THESIS

on

POSSIBLE EFFECTS OF STUDENT GOVERNMENT

on

STUDENT HONESTY

Submitted to the

OREGON STATE AGRICULTURAL COLLEGE

In partial fulfillment of
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Degree of

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by

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The writer wishes to acknowledge his indebtedness to all those who contributed in any way to this study. Special acknowledgment is due Dr. E. W. Warrington who, as supervisor of the study, gave freely of his time and offered many valuable suggestions. Thanks are also due Dr. F. W. Parr who suggested the technique used in measurement of honesty, and to Dr. H. R. Laslett who offered constructive criticism during the preparation of this thesis.
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A theory is held by many prominent educators that whatever exists can be measured. In recent years efforts have been made to test and measure many phases of physical, mental, and moral qualities of human life and endeavor.

Most recent in this field of testing are tests which have for their purpose the measurement of honesty, reliability, and other similar traits of character. By the use of these tests the growth or other change in these measurable traits may be determined according to our means or knowledge. Knowing this, it is often possible to determine to some extent the influencing factors of the change; and to set up stimuli to actions and habit formations which are the fundamental and dominant factors in the integration of pupil personality.

A set-up of influencing stimuli and the reactions to this stimuli are recorded in this thesis.
Chapter I
Introduction

PROBLEM

This thesis is a study in the measurement of honesty in a high school with an enrollment of fifty pupils. Its purpose is the determination of possible effects on this trait, in a specific situation, of placing the responsibilities of school government in the hands of the pupils.

The writer had no preconceived ideas or theories as to what this effect might be. He is not offering his findings in this study as proof of theories which he or any other person might hold. When the study was begun he was very much at sea as to what turn the evidence in the results of these tests might take.

SIGNIFICANCE

He believes that the public school is one of the greatest socializing agencies known to man; that it offers far reaching opportunities due to its long period of contact with those who come within the sphere of its influence for the formation and fixation of habits that will result in happy and successful lives; that success in life is measured not in dollars and cents, nor in scholastic achievement, nor in the dispatch of heavy responsibilities, but in the degree to which each person uses his native and acquired abilities to bring happiness, peace, and comfort - not only to himself but to all with whom he comes in contact.
If the school does wield this far reaching influence, what are the factors within its organization that offer the greater stimuli for socializing reactions? Is it the school curriculum, the daily program of subjects pursued? Is it the so-called extra-curricular activities, such as dramatics, student government, athletics, and clubs? Is it the teacher? Is it the general intermingling and association of students one with another? Certainly each of these phases of school life yields a particular influence.

There has always been and always will be controversy even among the most prominent educators as to which of these phases of school activity really offers the best avenue for sound character building. No doubt this varies with the organization of each different school system, and is dependent upon the reactions of individual pupils or with the nature of community population, such as, static or moving, laboring, agricultural, or professional. It may never be known which phase of school life should be given the greater emphasis in order to insure reactions whose formation into habits will lead to the highest type of integrated personalities for the majority.

It is the writer's belief, however, that through a careful system of testing of specific traits it will be possible to discover some trends of reaction in one direction or another resultant to a specific set-up of stimuli. With this belief the writer set out to make a study of the influence of a specific stimulus on a specific character trait. The specific stimulus was the organization and
functioning of a well planned system of student body government in a high school of fifty pupils. The specific character trait was honesty.

PREVIOUS STUDIES

He set about this task by making a study of the work of educators in this field. Goodwin B. Watson (17) on the subject of the testing of character, says, "We can measure with well standardized tests knowledge of health habits, good manners, ethical vocabulary, and knowledge of right and wrong. We can measure ability to foresee consequences, to make nice socio-ethical discriminations, to be fair minded, to conform to social customs, or to be easily influenced by suggestion. We can measure certain significant elements of health and physiological make-up, including for example, basal metabolism with its importance for energy and drive. We can measure quality of home background. We can measure such behavior as cheating, lying, stealing, giving money, persistence, aggressiveness, studiousness, caution, recklessness, and ability to readjust in an emergency.

