

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree) (Major)

Date Thesis presented August 1, 1935---

Title FACTORS ASSOCIATED WITH DISHONESTY IN HIGH SCHOOL STUDENTS-----

Abstract Approved: Redacted for privacy
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The purpose of this study is not only to ascertain the extent of cheating in high school, but also to determine, if possible, some of the factors which may be associated with dishonesty in high school. Many studies have been made on the elementary and college levels of our educational system, but very few on the high school level. This study attempts to supply some of the data needed in a continuous study from the elementary through the college level.

The technique employed to determine cheating involved the giving of a vocabulary test to 513 high school students in Baker, Oregon, High School. Tests were administered and taken under normal classroom conditions, neither teachers nor pupils being aware of the purpose for which it was to be used. The tests were secretly scored, copies of the students' answers made, and returned to the students with directions that each one correct his own paper. Any discrepancy between the student's own scoring and the secret scoring denoted cheating and was then recorded on master summary sheets for the purpose of analysis.

It was found that 33.3% of the students in this high school took advantage of the opportunity to cheat; the percentage for the boys being 30.9 and for the girls 35.8.

It was noted in this and other similar studies that anything which exerts pressure upon a student making it more difficult for him to compete successfully with other students has a tendency to produce dishonest behavior of this particular kind. Such factors as mental ability, scholastic achievement, sex, age, year in high school, broken home due to death of parent, elder or younger brothers and sisters, school progress, and number of extra-curricular activities, appeared to have a more important bearing on the tendency to cheat than did such factors as church or character organization affiliation, number of brothers and sisters, type of activities, city or rural residence, elementary school attended, parent's occupation or salary, parents living together or separated, nationality of parent, or curriculum in which the student was enrolled.

This study was purposely made to parallel that made in 1933 by N. E. Peavy at Oregon State College regarding the dishonesty of college students in order that comparisons might be made and points of similarity and difference noted. For the most part, similar results were obtained in this as in the Peavy study, although there were several points of difference noted.

FACTORS ASSOCIATED WITH DISHONESTY IN HIGH SCHOOL STUDENTS

by

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A THESIS

submitted to the

OREGON STATE AGRICULTURAL COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1936

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ACKNOWLEDGMENT

The writer wishes to take this opportunity to express his appreciation to those who assisted in any way in the preparation and completion of this thesis. Special acknowledgment is due to Dr. F. W. Parr, Professor of Secondary Education, in charge of major, who gave patiently of his time, and to Mr. Troy D. Walker, Principal of Baker High School, through whose kindness and cooperation this study was made possible.

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FACTORS ASSOCIATED WITH DISHONESTY IN HIGH SCHOOL STUDENTS

CHAPTER I

INTRODUCTION

While many studies of student dishonesty have been made, very few of these relate to the high school student. In fact, the writer was able to find only two studies that cover the entire four grades of high school. Because of the writer's interest in this problem, because of the striking lack of data, and because a need was expressed for more information on the subject of dishonesty in high school students, this study was undertaken. More specifically, the suggestion for this study came as a result of an experiment performed by N. E. Peavy* at Oregon State College, regarding the dishonesty of college students. Insofar as possible, the techniques and procedures used in this study are purposely made to parallel those used in the experiment conducted by Peavy.

Inasmuch as this study deals with certain aspects of character training, it would be well at this point to define the terms as they shall be used in this thesis. Dishonesty has been variously defined, but, for purposes of this study following the definition given by Peavy, we shall regard it as a violation of confidence or trust placed in an individu-

* Peavy, N. E. Factors Associated with Dishonesty in College Students. Oregon State College Master's Thesis, Unpublished, 1933.

al. It is only one of the innumerable reactions which go to make up one's character, but nevertheless an important one with which parents, churches, schools, and other organizations are vitally concerned. It is believed that children coming into the world are neither honest nor dishonest by nature. Such honest or dishonest conduct as the child displays is learned from parents, friends, teachers, or other through daily contact and in specific situations rather than in the abstract. Dishonest conduct is often the adjustment made by an individual when a conflict exists between him and his environment. The individual feels the pressure of a needed adjustment and unless that individual has learned the meaning of honesty through example, teaching, practice, or other means, the natural adjustment made may be a dishonest one. The old theory that one is either honest or dishonest in all his activities is no longer accepted. One may be entirely honest in one situation and entirely dishonest in another.

In this study only one specific kind of dishonest conduct will be considered, that of cheating in the classroom. The writer wishes to emphasize that this is only one specific kind of dishonest conduct and that while a student may cheat in a test, he does not presume that this same student would lie or steal or even cheat in a different situation.

Cheating, for the purpose of this study, may be de-

defined as a type of dishonesty observed in the classroom, in which the individual resorts to unfair means to gain an advantage. In this study cheating was determined by giving the student a test which was then secretly scored by the writer and later returned to the student with instructions that he correct his own paper. By comparing the results obtained from the secret scoring with those obtained when the students corrected their own papers, it was a simple matter to discover any evidence of cheating.

High school administrators and teachers have long been concerned with the problem of cheating in the classroom. However, due to the fact that information of an objective nature concerning pertinent aspects of the problem has been lacking, before much can be done in the direction of correcting this situation, data concerning the frequency of cheating and the factors associated with it must be determined. The chief contribution of this study is that it may furnish this type of data which should prove useful in formulating some method of attacking this problem.

It has long been recognized that something is wrong with the type of character training and moral instruction received by the youth of our country. There is a growing realization that there is a need for some organized type of instruction which will enable the individual to make wholesome, honest, and socially acceptable adjustments in life.

If a better understanding of the conflicts and perplexing situations confronting the student can be brought about, and a more sympathetic attitude on the part of parents and teachers established, considerable progress in formulating a program of character education should result.

POINTS OF DIFFERENCE BETWEEN THE PEAVY STUDY AND
THE PRESENT STUDY

As mentioned in the Introduction, this study is purposely made to parallel, insofar as practicable, the study conducted by Peavy at Oregon State College. Due to conditions existing in high school and to conditions peculiar to the particular high school under consideration, the following points of difference in the technique were deemed necessary.

1. In the matter of administering the tests, it should be mentioned that it is customary in this particular high school to give a number of standardized tests at the beginning of the school year, but that these tests were administered in the classes directly concerned with the subject matter with which the tests dealt, and by the teachers of these subjects. In the Peavy study, the tests taken by the students were administered in the classes in which the experiment was being carried on, and by the professor under whom all of the classes were taught.

2. In the Peavy study the questionnaire which was to supply the necessary information to complete the experiment was given at the end of the term, while the questionnaire used in the present study was filled out at the beginning of the semester.
3. On the questionnaire used in the present study several items contained in the Peavy study were omitted. The items omitted are as follows:
 - a. Fraternity affiliations.
 - b. The population of the student's home town.
 - c. The enrollment of the school previously attended.
 - d. Student's rank in his graduating class.
 - e. Student's reason for entering college.
 - f. The number of delinquency reports received.
 - g. The number and type of college activities.
 - h. Student's grade in Methods of Study. (For this item the writer substituted the student's high school scholastic record obtained from the school records.)
 - i. The degree of self-support. (Substituted by one asking whether or not the student worked for pay after school hours)
 - j. Student's home address. (Substituted by one asking for the school previously at-

tended and its location)

4. In addition to those included in the Peavy study two items, one calling for the language spoken in the home and the other asking whether the student resided in the city or came to school on the bus provided for rural students, were included in this study.

The remainder of the techniques and procedures were similar in both experiments and will be discussed in the following section.

TECHNIQUE

This study was made in the Baker, Oregon High School during the school year 1934-35. During the first week of registration, all students were required to fill out, in addition to their registration blanks, a questionnaire¹ prepared by the writer for the purpose of this study, giving the following information: the student's name, address, age, sex, course registered in, whether city or bus student, parents living and dead, parents living together or separated, occupation of parent, and his approximate salary, number of brothers and sisters, number of older brothers and sisters, number of younger brothers and sisters, name of school attended before entering Baker High, whether or not the student worked for pay outside of school, church affiliation or

* 1--See appendix for copy of questionnaire.

preference, nationality of father, character organization membership and the number and type of high school activities engaged in.

It is customary to give a number of standardized tests, as soon as classes are organized, for the purpose of guidance and diagnosis and to determine future progress in various subjects. This preliminary testing program included standardized tests in English, Biology, General Science, a Vocabulary test, and the Otis Self-Administering Test of Mental Ability². The Vocabulary³ test administered in this preliminary testing program is the test used in this study to determine the incidence of cheating. The students understood that these tests were to be used for purposes of guidance and diagnosis and would in no way affect their final grades in the courses.

In order to maintain normal classroom conditions the Vocabulary test was given through the English department by the regular classroom teachers. The writer, with the cooperation of the principal of the high school, issued type-written instructions to the teachers relative to the time to be allowed, the disposition of the papers, and the manner in which the test was to be administered. Each teacher was requested to announce that the tests were to be used for diagnostic purposes and would in no way affect their grade

2--This test was used to determine student's mental rating.

3--See appendix for copy of this test.

in English. The teachers were further instructed not to grade or mark any papers, but to collect them immediately after time was called, being sure to keep the papers of each class separate, so as to facilitate handling and checking the papers, and insuring each student of getting his own paper back. The writer and an assistant then secretly scored the tests and made duplicate copies of the answers given by the students on separate sheets of paper. The tests were then returned to the teachers with another set of instructions, issued through the office of the principal, requesting that the teachers be absolutely certain that each student received his own paper to score. Teachers were also requested to announce to the class that to save time for the teacher and the office, each student was to correct his own paper as the answers were dictated from a key. All papers were again collected and kept in separate classes and returned to the principal's office. By comparing the answers after the students had scored their papers with the copies made by the writer and his assistant it was a simple matter to determine who did and who did not cheat.

The results obtained from the Vocabulary test and the data obtained from the Questionnaire and Intelligence test were then carefully recorded and tabulated on several master summary sheets. By glancing along a line of one of these master sheets, one can determine not only whether a particu-

lar student cheated, but also his age, I. Q., class, family status, and other information given on the Questionnaire. Finally, these data were arranged in the form of tables for the purpose of inspection, interpretation, and analysis.

