study deals with the variabilities among peoples, both physical and cultural. Evaluation is based on quizzes, both oral and written, class discussions, and individual participation in group projects.

**Music/Dance/Enrichment Activities.** Singing of contemporary songs and an introduction to ethnomusicology. Dance includes an introduction to basic patterns in square and folk dances and promotes social growth. Enrichment activities include a variety of experiences for coordination and enjoyment.

Mrs. Donna Stapp, Teacher
### History of Cities

This course briefly traces the development of mankind and his cities highlighting Cave Dwellers, Mesopotamia, Greco/Roman, medieval and modern civilizations with emphasis on changes and development in cities and city life. Course requirements include chapter study, assignments, classroom discussion and examinations.

### Drama

History of world drama and its development from primitive man to present day drama. Students are involved in charades, pantomime, commercials, radio show, playwriting, puppetry, filming an 8 mm. motion picture. Course requirements include dramatic history examinations and participation in dramatic activities.

### Music/Dance/Enrichment Activities

Music includes singing of contemporary songs and an introduction to ethnomusicology. Dance includes an introduction to basic patterns in square and folk dancing and promotes social growth. Enrichment activities include a variety of experiences for coordination and enjoyment.

---

**Mr. Barry Watnick, Teacher**
## Progress Report

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<td>Folklore and Folktales. A study of legends, stories and songs originally transmitted by word of mouth. Course requirements include discussion and examinations.</td>
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<td>Economics. The study of economic behavior with emphasis on societies' wants and needs. Course requirements include discussion and examinations.</td>
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| Arts and Crafts. The student uses his hands to develop a creative art form. | | | | Mrs. Carol Rankel, Teacher
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<td>General Science. An overview of the basic scientific relationships that are useful to know in everyday life through use of text, worksheets, and discussion. Course requirements include class participation, completion of assignments, and examinations.</td>
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<td>People and Life. An exercise in how to better communicate and relate to others through discussion and text. Course requirement: Participation and interest.</td>
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Mr. Stephan Horwitz, Teacher
### Progress Report

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<td><strong>Health</strong>. A study of the human body and drug abuse. Course requirements include completing assignments, projects, and examinations.</td>
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<td><strong>Art</strong>. Art experiences through a variety of media. Course requirements include following specific directions and completing assignments.</td>
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</tbody>
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Miss Elise Loenthal
THE SIXTH GRADE COMMITMENT

Now that I am in the sixth grade, I know that I am in school to learn. To have a successful and enjoyable year, I should do the following:

1. Make the sixth grade program work by:
   a. helping each other
   b. having spirit
   c. being on time and in the right place
   d. sharing things and new ideas

2. Be responsible to our school by:
   a. using buildings properly
   b. cooperating with teachers and students
   c. obeying school standards

3. Learn by:
   a. always trying to do my best
   b. having confidence in myself
   c. trying new things
   d. thinking things out

4. Have a successful and enjoyable year by:
   a. making friends
   b. planning and participating in events
   c. going on trips

And above all, I will take pride in myself and our program, then I will have it made in the sixth grade.

Name ________________________________
## Progress Report

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Pupil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Course</td>
<td></td>
<td></td>
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<tr>
<td>Needs Improvement</td>
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</tbody>
</table>

### Reading

### Language Arts

### Spelling

### Mathematics

### Physical Education

### Social Maturity

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**Teacher**
### Sixth Grade Pupil Evaluation

<table>
<thead>
<tr>
<th>Name of Pupil</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Days Present</th>
<th>Days Absent</th>
<th>Tardy</th>
</tr>
</thead>
</table>

#### Reading

#### Language Arts

#### Spelling

#### Mathematics

#### Physical Education

#### Social Maturity

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**Teacher**
ATTITUDE SURVEY
By Barry E. Watnick

SCHOOL
1. I like school.
   usually  sometimes  never
2. I like school trips.
   yes  sometimes  no
3. I like P. E.
   yes  sometimes  no
4. I like the things we do in reading.
   yes  sometimes  no
5. I like the things we do in math.
   yes  sometimes  no
6. I like the things we do in science.
   yes  sometimes  no
7. I like the things we do in social studies.
   yes  sometimes  no
8. I like the way the teacher grades me.
   yes  sometimes  no
9. I try to learn about things that interest me on my own.
   yes  sometimes  no
10. I think school gives me a chance to try out my new ideas.
    usually  sometimes  never
11. I like the way the classroom looks.
   yes  sometimes  no

12. I think the things I learn at school are important.
   yes  sometimes  no

TEACHER

13. I feel I can talk to the teacher about most problems that I have.
   usually  sometimes  never

14. I think the teacher cares about me.
   a lot  some  not at all

15. I think of the teacher as a friend also.
   yes  sometimes  no

16. I like the way the teacher teaches.
   yes  sometimes  no

17. I like the way the teacher looks.
   yes  sometimes  no

18. I like it when the teacher participates in the kind of activities we have.
   yes  sometimes  no

19. I enjoy being with the teacher because I think the teacher likes being at school.
   yes, he likes it  sometimes he likes it  no, he doesn't like it

20. I enjoy my teacher more when I know about his life outside of school.
    yes  some  no

21. I think the teacher treats me fairly, if I am not behaving myself.
    yes  sometimes  no
PEERS

22. I get along with most of the kids at school.
   usually   sometimes   never

23. I think having friends at school is important.
   yes       sometimes   no

24. I have chances to make friends at school
   a lot      some       a little

25. I enjoy being in a group.
   yes        sometimes   no

26. I care about how other children feel.
   usually    sometimes   never

27. I enjoy being on a team.
   yes         sometimes   no

SELF

28. I feel I can take care of a lot of things myself.
   usually    sometimes   never

29. I have confidence in myself
   usually    sometimes   never

30. School has helped me know myself better.
   a lot       a little    not at all

31. I feel I can say what I think in school
   usually    sometimes   never

32. I feel proud of going to this school.
   usually    sometimes   never
33. I think of myself as being an important part of this school.
   yes  sometimes  no

34. I think the children at school like me.
   most of them  a few  hardly any

35. I think when the children see how I act
   most want to act like me  some want to act like me
   hardly any want to act like me

36. I feel that the teacher likes the things I do.
   usually  sometimes  never

37. I think the other children care about me.
   usually  sometimes  never

38. I am not afraid to try new things.
   usually  sometimes  never

39. I worry about failing in the work I do at school.
   usually  sometimes  never