"These forms of behavior, with the exception of the deceptive types, have as yet been measured in far too few types of situations to permit any broad conclusions. We can measure with superb validity such factors as popularity or reputation. We can test emotional changes and relate these to certain stimulus words or to attempts to deceive. The total list is impressive, but these tests are, of course, more easily mentioned than applied. Comparatively few of
them can be used by untrained workers."

Experiments by Hartshorne and May\(^{(10)}\) in testing the knowledge of right and wrong suggests that there is little correlation between this knowledge in pupils and that held by their public school teachers. There is also no assurance that the knowledge of right or wrong will govern one's actions.

In a study by Norman Fenton\(^{(8)}\) of student honesty during examination, students were tested under three situations; first, with the instructor in the room reading a book; second, with the instructor in an adjacent room but likely to walk in any minute; and third, with the instructor out of the building. The number of cheatings were found to increase in order in each of the situations named. It was also found that the number of cheatings increased inversely with the I.Q.'s of the students.

In 1927-28 W. G. Cambell and H. L. Koch\(^{(3)}\) conducted an extensive honesty study in one of the large universities. The situations employed were as follows: first, the correction and grading of an intelligence test which the subjects had previously taken; second, a general information and reading range overestimation test; third, a pencil appropriation test; fourth, a questionnaire containing, among other items, questions concerning the student's offenses against the honor system; and fifth, three regular course examinations. Cheatings averaged around 33-1/3 per cent in all of these tests except the pencil appropriation test. In it about 6.5 per cent of the new pencils did not return, but all of the old ones came back.
In another study made by George F. Miller (12) on "Experimental Tests of Intellectual Honesty", it was estimated that among the one hundred and five college students included in this test approximately two-thirds would be dishonest under favorable circumstances.

A study of the technique used by F. W. Parr of Oregon State College in making his survey of cheating among college men and women was of particular value and assistance in formulating a plan to use as a guide in the preparation of this thesis.

E. W. Butterfield (2) in his discussion of "Who is Honest" says, "during the last five years a subsidized group of experts has been collecting statistics and announcing conclusions on the subject of honesty. In the aggregate, hundreds of school days have been occupied and thousands of school children in attendance have been subjected to these tests.

"Statistics would be more valuable if they reflected the thoughts and ideals of all classes and conditions of men and women, but it is much easier to ask questions of children in regular school attendance. They cannot escape the questions and they must answer.

"No artificial test in honesty can in any way add to the child's education. By deliberate planning pupils are placed in situations where dishonesty is likely to be the result. May this fairly be done? The habits which we designate character are formed by the repetition of right actions, and are weakened by irregular and un-social responses."
"Two widely used tests are given as illustrations. (1) The over-change test. The subject is sent on a purchasing errand. It is prearranged with the merchant to give him a certain amount over-change. The test is what he will do with it. (2) The missent letter test. The subject receives a letter from a business firm enclosing twenty-five cents. The letter says that this amount is sent to balance his account with the firm, and requests that the receipt be sent back in the addressed and stamped envelope which is enclosed.

"In other tests lying, stealing, and boasting are suggested and the opportunity presented. These tests are frankly called by the testers the lying test, the stealing test, the peeping test, and the like.

"Tests have been designed to answer these questions: Can the subject be trusted not to cheat in any game? Can the subject be trusted not to refuse credit which is not due him? Can the subject be trusted not to accept a tip for a trifling courtesy?

"In all these cases the pupil is brought into an artificial situation and is secretly watched either directly or by some cunningly concealed checking device.

"One test begins with this statement - There are fifteen statements listed below, and three questions under each. Check the one which you think would do in each case. Read these carefully and be honest in your answers. Take all the time necessary. You need not sign your name to the paper."
"The pupil accustomed to school conventions believes that when he is told he need not sign his name there is a guarantee that he may answer honestly and not be individually blamed. Yet entirely unknown to the pupils, several papers, to each group, forty in all, were selected by means of a code marking. Twenty of the forty were pupils who were known to have been dishonest during the year and who were generally problem pupils; twenty were considered as the most exemplary pupils in leadership and conduct. In this test, these are sample statements:

"If while you were playing, a street light was broken by someone in the crowd and you were asked about it, should you:

1. Say you knew nothing about it?
2. Tell which one of the crowd threw the stone?
3. Take your share of the blame as one of the crowd?