SUMMARY

In this chapter the writer has pointed out that the purpose of this study is to determine, insofar as possible, the extent of cheating in the high school classroom and to discover some of the causes of cheating and the factors associated with it. The chief value of this study is that it will partially fill a need for data relative to dishonesty in students on the high school level and will furnish information which may be compared with that contained in the Peavy study on the college level. The writer has also endeavored to define the meaning of dishonesty and cheating as used in this study and to point out their relation to education and character training. The techniques and procedures used in this study have been explained and the points of similarity and difference between this and the Peavy study noted.

Chapter II will consist of a survey and summary of previous studies relative to student dishonesty and cheating in the classroom.

CHAPTER II
PREVIOUS STUDIES

In making a study of this nature, it is quite essential that one make a survey of all previous studies and pertinent material available. Such a survey enables one to formulate ideas as to the techniques and procedures that should be used, as well as to suggest the factors which may be associated with the dishonesty of high school students. The writer wishes to point out that all experiments and studies herein reported and described, with one exception*, have been published and are listed in the bibliography of this thesis.

A survey of the current literature on the subject of cheating revealed many studies involving students on the college and elementary school levels, but only two on the high school level. For some unaccountable reason the high school appears to have been almost entirely omitted, although it is probable that many investigations of this nature have been made, but the results have not been published. For purposes of comparison and validation, studies on the other two levels will necessarily have to be used. The need for further study regarding the dishonesty of high school students is obviously apparent.

* Peavy, N. E., Factors Associated With Dishonesty in College Students. Oregon State College Master's Thesis, Unpublished, 1933.

In reporting the following studies the writer is primarily concerned with the incidence of cheating, factors associated with it, and the conclusions drawn. For this reason, little mention will be made of the techniques used in the following investigations. For the sake of convenience in arrangement, the following studies will be discussed under three main divisions; studies on the elementary school level, studies on the high school level, and studies on the college level.

STUDIES ON THE ELEMENTARY SCHOOL LEVEL

M. A. Steiner (1)*, supervising principal of the public schools, Ingram, Pennsylvania, attempted to determine whether or not students in schools having a definite program of character education were less dishonest than those in schools having no such program. The study involved 613 students in the eighth and ninth grades in nine different schools. Changed answers were used as a basis for determining the percentage of cheating. Tests were first secretly scored by the teachers and then corrected by the students. In each school studied, the author noted whether or not the school professed to have an organized program of character education. In all the schools except two a definite program of character education was offered. In general, the ninth

*Numbers enclosed in parentheses indicate the source from which the study was taken as they are listed in the bibliography of this thesis.

grade students were found to be more honest than those in the eighth grade. Honesty varied from 9.1% in one class to 78.7% in the most honest class. With the exception of one school, those reporting a definite program of character education scored higher in honesty than those having none. No conclusions could be drawn, however, due to the small number of schools involved.

In a second study (2), using the same technique, Steiner attempted to determine whether students cheated more or less as they advanced through the grades. This study, involving elementary school children in grades Five B and Seven A, revealed that there was more cheating in Five B than in Seven A; that those above the median in Five B cheated more than those below the median; and that those above the median in Seven A cheated less than those below the median. Again no conclusions were drawn since the number of cases was too small. As an interesting sidelight, teachers attempted to divide the students into five groups according to honesty. The teacher groupings correlated only .48 for the Five B group, and .18 for the Seven A group with the actual results of the tests. These low correlations would appear to indicate that one cannot guess very accurately as to who needs moral guidance.

In 1931, at Eugene, Oregon, Harold S. Tuttle (3) completed a study tracing 1320 cases involving pupils from

grades four to seven over a two-year period of time. In this experiment, dishonesty was discovered by the use of a concealed carbon device which disclosed any changes made in the answers previously given. Three school systems were employed in this study; one in a rural district with an enrollment of less than two hundred pupils, one in an agricultural and lumbering community with an enrollment of between five and six hundred, and one in a railroad and lumbering community with a university population. The author noted that the tendency to cheat decreased as the age of the pupils increased. On the first test, given in 1928, 793 cheated; whereas on the second test, given in 1930, only 310 cheated. Ten times as many ceased cheating on the second test as started cheating on the first. It was also noted that there was a positive relationship between honesty and intelligence. Of the students having an I. Q. of 110 or over, only 11% cheated consistently, while 22% of those having an I. Q. of below 90 were consistently dishonest. There was no indication that the grade in school had any significant effect upon the percentage of cheating in the classroom. In other words, those in the seventh grade were just as honest as those in the fourth. The author reports that evidence seemed to indicate that the child is influenced much more strongly by the environment than by the school itself.

Frank A. Clarke (5) gave a series of tests to 500 chil-

dren attending daily vacation Bible School in Lincoln, Nebraska. Ages ran from eight to fourteen, representing grades four to nine. On a "peeking test" he found that 56% of the boys and 68% of the girls cheated. These percentages are rather high when compared with the results of other elementary school studies. There was no evidence that age, longer exposure to school or to Sunday School made any significant difference in their attitude toward cheating.

Hartshorne and May (6) have carried on many studies relative to a great many forms of dishonesty and deceit. In a study involving between 1500 and 3000 elementary school children between the ages of nine and thirteen inclusive, an attempt was made to determine the factors associated with cheating in classroom tests. The conclusions reached as a result of this study are as follows:

1. That within the age limits of the data, there was only a slight association between age and the tendency to deceive. The older pupils cheated slightly more than the younger, but the difference was not significant.
2. That sex differences were so slight as to be of no significance.
3. That no relation was found to exist between physical condition and the tendency to cheat.
4. That the resemblance of siblings in deception was

- about the same as their resemblance in intelligence.
5. That children from broken homes cheated more than those from unbroken homes.
 6. That colored children, and children whose parents were born in Southern Europe cheated more than those whose parents were born in Northern Europe or North America.
 7. That no significant difference was noted in the amount of cheating from grade to grade. In some school systems cheating increased with advancement through the grades, while in others the exact opposite was true.
 8. That a pronounced and positive relationship existed between intelligence and the tendency to deceive as shown by the following figures.

FIGURE I

<u>FREQUENCY OF CHEATING AS RELATED TO INTELLIGENCE</u>		
<u>I. Q.</u>	<u>Cases</u>	<u>Per cent Cheating</u>
140--up	61	21
120-139	196	31
110-119	312	30
90-109	624	46
80-89	523	49
60-79	257	70
0-59	33	82

9. That students with high scholastic achievement cheated less than those with low achievement, but when stated in terms of mental age, the relationship disappeared.
10. That Sunday School attendance made no difference in the amount of cheating. Those who attended regularly cheated as much as those who attended rarely or not at all.
11. That a positive correlation existed between dishonesty and the occupational level of the family as indicated in Figure II.

FIGURE II

<u>FREQUENCY OF CHEATING AND OCCUPATIONAL LEVEL</u>		
<u>Occupation</u>	<u>Cases</u>	<u>Percent Cheating</u>
Professional	404	25.7
Artisan	674	46.8
Skilled Labor	396	46.3
<u>Unskilled Labor</u>	<u>154</u>	<u>55.2</u>

12. That children belonging to certain organizations purporting to teach honesty deceived about the same as children who did not belong.

STUDIES ON THE HIGH SCHOOL LEVEL

P. R. Hightower (7) conducted an investigation covering grades seven to twelve inclusive. The study included 3,316

pupils in twelve different localities representing various intelligence, social, economic, cultural, and occupational levels as well as both sexes. The purpose of the experiment was to determine whether or not any correlation existed between biblical information and cheating in school. The data were not segregated according to grades or the percentage of cheating in each grade. The results of the study indicated that there was a slight negative correlation between biblical information and cheating.

Arthur D. Dean (8) was interested in ascertaining the attitude taken by the high school student toward the matter of cheating in school. He therefore went directly before several large groups of high school students and asked them to answer, seriously and honestly, several questions. The students were requested to write out their answers on paper and hand them in. He announced that he was not interested in knowing whose answers they were and therefore instructed the students to sign no names to their papers. Among the questions which he asked were the following:

1. Is it right to cheat on an examination?
2. Is it any of the informer's business if others cheat?
3. Is it right to let others copy your work?
4. Should a student remain honest when he sees others getting better grades by cheating?

The most typical and most frequent answers given by students were:

1. It is none of my business if others cheat.
2. The class despises a tale bearer.
3. Teacher should not leave the room during examinations.
4. Cheating is just the same as stealing.
5. Those who cheated in school are just as successful in life as those who did not.
6. A student ought to be honest even though others are dishonest, but it is against human nature to be honest when so many of your neighbors are crooked.
7. Cheating does no good but it may save one from failing.

While this kind of an investigation may not be strictly scientific, the writer considers it of sufficient importance to be included here because it attempts to obtain, directly from the students themselves, the seriousness with which they regard the offense. If the answers given above are representative of the attitude taken by most high school students, it is no wonder that the so-called "honor system" in our high schools and colleges is being discarded. Evidently, high school students do not regard cheating as a very serious offense. It becomes apparent, then, that in our character education program, we will have to include

material to combat the development of this attitude toward cheating in school.

STUDIES ON THE COLLEGE LEVEL

N. L. Yepsen conducted two experiments, both of which are reported in this section.

In the first study (9), the Ohio Literary Test was given to a class in mental measurements along with a boy from a clinic. The class consisted of 27 students, all teachers, ranging from 18 to 55 years of age. After the test was taken the papers were collected and, while the class was taking another test, the first test papers were secretly scored. Near the end of the hour the instructor suggested that each one score his own test to see how he had scored in it. The correct answers were slowly dictated while the students checked their papers. By comparing the students scores with those obtained secretly it was discovered that 29.5% of the group had changed their scores. Later, the same instructor carried on a similar experiment with a group of 53 students and found that 24.5% cheated. The number of cases is too small, however, to be of any statistical importance, but the fact remains that both students and teachers yielded to the temptation to cheat.