"As you go into a store you see very tempting candy on an open shelf. Should you:

1. Take a bite?
2. Not touch it even though you want it?
3. Take some for yourself and your friend?

"If you find a pocketbook containing money, should you:

1. Take it to a lost and found office at once?
2. Take it home to think what to do?
3. Hide it and keep it for yourself?"

In this group of tests Butterfield found that teachers' opinions
of pupils and those brought out by the tests did not have a very high degree of correlation.

C. C. Crawford\(^{(4)}\) offers the following technique as a method of testing copying from papers.

1. Give the test and compare the papers of those who sat adjacent.

2. Change the seating arrangement and give the test the second time.

3. In suspected papers count the number of identical errors.

4. Find the percentage of identical errors of all errors made.

5. Count the number of identical errors in a number of other papers chosen at random.

6. Find the percentage of these errors of the total.

7. Compare the two percentages.

(Conclusions drawn by Mr. Crawford are as follows:)

"Honest pupils will respond to answers in the same manner as before. Dishonest pupils will not be able to repeat the previous answers given. Dishonesty is an offense against the other members of the group rather than a matter in which only the teacher and the pupils who cheat are concerned.

"It is the duty of pupils to report cheaters for self protection and the protection of the group. Honesty is the problem of the class and if they do nothing to enforce honesty examinations may degenerate into a cheating contest in which the highest marks will be given to the best cheaters."


Dr. Paul Voelker\(^{(16)}\) president of Olivet College gives the results of a study of eleven groups of boys and girls, in which tests were given to two groups, one having had scout training and the other no scout training. He found that the ones who had had scout training were more honest than the others. Later a part of the non-scouts were given scout training and tested again. They were found to have made a decided improvement, while those in the non-scout group remained the same.
Chapter II
Discussion of Experiment

PROCEDURE

The plan of procedure in this study was as follows: first, a series of four tests, designed and administered to measure honesty was given; second, results of these tests were to be tabulated and kept for future comparison; third, task of the organization and ratification of a new and practicable system of student participation in school government was to be introduced; fourth, a study was to be made of the functioning of this government and the manner in which its problems were handled; fifth, at the end of the semester the same group of honesty tests which had previously been administered were to be given again and a comparison of their results made with the results of those formerly given; sixth, from this comparison conclusions were to be drawn as to the possible effects of student participation in school government on the honesty of the pupils in this particular high school.

These conclusions were to be offered not as an indication of what is true of schools in general, or as carrying sufficient evidence to establish any final truths in this field of study, but only as resultant to the findings in this specific study.
Initial Testing Program. A first problem in the introduction of these tests was to present them in such a way that the pupils would accept them without becoming suspicious as to the underlying purpose of the whole testing program. Several tests in English grammar had been given the previous year, so the first test chosen was one from this English grammar group. It was given under the supposition of checking its results with the results of those previously given to determine what progress had been made.

It is important to keep the knowledge of the purpose of tests of this nature in the minds of as few people as possible. In this case only two people living in the community had any knowledge of their real purpose. Other teachers in the building did not know why the tests were being given. To satisfy any natural curiosity in this regard charts were made of the resulting scores and achievement groupings were made which were of considerable value in the administration of the school.

The technique used in determining the honesty of school pupils was to give the test, collect the papers and make an exact record of each answer given in the tests. This was done without placing a mark of any kind on the papers. The next day, or soon afterward, the papers were handed back and each pupil was allowed to check and grade his own paper.

An effort was made to so construct these tests and arrange the timing that blanks would be left on every paper (which might be filled in by the pupil when he was correcting his own paper.)
Pupils were always cautioned to be very careful and accurate in the grading of these papers, that the tests would have no value in the making of achievement ratings if each was not an exact record of the correct answers given by the pupil in his allotted time. After this announcement was made, no pretense was made to try to keep the pupils from changing their answers or filling in spaces which they had left blank when they took the test. In fact, the checking was done in such a way that pupils would have ample time and opportunity to change their answers if they do desired.

The English grammar test*, which involves a knowledge of the principal parts of irregular verbs, was given to the whole group at one time by the writer. The next day the papers were handed back and the writer turned his back to the group and wrote the answers on the blackboard. More time was consumed than was necessary for the checking of answers which permitted the making of changes in answers.

The following table shows the number of changes. Thirty-three, or 69%, made no changes, while fifteen, or 31%, made changes varying in number from one to eight as shown by the table.

Table I
Answers changed in Test One

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>33</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* A copy of this test as well as other tests may be found in the Appendix.
Only twenty-five verbs were used, making a possibility of fifty errors. The test was not difficult and the number of errors made was not great. A more difficult test with a greater number of chances for error is more desirable for a test of this kind. However, no perfect scores were made so each pupil had at least one opportunity to change his results.

The second test given was the Clinton Vocabulary Test for High Schools and Colleges. This test had one hundred fifty items and was of sufficient difficulty that every pupil had a large number of errors.

The results of test two, Table II, show that eight more pupils changed their answers than in the first test. Here twenty-five, or 52%, made no changes at all, while twenty-three, or 48%, made changes varying in number from two to forty-seven, which is also shown in Table II.

Table II

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>12</th>
<th>22</th>
<th>25</th>
<th>28</th>
<th>33</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Several factors offer themselves as possible causes of this increase in the number of pupils changing their answers; first, the test was longer and more difficult, thus presenting many more opportunities for changes; second, the probable knowledge that some pupils had changed their answers in the former test and had not been called
to account for it, or even been detected in it from all appearances; third, the checking of answers was done this time by one of the classroom teachers and it is quite likely that pupils might feel more secure in making changes than if the writer were conducting the grading as in the former test.

The principal changes that took place in this test were the changing of ones to fours, which is easily done; and that of filling in spaces which had been left blank when the test was taken. There were a few instances where answers had been erased or marked out and correct ones put in their places.

The third test was a spelling test constructed of forty-eight pairs of words. One word was correctly and one incorrectly spelled in each pair and the test required the placing of an (X) after each correct word. Here again, as in the case of the grammar test, we probably have a test of insufficient length and difficulty to make a good honesty test; but as in the grammar test no pupil made a perfect score so there was at least one opportunity for each pupil to make a change. Changes in this test had to be made by either erasing or scratching out the answers given and inserting the correct answer in its place. There were also a few instances where the space for answers was left blank and filled in at the time of correction.

In the results of this test, as shown by the Table III, twenty-seven pupils or 56% changed no answers, while twenty-one pupils, or 44%, changed answers varying in number from one to thirteen. Eleven
pupils changed one answer, two pupils changed two, one changed three,
one changed four, two changed six, two changed seven, one changed
twelve and one changed thirteen.

Table III
Answers changed in Test Three

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>27</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

An arithmetic test was used for test four and while it involved
fifty items it was of sufficient difficulty that every person either
had several errors or blank spaces left with no answers. On the
other hand the problems were easily understood and on the whole
rather simple to work after they were explained and thus offered
quite a temptation for a pupil to say to himself "sure I know that"
and insert the answer when it was given.

The writer read the answers for the corrections of this test,
and to give time for making changes he worked, on the blackboard,
all problems which the pupils wished to have explained.

The following table shows the number of changes made by each
pupil in test four. Twenty-seven pupils or 56% made no changes and
twenty one pupils or 44% made changes varying in number from one to
twenty-two. Six made one change, four made two changes, one made
three, three made four, two made five, one made six, one made eight,
one made nine, one made eleven and one made twenty-two.
Table IV
Answers changed in Test Four

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>8</th>
<th>9</th>
<th>11</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>27</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

A summary of all changes made by each pupil in high school is made in Table VIII, pages 23, 24, and 25. There is a division in this chart made by classes, however, Table V below gives you a better idea of the number of changes made according to classes.