In 1929 Yepsen conducted his second experiment (10) using the same technique. The subjects involved were 59 students, most of whom had completed at least one year of

college. It was revealed that 20 of the 59, or 22% cheated one or more times on the test. Strangely enough, it was the brighter students who changed their answers when the opportunity presented itself to do so. Only 7 of the 20 who were dishonest were below the median for the class in intelligence, while the other 13 were above the median. This, however, is an unusual condition and is not characteristic of most experimental results as will be pointed out later.

W. G. Campbell and Helen L. Koch (11) conducted an experiment during the year 1927-28 in order to determine the extent and degree of dishonesty among the students of a large university which had an honor system.

Three groups were used: One group, called Group "L", received three lectures of an inspirational and informational nature on honesty. Another group, called Group "N", received no such lectures but were under the same instructor. A third group, called Group "C", which was used as a control group. Groups "L" and "N" were comparable groups made up of 170 students representing all classes in college.

One situation involved the correction and grading of an Otis intelligence test previously taken by the students and secretly scored by the instructor. A second situation involved three regular course examinations in which advanced students acted as spies and reported only clear cut evidences of cheating. A surprising suggestion is noted in the following figure, which indicates that cheating increased with

scholastic advancement from freshmen to advanced students.

FIGURE III

PERCENTAGE OF STUDENTS OF VARIOUS SCHOLASTIC LEVELS

WHO CHEATED ON THE OTIS TEST

OR ON ONE OR MORE COURSE EXAMINATIONS

Class	GROUP L		GROUP N	
	Otis Test	Course Examinations	Otis Test	Course Examinations
Freshman	7.7	6.7	33.3	18.8
Sophomore	37.0	26.7	25.0	27.3
Junior	34.2	38.0	39.3	54.3
Senior	37.5	77.8	35.7	44.4
Graduate	100.0	100.0	100.0	100.0
TOTAL	33.0 ± 3.3	34.7 ± 3.3	34.3 ± 3.6	39.1 ± 3.4

In the experiment involving the three regular course examinations, three different types of proctoring were used.

1. The instructor was in the room the entire time.
2. The instructor was in and out intermittently.
3. The instructor was out of the room and the students were aware that he would not return.

As mentioned before, several advanced students acted as spies and reported only the clear cut evidences of cheating.

The results obtained from this experiment indicate that cheating increased in relation to the opportunities presented. The following figure taken from Campbell and Koch's study bear out this conclusion.

FIGURE IVPERCENTAGE OF STUDENTS CHEATING ON COURSE EXAMINATIONS
PROCTORED WITH VARIOUS DEGREES OF THOROUGHNESS

<u>Type of Proctoring</u>	<u>Group L</u>	<u>Group N</u>
Instructor present during entire exam.	12.3	16.3
Instructor frequently absent during exam.	22.5	30.4
Instructor not present	24.5	12.0

A summary as given by Campbell and Koch follows:

1. Dishonest conduct, both minor and gross, occurred frequently among the students of this university having an honor system.
2. All degrees of dishonesty appeared--a fact which suggests that the categorizing of persons as honest and dishonest is not justifiable.
3. The incidence of cheating in this study was apparently a function of task or motive and the ease with which it could be accomplished.
4. Thoroughness with which the examinations were proctored or supervised seemed to be influential factors in determining the amount of cheating.
5. Instruction, through lectures regarding honesty, apparently had no effect.
6. The honest and dishonest groups did not differ materially in average age, mental test score, course

grade, or general University grade.

7. That the cheating on examinations increased with the scholastic advancement of the students is suggested, but not conclusively demonstrated by the data of the experiment.

W. G. Campbell of the University of Southern California is also responsible for two more investigations relative to dishonesty in college students.

The purpose of his first study (12) was to discover to what extent students would report errors in the grading of examination papers which had been returned to them when the errors were in their favor. The group tested consisted of 15 men and 55 women, but was treated as a whole without reference to sex. Two true-false tests each week for a period of nine weeks were given to the students. The instructor carefully marked each incorrect answer and recorded the correct score in his class book. In putting the scores on the papers, however, the instructor intentionally altered the scores, giving some papers too few points, some too many, and others their correct scores. This system was rotated so that each student received 16 papers, one half of which were incorrectly graded. Each time a set was returned, the instructor would announce that someone else was grading the papers and if any errors were found, the papers should be returned for correction.

Campbell found that 65.7% of the students kept six or

more points in their favor. He also noted that 68.3% of the sophomores and 56% of the juniors failed to report errors in their favor. The number of juniors included in this study was so small, however, that the results may be statistically unreliable, but there is a suggestion that there may be a relationship between dishonesty and maturity.

In his second study (13) Campbell endeavored to ascertain whether or not any relationship existed between dishonesty and such factors as intelligence, scholastic achievement, overstatement, neurotic tendency, dominance submission, extroversion introversion, and self-sufficiency. In this study 173 cases representing all classes, including seniors and graduate students, were tested to determine the incidence of cheating.

Perhaps the most outstanding fact disclosed by this study was that 96, or 56% of the students tested were guilty of cheating. Several other interesting facts were brought to light in this study.

1. An Otis intelligence test was administered and the author noted that, in general cribbers were less intelligent than non-cribbers. This agrees with the results of most other studies regarding the relationship between intelligence and dishonesty.
2. On an overstatement test, the cheaters were found to overstate $11.3 \pm 5.1\%$ more than the non-cheaters.
3. Scholastic achievement was lower in the case of

cheaters than in the case of non-cheaters. The majority of other studies, with few exceptions, have reached this same conclusion.

4. By administering the Bernreuter Personality Inventory it was found that:

- a. Cheaters were more neurotic than non-cheaters.
- b. Cheaters were less self-sufficient than non-cheaters.
- c. Cheaters were found to be more introverted and more dominant than non-cheaters. Ordinarily, one who is dominant is also self-sufficient. This abnormality may explain the cheaters actions.

As a result of this study Campbell implies that cheating in class is due not only to the pressure exerted for high marks, but also to the ease with which cheating can be accomplished. Campbell also infers that the branding of a cheater as a separate and distinct entity is not only dangerous but unjustifiable, since all degrees of dishonesty were apparent in this investigation.

N. Fenton (14) of Ohio University performed the following experiment in a psychology class of 32 college sophomores and juniors. In order to determine to what extent students would cheat if given an opportunity to do so, three situations were used. First, the instructor remained in the room

and read a book during the examination; second, he remained in his office adjoining the class room, but out of sight; third, he left the building and walked across the campus to the library, being quite visible to the entire class. Observers were seated at vantage points in the room to record the frequency of cheating.

Of the 32 students included in the experiment, 63% cheated in one or more situations. When the instructor was in the room, 31% cheated; when he was out of the room but in the adjoining office, 39% cheated; and when he left the building entirely, 45% cheated. From the evidence presented by this study, Fenton concluded that there was a pronounced tendency for cheating to increase in relation to the opportunities presented. This conclusion was later upheld in a similar experiment performed by Campbell and Kock (11).

When the course grades made by the students were compared with their intelligence rating it was noted that those scoring high in intelligence cheated less than those scoring low, and that those making high grades in the course cheated less than those making low grades suggesting that there is a positive relation between dishonesty and intelligence as well as between dishonesty and scholastic achievement.

In a study reported anonymously (15), 72 freshmen and 57 juniors in Education were given their final test before grades were to be reported for the term. These tests were collected and secretly scored and returned to the students.

Each student then marked his own paper as the answers were slowly dictated from a key. The papers were then handed in and changes made by the students noted. It was found that 33, or 46% of the freshmen had made changes in their favor, while only 14, or 25% of the juniors had done so. The author also noted that, when the results were compared with intelligence scores, there was a distinct correlation between intelligence and cheating. Those with high I. Q.s cheated consistently less than those with low I. Q.s. It was observed, however, that there was even a more definite relationship between the raw scores on the Otis test and the tendency for both juniors and freshmen to cheat. Thirty-eight per cent of the freshmen and 22% of the juniors with Otis scores of 50 or above cheated, while the percentages for those with Otis scores below 50 were 54 and 50, respectively. This last observation suggests that mental age may be more closely associated with dishonesty than the Intelligence Quotient.

G. H. Miller (16), endeavored to determine to what extent students would report errors made in their favor in correcting examination papers. The papers were purposely graded too high or too low in order to furnish an opportunity for the students to report the errors. Over 35% of the 73 students involved in this study were classified as cheaters since they failed to report errors in their favor. No reliable conclusions could be drawn, but the results

indicated that there was little, if any, difference in the amount of cheating in relation to class or sex.

Vaughn C. Wallace (17) of Nebraska State Teachers College presented to his freshman classes a list of conduct problems with instructions to classify them as problems of a major or minor nature. Among them were such items as "cheating on examinations", "using ponies", "copying prepared assignments", and "looking on the other fellow's paper".

Eighty per cent of the students replied that these were of a minor nature and therefore should not worry the teacher if they showed up in the classroom.

Next, Mr. Wallace asked if they had ever made use of such questionable practices in high school and how they justified such action.

Seventy-five per cent admitted having cheated in high school examinations, and 55% admitted having handed in another's work as their own. The matter of justifying such conduct is classified under five heads:

1. "Necessity of working for marks". Two-thirds of the students mentioned this item.
2. "Did not see any value in the subject", "Something that was required to graduate", "Needed it to get into college". Such items were mentioned by 60% of the class.
3. "Too many facts", "Outlines made and never used"

--50%.

4. "Temptation was too close at hand", "Couldn't help seeing someone's else paper"--50%.
5. "The other fellow did it". 30% gave this identical answer.

N. E. Peavy (18) conducted an experiment at Oregon State College consisting of 354 cases. The study dealt largely with freshmen and sophomores, although there were a few upperclassmen included.

As mentioned in Chapter I, the present study is purposely made to parallel that made by Peavy. The same technique was employed, consisting mainly of a test, previously scored by the investigator and later scored by the student to determine the incidence of cheating. Other factors such as age, sex, class, church affiliation, State of residence, etc., were obtained from information given in a questionnaire which the college professor in charge of the classes requested the students to fill out.