Table V
Percentage of membership in classes that made changes in one, two, three and four tests

<table>
<thead>
<tr>
<th>Changes made</th>
<th>Freshmen (20)</th>
<th>Sophomores (13)</th>
<th>Juniors (8)</th>
<th>Seniors (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>40%</td>
<td>30.08%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>One Test</td>
<td>5%</td>
<td>30.08%</td>
<td>12.5%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Two Tests</td>
<td>15%</td>
<td>15.4%</td>
<td>0%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Three Tests</td>
<td>25%</td>
<td>15.4%</td>
<td>37.5%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Four Tests</td>
<td>15%</td>
<td>7.6%</td>
<td>25%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

In making a comparison of the number of changes made by boys and girls, we find the following to be true:
Table VI
Comparison of Changes Made by Boys and Girls

29% of boys and 45% of girls made no changes in tests
14% of boys and 15% of girls made changes in one test
7% of boys and 20% of girls made changes in two tests
31% of boys and 5% of girls made changes in three tests
19% of boys and 15% of girls made changes in four tests

These results would have some indication at least as far as this school is concerned that twenty-nine per cent of the boys and forty-five per cent of the girls would never cheat, that fourteen per cent of the boys and fifteen per cent of the girls would cheat one-fourth of the time, that seven per cent of the boys and twenty per cent of the girls would cheat half of the time, that thirty-one per cent of the boys and five per cent of the girls would cheat three-fourths of the time and nineteen per cent of the boys and fifteen per cent of the girls would cheat all of the time.

Another interesting comparison is that of the changes made by different quartile groupings by intelligence.

Table VII gives a picture of this comparison and shows that seventeen per cent of the first quartile and forty-two per cent of the second, third, and fourth quartiles did not change any answers in any of the tests. No person in the first quartile made changes in just one of the four tests. Sixteen and five-tenths per cent of the second, twenty-five per cent of the third and seventeen per cent
of the fourth quartiles made changes in one test. Eight per cent of the first, sixteen and five-tenths per cent of the second, seventeen per cent of the third and eight per cent of the fourth quartiles changed answers in two tests. Thirty-three per cent of the first, twenty-five per cent of the second, eight per cent of the third and twenty-five per cent of the fourth quartiles made changes in three tests. Forty-two per cent of the first, no one in the second, eight per cent of the third and eight per cent of the fourth quartiles made changes in all of the four tests given.

Table VII
Changes made by quartile groupings according to intelligence quotients

<table>
<thead>
<tr>
<th>Changes made</th>
<th>First Quartile</th>
<th>Second Quartile</th>
<th>Third Quartile</th>
<th>Fourth Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>17%</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>One Test</td>
<td>0%</td>
<td>16.5%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Two Tests</td>
<td>8%</td>
<td>16.5%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Three Tests</td>
<td>33%</td>
<td>25%</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>Four Tests</td>
<td>42%</td>
<td>0%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table VIII
Changes made by each pupil in the first administration of each of the four tests

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>1st Test</th>
<th>2nd Test</th>
<th>3rd Test</th>
<th>4th Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Table VIII (Continued)

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>1st Test</th>
<th>2nd Test</th>
<th>3rd Test</th>
<th>4th Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>8</td>
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Program of Student Government. Before beginning the task of installing a new system of student government, it was necessary for the author not only to make a thorough study of all previous and present efforts at student participation in his own school, but to ascertain what current practices were being followed along this line in other schools.

A rather meager and disconnected student organization had been carried on in the school in which this study was made for a number of years. The system provided for a president, vice-president, secretary, treasurer, and business manager. The duties of these officers were vaguely defined or not mentioned at all. It provided for no council or other committees for participation in the organization of school activities. All business was introduced originally before the whole student-body without first having been reviewed by any representative group. As a consequence, after a subject was introduced it was the habit of the students to look to the principal or some other member of the faculty for their comment and judgment on the proposition. This opinion was usually accepted as final and no opinions, at least verbally, were voiced by the students.