Only a few of the more important findings of this study will be reported here since time and space do not permit a complete review of the study in this thesis.

Some of the most important findings are as follows:

1. That the percentage of those who cheated in this study was 41.2, the men averaging 45.1 and the women 36 per cent, but when the factor of intelligence is taken into consideration, sex differences

vanish.

2. That a positive relationship appeared to exist between intelligence and the extent of cheating.
3. That age seemed to have a significant relation to the extent of cheating, the older students being more dishonest than the younger.
4. That the upperclassmen appeared to be more dishonest than the lower classmen.
5. That cheating was more prevalent among fraternity men and women than among independent men and women.
6. That when only the father was dead, cheating was distinctly higher than when only the mother or both parents were dead.
7. That students having only older brothers and sisters tended to cheat more than those having only younger or both older and younger brothers and sisters.
8. That college students graduating in the upper level of their high school class cheated less than those graduating in the average or lower levels.
9. That there is a wide range of cheating among the various character organizations, the most effective women's organization being the Campfire Girls, and the most effective men's organization being the Boy Scouts.
10. That those who participated in such activities as public speaking, publications, and clubs cheated

less than those who participated in athletics and politics.

11. That an inverse relationship was found between cheating and scholastic achievement.
12. Such factors as school in college, parents dead or alive, together or separated, nationality, salary of parent, church affiliation or membership, size of home town or high school, number of brothers and sisters and type of high school activities engaged in are relatively unimportant in diagnosing dishonest conduct.
13. Factors of greater importance are those of sex, age, mental rating, scholastic achievement, occupation of parent, and degree of self-support.

MISCELLANEOUS STUDIES

A. Buseman (19) selected about 400 school children representing a uniform and average group, within which valid comparisons of families of varying size and composition could be made.

Although this experiment does not involve dishonesty, it embraces one factor which is to be included as a part of the main study; namely, the number of older, younger, or older and younger brothers and sisters each child has.

According to Buseman, it appears that children are more industrious and able at school the more siblings they

have up to four; that the eldest sibling has, on the average, a higher class position than the median sibling, and the youngest a lower position than the median.

William E. Slaght (20) made a study of 140 children, 70 of whom consistently lied, and 70 of whom consistently told the truth as determined by previous tests. In this study he endeavored to determine whether or not certain psychological abilities were closely related to untruthfulness in children. He found that the intelligence factor was quite negligible, though it suggested a slight weighting to the advantage of the truthful children. On the whole, however, he concluded that individual psychological abilities were not as closely related to untruthfulness as were the home conditions of the pupil.

SUMMARY

In summarizing the results of previous studies reviewed in this chapter, only the most important findings and conclusions will be mentioned. These are as follows:

1. That sex bears little, if any, relation to dishonesty.
2. That, although one study* concluded otherwise, the factor of intelligence bears a definite and positive relationship to dishonesty. In general, the more intelligent the group, the less they will cheat in

* Yepsen, N. L., (10)

classroom tests.

3. That schools having definite organized character education programs scored higher in honesty than those having none.
4. That any attempt to classify students as being wholly honest or dishonest is unjustifiable.
5. That, in general, the factor of age in relation to cheating is of little consequence. In some studies the older students were found to be the most dishonest, while in others the younger students were so classified.
6. That religious affiliation, Sunday School attendance and biblical information bear no relation to the amount of cheating.
7. That the factor of environment exerts a strong influence on the conduct and character of the school child.
8. That there appears to be a definite association between honesty and the occupational level of the family.
9. That the broken home exerts more of an influence upon the conduct of the elementary school student than on that of the college student.
10. That students belonging to organizations purporting to give instruction in character training cheated as much as those who did not belong.

11. That the so-called "honor systems" used in classroom examinations have little effect upon cheating in the classroom.
12. That cheating tends to increase in direct relation to the opportunities presented.
13. That, in general, high scholastic achievement is accompanied by a decrease in the amount of cheating.
14. That anything which tends to exert pressure with reference to scholastic achievement will cause a student to cheat.
15. That cheating is quite prevalent in all levels of our American schools.
16. That there is little difference in the amount of cheating from grade to grade. In some schools and colleges more cheating is found in the upper grades, while in others the opposite is true.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

In the preceding chapter a review of previous studies regarding cheating and dishonesty of students in all levels of our educational system was presented. This chapter will deal with the analysis and interpretation of the data compiled by the writer in the present study.

The procedures and techniques employed in this study for determining cheating were valid and reliable. Neither the teachers nor the students were aware of the real purpose for which the vocabulary test used in this study was given. It was simply regarded as one of the many tests customarily given at the beginning of the school year. Since neither teachers nor pupils had any knowledge of the purpose for which the test was to be used, it was administered and taken under perfectly normal classroom conditions. There can be no doubt that cheating was consistently and reliably measured. Either a student cheated or he did not; there was no middle ground. In other words, the opportunity was present if the student chose to take advantage of it. By comparing the copy of the student's answers, previously obtained secretly, with those after the student had corrected his paper, discrepancies were quickly noted and accurately recorded.

Since one of the purposes of this study is to furnish a

parallel to the Peavy experiment, considerable reference will be made to it in this thesis. Tables similar to those in the Peavy experiment will be furnished in order that comparisons may be more easily made.

ANALYSIS OF FINDINGS

In analyzing and discussing the findings of this study, the order in which the various factors are discussed will be the same as in the Peavy study. For the sake of clearness and comparison, use will be made of tables to supplement the data given in the discussion and analysis.

1. General Information

Of the 513 cases included in this study, 171, or 33.3% were guilty of cheating.

TABLE I

GENERAL INFORMATION

Cases in study	513
Number of cheaters	171
Percentage cheating ...	33.3 \pm 1.40

2. Frequency of Cheating

As stated earlier in this chapter, each student was given an opportunity to cheat if he chose to take advantage of it. The number of opportunities, however, was variable,

depending on the type of errors and the number of omissions on each student's paper.

While it may be of interest to know the number of times each student cheated, this study is not primarily concerned with the degree of dishonesty, but rather with its presence or absence. No reliable means of measuring the number of opportunities available could be set up, hence no attempt was made to show a correlation between the type of errors and the number of times the students cheated. In the following table it will be noted that the range in the number of times the student cheated varied from 1 to 65, with a mean of approximately 12. It will also be noted that more frequencies occur in the lower intervals than in the higher. Attention is called to the fact that almost identical results were obtained in the Peavy experiment.

TABLE II

FREQUENCY OF CHEATING

(Range--1-65 Mean--11.75)			
<u>Interval</u>	<u>Frequency of Cheating</u>	<u>Interval</u>	<u>Frequency of Cheating</u>
61-65	2	26-30	4
56-60	2	21-25	10
51-55	0	16-20	17
46-50	2	11-15	12
41-45	1	6-10	43
36-40	3	1-5	73
31-35	2		

3. Cheating According to Sex

In the Peavy experiment, concerning dishonesty in college students, it was noted that the men cheated appreciably more than the women, but that this difference was possibly due to the fact that the women had higher intelligence ratings. In the present study, however, it was the girls who cheated more than the boys, percentages being 35.8 for the girls and 30.9 for the boys as shown in Table III. This difference however is statistically insignificant as the difference between these two percentages is so small and the Probable Error of the difference of 1.9 is relatively large.

TABLE III

CHEATING ACCORDING TO SEX

<u>Sex</u>	<u>Cases</u>	<u>N</u>	<u>%</u>	<u>P.E.</u>
Male	256	79	30.9	± 1.95
Female	257	92	35.8	± 2.02

4. Cheating According to Age

In analyzing the data given in Table IV it is noted that there is a tendency for cheating to decrease as the age of the student increases up to age 17, but from that age on up to nineteen there is no consistent tendency. This may be accounted for by the fact that there was a lack of consistency in the percentages of boys cheating in the different age

levels, the older boys cheating considerably more than the younger. The percentages of girls cheating, with the exception of age 16, steadily decreased as the age increased. It would be erroneous to conclude from these data that there is a definite association between age and dishonesty due to the fact that the Probable Errors of the various percentages are so large as to indicate that there would be a considerable overlapping in the percentage of cheating from age to age. The findings of this study do not agree with those of the Peavy study in which it was found that there was a tendency for cheating to increase as the age of the students increased.

TABLE IV

CHEATING ACCORDING TO AGE

Age	Cases	BOTH MALE AND FEMALE		
		N	Cheating %	P.E.
19	8	2	25.0 ±	10.70
18	23	8	34.8 ±	6.70
17	75	24	32.0 ±	3.63
16	118	37	31.6 ±	2.88
15	117	37	31.6 ±	2.90
14	134	47	35.1 ±	2.78
13	31	12	38.7 ±	6.77
12	1	1	100.0 ±	0.00

TABLE IV (Continued)

Age	Cases	N	MALE	
			Cheating %	P.E.
19	4	1	25.0 ±	14.60
18	15	6	40.0 ±	8.53
17	34	12	35.3 ±	5.53
16	52	13	25.0 ±	4.06
15	60	18	30.0 ±	3.99
14	75	23	30.7 ±	3.59
13	13	5	38.5 ±	9.13
			FEMALE	
19	4	1	25.0 ±	14.60
18	8	2	25.0 ±	10.70
17	41	12	29.3 ±	4.79
16	66	24	36.4 ±	3.99
15	57	19	33.3 ±	4.21
14	59	24	40.7 ±	4.31
13	18	7	38.9 ±	7.75
12	1	1	100.0 ±	0.00

5. Cheating According to Year in High School

According to Table V there was a consistent decrease in the number and percentage of students cheating from grade to grade with the exception of the seniors. The fact that a larger percentage of the seniors cheated may be accounted for by the pressure exerted for credits necessary for graduation. Many of the seniors carried five or six subjects,

making it necessary for them to do most of their studying outside of school hours. The differences between the percentages of cheating in the various classes are not sufficiently large to warrant the drawing of any general conclusion to the effect that cheating decreases from grade to grade in high school, and this is especially true when the Probable Error of these percentages is taken into account (See Table V).

TABLE V
CHEATING ACCORDING TO YEAR IN HIGH SCHOOL

Year	Cases	BOTH MALE AND FEMALE		
		Cheating N	%	P.E.
Senior	106	33	32.1 ±	3.06
Junior	110	24	21.8 ±	2.66
Sophomore	134	52	33.8 ±	2.76
Freshman	154	59	38.3 ±	2.64
<u>MALE</u>				
Senior	46	17	37.0 ±	4.80
Junior	54	12	22.2 ±	3.81
Sophomore	65	20	30.8 ±	3.86
Freshman	85	28	32.9 ±	3.44
<u>FEMALE</u>				
Senior	60	16	26.7 ±	3.85
Junior	56	12	21.4 ±	3.70
Sophomore	69	32	46.4 ±	4.05
Freshman	69	31	44.9 ±	3.98

6. Cheating According to Curriculum

Peavy found that the curriculum or school in which the college student enrolled bore no relation to the percentage of cheating. Nearly the same results are found in this study. An interesting fact is noted in Table VI in that the students enrolled in the so-called vocational courses cheated more than those enrolled in the non-vocational courses. Home Economics, Commercial, and Building Trades students were more dishonest than those enrolled in the Scientific, General, and Classical courses. This condition may be explained by the fact that the Home Economics and Building Trades enrollment is made up largely of freshmen and sophomores, and that in this particular high school it is the policy of the administration to enroll incoming freshmen falling in the lower one-fourth of their class in intelligence in these two courses. The remaining three-fourths of the incoming freshmen are permitted to choose their own course from the entire list.

The variations in percentage of dishonesty between the groups enrolled in the various courses are so small that little significance can be attached to them. So many other factors enter in that the writer feels justified in concluding that there is little if any relationship between the percentage of cheating and the curriculum in which the student is enrolled.

TABLE VI
CHEATING ACCORDING TO CURRICULUM

Curriculum	Cases	Cheating		
		N	%	P.E.
Home Economics	25	10	40.0 ±	6.61
Commercial	192	70	36.5 ±	2.34
Building Trades	29	9	31.0 ±	5.79
Scientific	115	35	30.4 ±	2.87
General	77	23	29.9 ±	3.52
Classical	31	8	25.8 ±	5.30

7. Cheating and Status of Parents

In determining the effect of the broken home upon the character behavior of a child it appears that we should classify the broken home under two heads; that broken by death of a parent and that broken by separation or divorce.

In analyzing the data contained in the following tables it is noted that in Table VII there is no significant difference in the percentage of cheating between girls and boys whose parents are both living.

TABLE VII
CHEATING AND STATUS OF PARENTS (BOTH LIVING)

Sex	Cases	Cheating		P.E.
		N	%	
Male	213	67	31.5	± 2.15
Female	220	75	34.0	± 2.15
Both	434	142	32.7	± 1.52

In the case of the broken home caused by the death of one of the parents, however, a peculiar situation occurs. The boys having one parent dead cheated slightly less than the boys whose parents were both living, while the girls having one parent dead cheated appreciably more than the girls whose parents were both living. The percentage of girls cheating jumped from 34 when the parents were both living to 40 when the mother was dead and 54.5 when the father was dead. None of the three boys whose parents were both dead took advantage of the opportunity to cheat.

The writer realizes that the number of cases is small and the Probable Error of the percentages large, but nevertheless there is a strong indication that the broken home, due to the death of one parent, does influence the percentage of cheating of high school girls. These findings do not agree with those of the college study made by Peavy relative to the effect of the broken home due to death of a parent.

TABLE VIII
CHEATING AND STATUS OF PARENTS

<u>MOTHER DEAD</u>				
<u>Sex</u>	<u>Cases</u>	<u>N</u>	<u>Cheating %</u>	<u>P.E.</u>
Male	17	5	29.4 ± 7.45	
Female	10	4	40.0 ± 10.45	
Both	27	9	33.3 ± 6.12	
<u>FATHER DEAD</u>				
Male	18	5	27.8 ± 7.12	
Female	22	12	54.5 ± 7.16	
Both	40	17	42.2 ± 5.27	
<u>BOTH DEAD</u>				
Male	3	0	0.0	---

In this study, as in the college study by Peavy, the broken home due to divorce or separation had the opposite effect upon dishonesty in school than that generally supposed to be true. That is, the students of both sexes from broken homes of this type were considerably below the average in cheating. Evidently the pressure exerted by this type of broken home is not as great upon the student as that of the broken home caused by the death of one of the parents and consequently does not result in the dishonest conduct of the student. No reliable conclusion can be drawn, however, since the number of cases is so small.

TABLE IXCHEATING AND STATUS OF PARENTS (LIVING TOGETHER)

Sex	Cases	Cheating		
		N	%	P.E.
Male	195	65	33.3	+ 2.28
Female	199	68	34.2	+ 2.27
Both	394	133	33.8	+ 1.61

TABLE XCHEATING AND STATUS OF PARENTS (SEPARATED)

Sex	Cases	Cheating		
		N	%	P.E.
Male	19	4	21.1	+ 6.31
Female	22	6	27.3	+ 6.41
Both	41	10	24.4	+ 4.52

8. Cheating According to Nationality

The factor of nationality apparently bears little if any relation to the incidence of cheating in high school. The community in which this experiment was carried on is made up largely of people of English descent with a fair sampling of Irish, German and Scotch people and a scattering representation of the others. It was found in this study that the most dishonest group was that made up of Japanese, Negroes, Jews, etc., and the most honest groups were the French and English. Variations from the general average of

cheating were so small, however, that one may conclude that nationality bears little if any relation to cheating in high school. In the Peavy study it was also found that nationality played a relatively unimportant role in influencing student dishonesty.

TABLE XI
CHEATING ACCORDING TO NATIONALITY

Nationality	Cases	Cheating		P.E.
		N	%	
Miscellaneous*	9	4	44.4 ±	11.17
German	66	26	39.4 ±	4.06
Irish	74	29	39.2 ±	3.83
Scotch	53	19	35.8 ±	4.44
Scandinavian	31	11	35.5 ±	5.80
English	240	72	30.0 ±	2.00
French	28	8	28.6 ±	5.67

*

Japanese, Negroes, Jews, etc.

9. Cheating According to Occupation of Parent

In the study conducted by Peavy and in the one conducted by Hartshorne and May (6) there was found to exist a positive relationship between the occupational level of the family and dishonesty. In the present study, however, no such relationship appeared to exist. No important deviation from the general average was noted except in the case of the

miscellaneous group which was made up of students whose parents were engaged in such occupations as sales clerks, office clerks, foremen etc. The percentage of this group cheating was 23.1 as compared to the general average of 33.3 Merchants, Artisans, Professionals and Laborers were slightly above average in cheating and the Farmers slightly below average. In this particular study then, it may be concluded that the occupational level of the family was a factor bearing little or no relation to cheating in high school.

TABLE XII

CHEATING ACCORDING TO OCCUPATION OF PARENT

Occupation	Cases	Cheating		
		N	%	P.E.
Professional	45	17	37.8	± 4.88
Artisan	73	27	36.9	± 3.81
Merchant	68	23	33.8	± 3.87
Farmer	110	33	30.0	± 2.95
Laborer	123	47	38.2	± 3.74
Miscellaneous*	78	18	23.1	± 3.22

*

Sales clerks, office clerks, foremen, non-voc.

10. Cheating According to Salary of Parent

The factor of the parent's salary is relatively unimportant with the possible exception of students having very high salaried parents. Even in this bracket it would be

unsafe to draw any general conclusion regarding the relationship between salary and cheating because there are so few cases involved. The following table shows that the students whose parents earn relatively low salaries cheated about the same as the general average for the whole school; that students whose parents make moderately high salaries cheated a little more than average; and that only one of the twelve students whose parents make over \$5000 per year cheated. Hence, there is no evidence in this study to indicate that there is any definite association between parent's salary and student cheating. This same lack of relationship was apparent in the study conducted by Peavy.

TABLE XIII

CHEATING ACCORDING TO SALARY OF PARENT

Salary	Cases	Cheating		P.E.
		N	%	
\$5000 or Over	12	1	8.3	± 5.33
\$2500 to \$4999	77	32	41.6	± 3.73
\$0 to \$2499	410	135	32.9	± 1.56

11. Cheating According to Number of Brothers and Sisters

Whether one has no brothers and sisters or whether one has five or more appears to be a relatively insignificant factor with regard to cheating in high school as shown in Table XIV. Percentages were all close to the general average

for the entire school. The same was found to be true in the college study made by Peavy.

TABLE XIV

CHEATING ACCORDING TO NUMBER OF BROTHERS AND SISTERS

Number	Cases	Cheating		
		N	%	P.E.
5+	91	26	28.6	+ 3.20
4	33	9	27.3	+ 5.23
3	106	42	39.6	+ 3.20
2	115	36	31.3	+ 2.92
1	106	37	34.9	+ 3.12
0	53	20	37.7	+ 4.49

12. Cheating According to Older and Younger Brothers and Sisters

While the number of brothers and sisters a student may have has relatively no effect upon his honesty or dishonesty, the student's relative position in the family with regard to older and younger brothers and sisters apparently may have. It will be observed in Table XV that a higher percentage of the students having only older brothers and sisters cheated than those having only younger, or both older and younger brothers and sisters. This same result was observed in Peavy's study of college students. When analyzed statistically, however, the differences existing between the various groups in Table XV practically disappear,

since there is a difference of only 10% between the two extremes and the Probable Error of that difference is 2.49.

TABLE XV

CHEATING ACCORDING TO OLDER AND YOUNGER BROTHERS AND SISTERS

	Cases	Cheating		P.E.
		N	%	
Younger	143	47	32.9	+ 2.65
Older	130	51	39.2	+ 2.89
Older and Younger	178	52	29.2	+ 2.30

13. Cheating--City vs. Bus Students

The fact that a student resides within the city in which this high school was located or resided in the outlying rural districts and small towns is of little consequence as shown by Table XVI.