This dependence upon teachers to carry on discussions relative to all pending measures had the effect of curbing whatever initiative the students may have had; and developed in them the feeling that they had just as well keep still because the majority would follow the recommendations of a teacher anyway. Little in-
terest was manifest in student-body meetings. Less discussion was had on the part of the students. A general feeling that all decisions were imposed from above was prevalent, and the students themselves assumed no responsibility for the virtues or errors of student-body rulings.

In conformity with the idea that a desire for a student council should come from the students themselves, the author casually brought up the subject when talking to the student-body president and other influential members of the school. In these casual and informal conversations he gave them some idea of the functions and value of a student council. This idea they heartily accepted and transmitted to other members of the school until, when it was presented at the next student-body meeting, the vote was practically unanimous in favor of a student council.

A teacher's meeting was also held in which the possibilities of a student council as a factor in building citizenship was discussed by the principal and teachers. Here again a favorable attitude toward the movement was established and the cooperation of the teachers was assured.

Student handbooks were secured from neighboring high schools and from the state college and the state university. Ideas were also secured from principals of other schools where student participation was already a part of school government. An attempt was made to sift from this aggregation of material and information the best features with which to build a simple yet effective plan of
student participation in government.

Three committees were appointed by the student-body president to report plans for the desired changes. One committee was to bring in a new plan for making athletic awards, another was to submit a plan whereby a student council would become a part of the student-body constitution, and a third committee was appointed to revise the whole constitution, embodying in it the features of the other committees after they had been accepted by the student-body.

These committees studied rather thoroughly the materials found in handbooks from other schools; also plans which were suggested by McKown. They met from one to three times per week and worked all told over a period of about six weeks. A number of the major principles and some of the materials from which the committees formed their judgments is given in the following paragraphs.

The idea of student participation in government is not a new one. However, participation in government is often confused with self government. In the first decade of the nineteenth century the emphasis tended toward self government. Pupil participation in government represents a change in both thinking and direction of student activities.

Self government may mean that powers are delegated to pupils by the school faculty, that they are derived from the consent of the governed, or that the principal has appointed certain pupils to try to get other pupils to do what he wants them to do, or it may be that an enthusiastic group has set up an oligarchy to rule over
them.

The powers of the student government or of the council should be derived from all the citizens of the school and within the scope of a charter granted by the principal.

In forming a new organization where none exists it is not to be expected that it will "spring full grown" from the mind of any man. In fact it seems that such would be most unfortunate were it possible, for it would deprive those participating both of the educational possibilities in working out a satisfactory functioning organization and of the joy in seeing their own efforts crystallized into success. Though the principal or sponsor of the movement may have a very clear vision of the final organization, it seems advisable that those participating as members of it should be given the opportunity of "learning to do by doing".

A student-body, if inexperienced, is not able to start its activities under a complex system of organization such as has been worked out through years of experience in larger schools. The whole is not greater than the sum of its parts; and likewise the pupil organization will function according to the ability and experience of its personnel and sponsors.

The development of the individual is one aim of the organization, but the welfare of the mass is so important that the individual must be subordinated to the success of an organization that is to affect the student-body both individually and collectively. The brilliant and forward pupils should not always be suggested for of-
ficers, and likewise it is agreed that student government should not
be influenced too much by principal and teachers. When a quiet and
unobtrusive pupil is elected to office it is well to let him try,
for no one knows what he may be able to do.

It is quite generally agreed that citizenship trains leaders
and intelligent followers. Let the intelligent follower do as much
of the leading as he can. In this connection too much attention is
often given to officers and the other children are made to feel that
they are a part of the organization only in that they do as some of-
ficer tells them to do. A spirit of great cooperation must pervade
the whole school and each boy and girl feel that he has a share in
making his school the best.

The greatest danger which besets a program of self government
is the confusion of results and aims. It is undoubted that self
government improves discipline but that is not its chief purpose.
The principal must be sure of the material with which he is working.
many cases of student government fail miserably because the teachers
are not in sympathy with the work, many times justly because they
see it only as a means of improving discipline, where improvement is
not needed. Functions of officers, when not clearly defined, also
give rise to troubles which brand student government as unsuccessful.

A desire of both pupils and teachers for government on a coop-
erative basis is necessary and is the only correct basis of organi-
ization. The student council is not a thing apart. It grows most
successfully out of the real life of the high school. It is simply
one of the cooperative ways that the school provides for real education by enabling pupils and teachers to recognize a share in solving the school's problems. It must be continuously kept in mind that whatever powers the student council has are delegated powers.

The following outline was taken from Roemer and Allen (15) and is quoted from a paper entitled "Pupil Participation in Self Government", read before Florida High School Principals' Conference, April, 1925.

It quite clearly outlines the position of a student council in a system of student body government.

PUPIL PARTICIPATION IN SCHOOL CONTROL

I. Definition of Student Council
II. Value of Student Council
III. Relationships of Student Councils
IV. Organization
V. Guiding Principles
VI. Activities

I. DEFINITION

"The Student Council is an organization of representative students elected to assist through cooperative effort in working out helpful social relationships in school activities and civic problems."

II. VALUE OF THE STUDENT COUNCIL

A. It creates morale and a better social atmosphere.
B. Through it a strong school tradition may be built up of what "is and isn't done."

C. It creates school spirit and develops sound school opinion.

D. It affords a channel through which principal and faculty may work in bringing about desired action or attitude on the part of the student-body as a whole.

E. It arouses a spirit of cooperation with authorities for common good.

F. It arouses a spirit of loyalty and good will towards school and the faculty.

G. It applies the principle of "learning by doing".

H. It develops a sense of civic responsibility.

I. It trains for constructive living in a democracy.

J. It trains for future service.

K. It provides an opportunity for pupils to participate in the management of a school community.

L. It aims at social efficiency through encouraging participation in the management of a school community.

M. It trains in independence of thought and action.

N. It trains leaders, enlisting them on the side of the law, order, and social uplift.

O. It develops personality.

P. It may guide and in a measure control student activities.

Q. It may initiate new activities of group character and administer old ones.
R. It develops and establishes a true and keen sense of justice, and teaches consideration for the rights of others.

S. It influences conduct and aids in discipline.

III. RELATIONSHIPS OF COUNCIL

A. To the Student Body

The Council is an elective organization representing the entire Student Body.

B. To the Student Organization

As the central organization, the Council heads all student organizations or groups in the entire school; through it new activities of group character are initiated, and old ones administered.

C. To the Principal

1. All administrative and executive powers of the council are delegated to it by the principal, therefore he must retain the final word concerning all its activities or decisions.

2. By means of a faculty advisor or sponsor, a close contact between council and other organizations with the principal and faculty may be maintained.

IV. ORGANIZATION

A. Preparation

1. Of principal and faculty.

   a. A study of the aims and purposes of the council.

   b. A willingness to delegate administrative powers
and responsibilities to the council.

C. A definite plan for its organization.

D. A study of adolescent psychology.

E. A broad study of other similar organizations.

No difference, however admirable, should be adopted or transferred as a whole from the organization of any other school. Each school should build its own form, growing out of its own needs and experiences.

2. Of the Student Body.

a. A fully matured sentiment in favor of student participation, secured.

(1) By an educational campaign to acquaint the pupils with the purposes and plans.

(2) By securing the cooperation of the pupil leaders.

b. A clearly felt need for the organization arising from problems brought to the attention of the pupil leaders.

c. Initiative and effecting the organization taken by the pupils, but directed by the faculty.