TABLE XVI

CHEATING--VS. BUS STUDENTS

	Cases	Cheating		P.E.
		N	%	
City Students	424	143	33.7	+ 1.55
Bus Students	81	26	32.1	+ 3.50

14. Cheating--Locally Trained vs. Students Trained in Other Schools

The writer was interested in ascertaining whether stu-

dents trained in the local elementary schools were more or less dishonest than those who received their elementary school training in other towns. According to Table VII there was a slight difference of 4.6 in the percentage of cheating in favor of locally trained students, but the Probable Error of this difference (2.12) is so large as to indicate that the difference is statistically unimportant.

TABLE XVII

CHEATING--LOCALLY TRAINED VS. STUDENTS TRAINED IN
OTHER SCHOOLS

School	Cases	Cheating		
		N	%	P.E.
Baker	347	114	32.9	± 1.70
Other Schools	152	57	37.5	± 2.65

15. Cheating and Character Organization Membership

One of the chief claims for existence of such organizations as the Boy Scouts, Girl Scouts, Y.W.C.A., Girl Reserves, etc., is that they furnish effective character training for the youth of the country. An examination of the data contained in this and other studies will indicate that this claim may not be a valid one. In the present study the students reporting membership in six of the ten character organizations considered cheated as much as, and in certain cases more than, the general average for the

entire school. Of the other four organizations only one (the Torch Honor Society) cheated significantly less than the general average. This latter group, however, is a highly selected one, members being chosen by the teachers on the basis of scholastic achievement, leadership, character, and service. Of the remaining groups, the girls' organization having the lowest percentage of cheating was the Girl Scouts, and the one having the highest percentage, the Campfire Girls. Of the boys' organizations, the one having the lowest percentage of cheating was the Y.M.C.A. and the one having the highest percentage, the Four-H Club. Many of the groups are represented by such small numbers that no reliable conclusions can be drawn as to the relative effectiveness of cheating between the several organizations is also comparatively unimportant, since the Probable Error of these percentages are relatively large.

After analyzing the data given in Table XVIII, it is the conclusion of the writer that the factor of membership in a character organization is not related to the incidence of cheating in high school. In the Peavy study the same conclusion was drawn.

TABLE XVIII
CHEATING AND CHARACTER ORGANIZATION MEMBERSHIP

<u>Organization</u>	<u>Cases</u>	<u>Cheating</u> <u>N</u>	<u>%</u>	<u>P.E.</u>
<u>GIRLS ORGANIZATIONS:</u>				
Campfire Girls	17	8	47.1 ± 8.17	
Y.P.F.*	18	7	38.9 ± 7.75	
Girl Reserves	84	32	38.1 ± 3.57	
Four-H Club	6	2	33.3 ± 12.98	
Y.W.C.A.	27	9	33.3 ± 6.12	
Rainbow Girls	27	9	33.3 ± 6.12	
Girl Scouts	62	20	32.3 ± 4.01	
Torch Honor Society	10	3	30.0 ± 9.77	
None	106	40	37.7 ± 3.17	
<u>BOYS ORGANIZATIONS:</u>				
Four-H Club	5	2	40.0 ± 14.78	
Y.P.F.	6	2	33.3 ± 12.98	
Boy Scouts	136	37	27.1 ± 2.57	
Y.M.C.A.	73	19	26.0 ± 4.27	
Torch Honor Society	18	2	11.1 ± 4.99	
None	80	28	35.0 ± 3.60	

*
Young Peoples Fellowship

16. Cheating and Church Affiliation or Membership

This study indicates that there is a wide range of

difference in the percentage of cheating between the various religious denominations; the lowest being 16.0 for the Mormons, and the highest 48.6 for the Christians. Only one in every six of the Mormons cheated, while nearly half of those affiliated with the Christian church were dishonest. Only a slight difference was noted between those who professed religious affiliation and those who did not; the percentage of cheating for the former being 33.2 and for the latter 35.2.

The data given in Table XIX indicate that there are wide differences in percentage of cheating between groups affiliated with the various religious organizations. Statistically, however, these differences are not as great as they appear. The Probable Error of the percentages given below indicate that there would be a considerable range of cheating within each denomination if a sufficient number of cases could be tested. The difference between the two extremes, however, would not entirely disappear, since this difference in percentage is 32.6 and the Probable Error of the difference is 6.68. A wide range in the percentage of cheating among students of the various denominations was also noted in the Peavy study, although the order of frequency of cheating for each group does not correspond.

TABLE XIXCHEATING AND CHURCH AFFILIATION OR MEMBERSHIP

Church	Cases	Cheating		P.E.
		N	%	
Christian	35	17	48.6 ± 5.70	
Lutheran	14	6	44.4 ± 8.96	
Catholic	36	15	41.7 ± 5.54	
Presbyterian	56	22	39.3 ± 4.40	
Methodist	77	25	32.5 ± 3.60	
Miscellaneous*	23	7	30.4 ± 3.54	
Episcopal	30	9	30.0 ± 5.64	
Baptist	71	21	29.6 ± 3.65	
Mormon	50	8	16.0 ± 3.50	
No Preference	108	38	35.2 ± 3.10	

*

Christ. Science, Seventh Day Ad., Pentecostal etc.

17. Cheating According to Number and Type of H. S. Activities

In this study, the percentage of cheating increased slightly with the number of activities in which the student took part up to three. The deviations from the average were so small, however that they are of no importance. Those engaged in four or more activities cheated significantly less than the average, but this was a small and very select group of outstanding students. These findings differ from

those of the Peavy study in which it was found that college students who had taken part in four or more activities cheated significantly more than the average.

TABLE XX

CHEATING ACCORDING TO NUMBER OF ACTIVITIES

Number	Cases	Cheating		
		N	%	P.E.
4+	28	5	17.9	± 4.89
3	49	19	38.6	± 4.69
2	85	32	37.6	± 3.54
1	167	56	33.5	± 2.46
0	171	56	32.8	± 2.42

Peavy found that the athletes, both high school and college, cheated more than average, while in the present study they cheated slightly less. He also noted that the men who took part in college athletics cheated more than the women, but in this study the reverse was true. This lack of agreement is no doubt due to the fact that in college athletics take not only more time, but also time which the non-athletes devote to study, while in high school time is not so much of a factor.

According to Table XXI, the type of activities in which the students engaged did not influence the amount of cheating in class to any great extent. On the whole, students taking part in activities cheated less than those who did

not, but the differences are not significant. In regard to sex differences, the girls taking part in activities cheated more than the boys, but these differences are negligible and little importance can be attached to them.

TABLE XXI
CHEATING AND TYPE OF ACTIVITIES

Activity	BOTH MALE AND FEMALE			
	Cases	N	Cheating %	P.E.
Music	159	57	35.8 ± 2.51	
Dramatics	52	18	34.6 ± 4.39	
Athletics	172	53	30.8 ± 2.36	
Politics	31	9	29.0 ± 5.50	
Public Speaking	37	10	27.0 ± 4.92	
Clubs	138	37	26.8 ± 2.54	
Publications	22	5	22.7 ± 5.93	
None	171	56	32.8 ± 2.42	
				<u>MALE</u>
Music	67	19	28.4 ± 3.72	
Dramatics	24	9	37.5 ± 6.67	
Athletics	117	31	26.5 ± 2.75	
Politics	13	4	30.8 ± 8.64	
Public Speaking	21	6	38.6 ± 6.65	
Clubs	64	15	23.4 ± 3.57	
Publications	6	1	16.7 ± 10.27	
None	79	25	31.6 ± 3.53	

TABLE XXI (Continued)

Activity	FEMALE		
	Cases	N	Cheating % P.E.
Music	92	38	41.3 ± 3.46
Dramatics	28	10	35.7 ± 6.11
Athletics	55	22	40.0 ± 4.46
Politics	15	5	33.3 ± 8.21
Public Speaking	16	4	25.0 ± 7.30
Clubs	74	22	29.7 ± 3.58
Publications	16	4	25.0 ± 7.30
None	92	31	33.7 ± 3.32

18. Cheating and Working After School

In the Peavy study it was found that the degree to which college students supported themselves correlated highly with the percentage of cheating. Those entirely self-supporting cheated the most, those only partially self-supporting held a median position, and those not supporting themselves at all had the lowest percentage. In the high school, obviously, no comparison of this nature can be made. However, the writer was interested in determining whether or not students who were working for pay after school hours were more dishonest than those who were not. A glance at Table XXII indicates that the percentage of those working was 26.8 and for those not working 34.5. The difference

between the two percentages was only 7.7 with a Probable Error of the difference of 2.6, indicating that the difference was not significant.

TABLE XXII
CHEATING AND WORKING AFTER SCHOOL

	Cases	Cheating	
		N	% P.E.
Working	71	19	26.8 ± 3.54
Not Working	435	151	34.5 ± 1.54

19. Cheating According to Grades Earned in School

As has been shown in other studies the factor of scholastic achievement appears to be definitely related to cheating; that is, those making high grades cheated consistently less than those making low grades. The apparent relationship, however, may be due to intelligence, since there is a high correlation between scholastic achievement and mental rating. In Table XXIII it will be noticed, only 6.3% of those making high grades cheated as compared to 50% of those who are failing. Approximately the same results were found in the study made by Peavy.

TABLE XXIII
CHEATING ACCORDING TO GRADES EARNED IN SCHOOL

Grades*	Cases	Cheating		
		N	%	P.E.
1.00-1.49	16	1	6.3	+ 4.10
1.50-2.49	127	37	29.1	+ 2.72
2.50-3.49	254	90	35.4	+ 2.02
3.50-4.49	105	40	38.1	+ 3.20
4.50-5.00	4	2	50.0	+16.90

*

Grade of 1.00 denotes highest achievement

20. Cheating According to Progress in School

The writer was interested in ascertaining the relationship between a student's progress in school and the tendency to cheat in class; that is, whether the retarded student would cheat more than the accelerated student. As might be expected, the students who were retarded did cheat considerably more. To determine grade placement the writer arbitrarily set age 14 as normal for freshmen, 15 for sophomores, 16 for juniors, and 17 for seniors. Any deviation from these ages placed the student in either the accelerated or retarded groups. Ages were determined as of their nearest birthday. According to Table XXIV, the retarded students were the most dishonest, the normal students next, and the accelerated students the least dishonest. Very little significance can

be attached to these percentages since the variations from the percentage for the entire school are so small and, in addition, other factors such as intelligence and scholastic achievement undoubtedly enter in.

TABLE XXIV

<u>CHEATING ACCORDING TO PROGRESS IN SCHOOL</u>				
<u>Progress</u>	<u>Cases</u>	<u>Cheating</u>		<u>P.E.</u>
		<u>N</u>	<u>%</u>	
Accelerated	130	35	26.9 ± 2.62	
Normal	264	92	34.9 ± 1.98	
Retarded	111	40	36.0 ± 3.14	

21. Cheating According to Intelligence

With the exception of one*, all studies of honesty taking the factor of intelligence into account agree that an inverse relationship exists between intelligence and cheating. In other words, the higher the mental rating, the lower the percentage of cheating. The findings of the present study agree with the majority. According to Table XXV, there was a consistent increase in the percentage of cheating from the first, or lowest quarter of the range of intelligence to the fourth, or highest quarter. The percentage of cheating in the lowest quarter was three times that in the highest quarter. Unlike the findings in the Peavy study, sex differences are strongly in favor of the boys in regard to cheating.

TABLE XXV
CHEATING ACCORDING TO INTELLIGENCE

Quarter	Cases	Cheating		
		N	%	P.E.
4	38	7	18.4	± 4.24
3	236	72	30.5	± 2.02
2	173	68	39.3	± 2.50
1	22	12	54.6	± 7.72
<u>FEMALE</u>				
4	53	15	28.3	± 4.17
3	124	44	35.5	± 2.90
2	52	25	48.1	± 4.67
1	4	1	25.0	± 14.60
<u>MALE</u>				
4	18	1	5.6	± 3.66
3	108	30	27.8	± 2.91
2	96	35	36.4	± 3.31
1	14	9	64.3	± 8.64

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONSSUMMARY

In this study, the writer has gathered and tabulated pertinent information relative to the incidence of cheating in high school. One of the purposes of this investigation was to determine not only the extent of cheating in a particular high school, but also to discover the factors which might influence or be associated with it. The data upon which this study is based were compiled at Baker, Oregon High School during the school year 1934-35, and involved 513 students representing all four grades with an age range of from 13 to 19 inclusive.

During the registration period at the beginning of the school year 1934-35, all students were asked to fill out, in addition to their registration blanks, a questionnaire giving the following information: name, address, sex, age, class, course registered in, parents living and dead, parents living together or separated, parent's occupation and approximate salary, school attended before entering high school, whether or not the student worked for pay after school, church affiliation or preference, language spoken in the home, nationality of father, character organization membership, and high school activities.

As soon as classes were organized, the customary preliminary testing program was begun. Included in this pro-

gram was an Otis intelligence test, a vocabulary test, and tests in English, Biology, and General Science. The vocabulary test used in this preliminary testing program was used by the writer to determine the extent of cheating. This test, which was taken under perfectly normal classroom conditions and administered by the regular classroom teacher, was secretly scored by the writer and later returned to the students, each student correcting his own paper. Cheating was determined by comparing the secret scorings with those made by the students. Neither teachers nor students had any knowledge as to the real purpose for which the test was to be used. The results of the vocabulary test and the Otis intelligence test, and the questionnaire data were then carefully tabulated on master summary sheets for analysis.

The following statements summarize the findings of this study:

1. The percentage of cheating in this high school was found to be 33.3; the percentage for the boys being 30.9 and the girls 35.8.
2. The percentage of cheating decreased as the age increased up to 17, but from that age up to 19 no consistent tendency was noted.
3. The percentage of cheating decreased from the freshman up to and including the junior year, but jumped up to nearly average again in the senior year.

4. The curriculum in which the student was enrolled bore little or no relation to dishonest conduct in the classroom.

5. Students whose parents were both living cheated about average; however, girls having one parent dead, particularly the father, cheated significantly more than the average, while the boys having either parent dead cheated slightly less than average.

6. The percentage of cheating for high school students whose parents were living together was higher than for those whose parents were separated.

7. The factor of nationality bears little if any relation to the amount of cheating in high school.

8. Practically no relationship was found to exist between the occupational level of the family and the tendency to cheat in the classroom.

9. Cheating among high school students bore no relation to the salary of the parents.

10. The number of brothers and sisters which a student had was a relatively insignificant factor with regard to cheating.

11. The students relative position in the family may effect his tendency to cheat; that is, the youngest child cheated more than the oldest, and the oldest cheated more than the median child.

12. Whether the student resided within the city or in outlying rural districts and small towns was of little significance in regard to cheating.

13. Students receiving their elementary school training in the local schools cheated slightly less than those receiving their elementary school training in other towns, but the difference was not significant.

14. In general, students belonging to organizations purporting to give instruction in honesty and character cheated as much as those who did not belong. The most effective girls organization was the Girl Scouts and the least effective the Campfire Girls. The most effective boys organization was the Y.M.C.A. and the least effective the Four-H Club. However, the number of cases in many of these groups was so small that little importance can be attached to these findings.

15. Church affiliation or preference bore little relationship to the amount of cheating in high school. Those reporting religious affiliation or preference cheated about as much as those reporting none.

16. The percentage of cheating increased slightly with the number of extra-curricular activities in which the student participated up to three; however, those engaged in four or more activities cheated considerably less than average. This latter condition may be attributed to the fact that only a small and very highly selected group of

outstanding students were represented.

17. The type of extra-curricular activities in which the student engaged bore little or no relation to the tendency to cheat in class. On the whole, students taking part in activities cheated slightly less than those who did not, but the difference is not significant.

18. Whether a student worked or did not work after school hours was of little consequence in regard to cheating.

19. The percentage of cheating was inversely related to the students scholastic achievement. In other words, those making high grades cheated far less than those making low grades.

20. Progress in school appeared to be definitely associated with cheating in class. That is, retarded students cheated more than those making normal progress, and accelerated students cheated less than either of the other two groups.

21. An inverse relationship appeared to exist between intelligence rating and the tendency to cheat in class.

CONCLUSIONS

As a result of the foregoing study and in light of the data and facts discovered therein, the following conclusions were drawn:

1. That cheating is both common and extensive in high school and presents a serious problem which must ultimately be dealt with through preventive and remedial measures in our schools.

2. That cheating tends to increase in proportion to the opportunities presented and the ease with which it can be accomplished.

3. That within the limits of the data contained in this study it is practically impossible to predict with any high degree of certainty who will and who will not cheat in a given situation.

4. That there is a need for a more effective program of character education in all levels of our educational system.

5. That it is almost impossible to distinguish between factors which cause and factors associated with dishonesty in high school.

6. That intelligence appears to exert the most pronounced influence upon dishonesty of any of the factors considered in this study.

7. That such factors as nationality, parent's salary,

parent's occupation, religious affiliation, character organization membership, number and type of high school activities, city or rural residence, and number of brothers and sisters, appear to bear little relation to the tendency to cheat in high school.

8. That factors of more importance in diagnosing student conduct are: sex, age, year in high school, parents living or dead, scholastic achievement, school progress, intelligence rating, and older or younger brothers and sisters.

9. That anything which exerts pressure upon the student making it more difficult for him to compete successfully with other students has a tendency to cause him to cheat.

RECOMMENDATIONS

1. Further study and investigation should be conducted relative to dishonesty in all levels of our educational system and the results published and made available for use in attacking and preventing dishonest behavior in school and life.

2. The opportunities for cheating and the ease with which it may be accomplished should be lessened through closer supervision during classroom tests and by the construction and use of better types of examinations.

3. Organized programs of character education should be included in both the elementary and high schools.

4. Provision should be made in the curriculum and in activities for instruction in honesty and character through the use of specific and concrete situations and experiences involving the practice of honest and desirable character behavior. Mere abstract teaching of principles of desirable character behavior is relatively ineffective and unworthy of the name of character education.

5. An earnest attempt should be made to build up within the student a sincere desire to succeed in school and in life by the exercise of honest and desirable means.

6. Teacher training institutions should provide and require specific courses dealing with character training and include in those courses specific methods and subject

matter content relative to the teaching of desirable character behavior.

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APPENDIX

COPY OF QUESTIONNAIRE

Name _____ Address _____

Age _____ Sex _____ Class _____
(Freshman, Soph., etc.)Course registered in _____
(Comm., Classical, Scientific, etc.)

Are you living in Baker or do you come in on a bus?

: Baker
(Circle one): Bus Student

Is your mother living? _____ Father? _____ Both living? _____

Occupation of parent _____

Approximate salary of parent (check one)

- () \$0 to 2499
 () \$2500 to 4999
 () \$5000 or over

How many brothers and sisters do you have? _____ How many are
older than you? _____ How many are younger? _____Give the name of the grade school you attended before enter-
ing Baker High School.

Name of School _____ City _____ State _____

Do you work for pay outside of school hours? _____

What is your church preference? _____ Are you a member? _____
(Methodist, Christian, etc.)What is your father's nationality _____
(English, German, French, etc.)

What language is spoken in your home? _____

Check those organizations with which you are or have been
affiliated.

- | | |
|-------------------|----------------------------------|
| () Boy Scouts | () Young Peoples Fellowship |
| () Girl Scouts | () Y.W.C.A. |
| () DeMolay | () Hi Y |
| () Girl Reserves | () Torch Honor Society |
| () Rainbow Girls | () National Honor Society |
| () Y.M.C.A. | () Campfire Girsl |
| () Four-H Club | () Others not listed here _____ |

Check the activities which you are or have taken part in.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Public Speaking |
| <input type="checkbox"/> Clubs | <input type="checkbox"/> Politics |
| <input type="checkbox"/> Publications | <input type="checkbox"/> Dramatics |
| <input type="checkbox"/> Music | <input type="checkbox"/> Others not listed here _____ |

CLINTON GENERAL VOCABULARY TEST FOR
HIGH SCHOOLS AND COLLEGES

by

R. J. Clinton
Oregon State College

Raw Score _____

Vocabulary _____

Time _____

minutes

FORM I

Name _____
Last Name First Name Middle initial

Age last birthday _____ : Date of birth _____
Month Day Year

School or College _____

City _____ : State _____

Name of Teacher _____

Grade or classification in school: (Draw a circle around one)

High School: Freshman Sophomore Junior Senior

College: Freshman Sophomore Junior Senior Graduate

Campus School Enrolled in _____

How many term credits have you had in English? _____

What occupation are you following or expect to follow? _____

Date this test was taken _____
Month Day Year

DO NOT TURN THE PAGE UNTIL THE EXAMINER TELLS YOU TO DO SO

TO THE EXAMINER:

1. Distribute the tests with the direction not to open them.
2. See that all pupils are supplied with pencils or pens.
3. See that the students fill out the above title page.

When the students are through filling out the title page, say,
"This is a general vocabulary test. Work as rapidly and accurately
as you can. The directions and samples are on the next page. Turn
the page, GO!"

41 segregate	1 secure 2 center 3 provide 4 isolate-----	()
42 taffeta	1 lace 2 silk or linen goods 3 tripedal 4 candy----	()
43 irremediable	1 irresponsible 2 lawful 3 incurable 4 natural-----	()
44 exponent	1 symbol 2 exposure 3 argument 4 captain-----	()
45 vest	1 assist 2 endow 3 opening 4 entrance-----	()
46 compliance	1 contrast 2 console 3 deny 4 concession-----	()
47 defamation	1 famous 2 slander 3 publicity 4 cruelty-----	()
48 trifling	1 frivolous 2 cruel 3 lazy 4 queer-----	()
49 urchin	1 rogue 2 urgent 3 pigmy 4 instrument-----	()
50 asphyxiate	1 to spray 2 joyful 3 suffocate 4 punish-----	()
51 omit	1 transcribe 2 receive 3 entertain 4 discharge-----	()
52 zest	1 pensiveness 2 keen enjoyment 3 wittiness 4 speed--	()
53 vial	1 vase 2 trap 3 filthy 4 small bottle-----	()
54 resuscitate	1 revive 2 repeal 3 entertain 4 reprove-----	()
55 enviable	1 enthusiastic 2 desirable 3 tractable 4 dull-----	()
56 alienate	1 alleviate 2 sorrowful 3 arduous 4 estrange-----	()
57 tempestuous	1 given to temper 2 stormy 3 cunning 4 dark-----	()
58 wily	1 ambitious 2 quick 3 weird 4 cunning-----	()
59 scullion	1 scare crow 2 beast 3 wretch 4 enemy-----	()
60 lucid	1 liquid 2 laughable 3 opaque 4 clear-----	()
61 alleviate	1 join 2 ambush 3 lighten 4 succeed-----	()
62 brusque	1 plentiful 2 abrupt 3 strong 4 unhappy-----	()
63 surety	1 insurance 2 firmness 3 likelihood 4 certainty-----	()
64 subterfuge	1 tool 2 danger 3 vessel 4 evasion-----	()
65 subsidiary	1 substantial 2 furnishing aid 3 money 4 flood-----	()
66 grail	1 small insect 2 song 3 chalice 4 farewell-----	()
67 wise	1 officer 2 sin 3 jardiniere 4 clamping device-----	()
68 audacity	1 awe 2 power 3 impudence 4 sweetness-----	()
69 remonstrate	1 retrieve 2 protest 3 boast 4 console-----	()
70 base	1 denial 2 dull 3 prudish 4 dishonorable-----	()
71 articulation	1 enunciation 2 animated 3 shouting 4 anger-----	()
72 exemplary	1 consul 2 exterior 3 dignified 4 model-----	()
73 querulous	1 wise 2 faultfinding 3 queer 4 danger-----	()
74 precipitous	1 tricky 2 impulsive 3 porous 4 steep-----	()
75 chancellor	1 prince 2 room 3 judge 4 accountant-----	()
76 purge	1 grasp 2 oppress 3 partake 4 cleanse-----	()
77 galvanize	1 scatter 2 electroplate 3 glaze 4 devastate-----	()
78 adze	1 blue 2 garden 3 tool 4 ancient-----	()
79 novelty	1 newness 2 short story 3 toy 4 novel-----	()
80 merciful	1 manly 2 good 3 munificent 4 compassionate-----	()
81 resplendent	1 splendid 2 return 3 established 4 satisfied-----	()
82 usurp	1 usury 2 encroach 3 re-unite 4 apprehend-----	()
83 portico	1 porch 2 church 3 small vessel 4 pillar-----	()
84 squalid	1 stormy 2 bizarre 3 wretched 4 complex-----	()
85 truce	1 argument 2 cloth 3 honest 4 respite-----	()
86 dissension	1 to descend 2 contention 3 assembly 4 drama-----	()
87 cartilage	1 tissue 2 heavy wagon 3 ligiment 4 bullet-----	()
88 exchequer	1 messenger 2 exhibit 3 room 4 treasury-----	()
89 benign	1 secure 2 lovely 3 benefit 4 gracious-----	()
90 gambol	1 wager 2 scold 3 chance 4 frisk-----	()
91 exhilarate	1 exhume 2 cheer 3 turn out 4 gratify-----	()
92 hallucination	1 grief 2 fluctuation 3 delusion 4 hilarity-----	()

93	swarthy	1 strong 2 gruff 3 villanous 4 dark-hued-----	()
94	extol	1 laud 2 excite 3 entrance 4 broadcast-----	()
95	torpid	1 dormant 2 torpedo 3 superfluous 4 rigid-----	()
96	vagary	1 vanity 2 vagrant 3 brilliance 4 whim-----	()
97	fealty	1 vassal 2 honor 3 loyalty 4 fearless-----	()
98	suffuse	1 sufficient 2 scold 3 overspread 4 flaunt-----	()
99	peremptory	1 promising 2 decisive 3 promontory 4 angry-----	()
100	caustic	1 cautious 2 enervating 3 causal 4 corroding-----	()
101	verdure	1 green vegetation 2 vineyard 3 pasture 4 truth-----	()
102	surfeit	1 servant 2 pleasure 3 excess 4 enchant-----	()
103	coerce	1 compel 2 cotton cloth 3 nag 4 obtrude-----	()
104	clandestine	1 country home 2 unhappy 3 secret 4 clamorous-----	()
105	inveterate	1 modish 2 insidious 3 insolvent 4 habitual-----	()
106	irresolute	1 ignorant 2 hesitating 3 irresponsible 4 young-----	()
107	vendee	1 magician 2 villa 3 merchant 4 buyer-----	()
108	fraught	1 disagreement 2 ship 3 laden 4 heavy-----	()
109	pseudonym	1 false 2 fictitious name 3 legal suit 4 pardon-----	()
110	carnal	1 wealthy 2 kind 3 wasteful 4 fleshly-----	()
111	volatile	1 combustion 2 beverage 3 changeable 4 dangerous-----	()
112	disbursement	1 payment 2 dismissal 3 disavow 4 negligence-----	()
113	petit	1 beautiful 2 minor 3 fruit 4 haughty-----	()
114	hart	1 bird 2 herb 3 organ 4 stag-----	()
115	frugal	1 frank 2 economical 3 excitable 4 useless-----	()
116	cardinal	1 principal 2 oldest 3 crest 4 orthodox-----	()
117	docile	1 exiled 2 home 3 tractable 4 haughty-----	()
118	inundating	1 flooding 2 checking 3 flexible 4 drying-----	()
119	propensity	1 property 2 likeness 3 tendency 4 prophesy-----	()
120	gabardine	1 green 2 monk 3 silk 4 loose coat-----	()
121	expedite	1 banish 2 facilitate 3 fluster 4 excel-----	()
122	chalice	1 cup 2 figures 3 chantry 4 dress fabric-----	()
123	concurrence	1 dominance 2 agreement 3 happen again 4 contrast--	()
124	arduous	1 ardent 2 fascinating 3 laborious 4 profound-----	()
125	viands	1 food 2 clinging vine 3 gestures 4 bands-----	()
126	stratagem	1 coolness 2 stratum 3 artifice 4 strife-----	()
127	vacillate	1 vaccinate 2 endure 3 defeat 4 waver-----	()
128	retrograde	1 renegade 2 picture 3 recede 4 condemn-----	()
129	extortionate	1 affectionate 2 oppressive 3 to plead 4 lengthy-----	()
130	rapacious	1 grasping 2 rapid 3 generous 4 ungainly-----	()
131	fervor	1 violence 2 heat 3 happiness 4 ambition-----	()
132	teem	1 be energetic 2 horses 3 pair 4 be prolific-----	()
133	deputation	1 to defy 2 novice 3 delegation 4 negotiation-----	()
134	innate	1 natural 2 inmate 3 inclusive 4 fanciful-----	()
135	suavity	1 seriousness 2 import 3 sanctity 4 urbanity-----	()
136	salubrious	1 solitary 2 wholesome 3 common 4 embellished-----	()
137	remiss	1 negligent 2 continued error 3 return 4 send-----	()
138	league	1 longitude 2 lengthy 3 covenant 4 plan-----	()
139	bannock	1 banal 2 food 3 creek 4 hammock-----	()
140	respite	1 delay 2 forgiveness 3 relaxation 4 providence-----	()
141	opulent	1 opaque 2 unsubstantial 3 extreme 4 wealthy-----	()
142	descry	1 discern 2 ridicule 3 weep 4 decry-----	()
143	amain	1 violently 2 ship 3 stagger 4 compel-----	()
144	rendition	1 cache 2 surrender 3 program 4 preparation-----	()
145	pursuant	1 conformable 2 to pursue 3 clerk 4 to serve-----	()

146 extenuate 1 terminate 2 to diminish 3 to extend 4 discredit---()
147 scruple 1 coin 2 fight 3 weight 4 valuable------()
148 couch 1 dismiss 2 weed 3 cover 4 express------()
149 unqualified 1 wholly 2 gifted 3 unreserved 4 measured------()
150 enjoin 1 prohibit 2 join 3 entreat 4 captivate------()

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