B. Framing plans for organization

1. The home group or some other representative group should be the basis.

2. Machinery of organization should be simple, growing more complex as occasion demands.
3. Election of officers should be held.
   a. Qualifications: scholarship, executive ability, character, ability to win good will of fellow pupils.
   b. Nominations should be approved by teachers and finally by the principal.
   c. President should be elected at large from approved list, by ballot.
   d. Other council officers should be elected from council by its members.

4. A constitution should be drafted -- see Robert's Rules of Order; Gregg's Outline of Parliamentary Law; Frederick Leighton's Student Handbook of Parliamentary Law.

5. Other members should then be selected.
   a. Plan may vary according to size of school.
      (1) In small schools each class may elect a representative, and these representatives may perform all work of council.
      (2) In large schools members may be chosen by above discussions and suggestions or any other convenient plan; from this group the chairman of committees may form an executive committee.

C. Dangers

1. Lack of interest may be caused by complex organization.
2. Self-importance may develop.
3. Guidance by principal and sponsor may be too obvious.

4. Too much responsibility may be placed on young shoulders.

5. Natural leaders may be overworked.

6. There may arise difficulty in gaining sense of individual responsibility.

7. Too much may be expected. Remember that "boys are boys" and that several years are required to perfect such an organization.

8. Work may not be very definitely planned and carried out.

V. GUIDING PRINCIPLES

A. Make it perfectly clear that this is a cooperative government, not self-government.

B. Make the need felt by both pupils and teachers.

C. Develop gradually; start on a small basis and advance slowly, as conditions demand.

D. Build the organization to fit the needs of the school.

E. Bring to every teacher and pupil a sense of responsibility for everything pertaining to the general welfare of the school, a true training for democracy.

F. The principal must be convinced of the merits of the plan to the extent that he will give it a fair trial.

G. The majority of the faculty must have faith in the plan and must be in hearty sympathy with its purpose.
H. The plan must have the approval of the superintendent and
of the board of education.

I. The pupils must be interested in the organization.

J. The plan must have a definite place on the program.

VI. ACTIVITIES

A. Committees - suggested list

1. Order - handles traffic, maintains order in assemblies,
   study hall, cafeteria, and on grounds.

2. Safety - guards pupils against their carelessness,
   inspects lockers, welcomes visitors, and serves in fire
   drills.

3. Lost and found - receives and records lost articles
   and returns to owners on identification.

   (Be careful of accounting for money.)

5. Scholarship.

6. Manners and Conduct.

7. Sanitation.

8. Publicity - issues bulletins, handles school paper,
   and collects news for daily press.

9. Social welfare - welcomes new pupils, looks up ab-
   sent pupils, and holds school parties.

10. Library committee - aids in collection of books over-
    due, discourages carelessness, imposes penalties, and
    collects fines.
11. Finance committee.

12. Committee for assembly programs.

B. Participating in chartering clubs.

C. Cooperating in matters of discipline.

D. Encouraging yells, songs, pledges, and slogans.

E. Initiating many other activities for good of school.

Several joint meetings of the three committees were held before the proposed constitution was finally drafted into such form that the committees were willing to have it submitted to the student-body. A copy was then placed on the bulletin board and another put in circulation. A keen interest was taken in this newly proposed constitution and it was read from beginning to end by most of the members of the student-body.

Before the date on which this document was to be considered by the student-body it was presented by the principal of the school to F. L. Stetson, professor of education at the University of Oregon. Dr. Stetson commended the work as being very complete for a small high school. In his letter he said "I submitted the constitution which you sent me to several students in a class now studying Extra-curricular Activities. These individuals, most of them graduate students of some experience, went over the constitution rather carefully and have reported back with a few suggestions. Their general reaction was very satisfactory as they thought that the constitution represented quite well a number of characteristics of our social and
political organization outside of the school and that if observed, it would work towards better democracy in the school, giving both civic knowledge and civic practice. They also approved the rather wide range of responsibilities assigned to the student council and subject to the check of the principal."

After the newly proposed constitution had been posted for three days, a meeting was called for the purpose of ratifying it. The student-body president presided at the meeting. Each article was taken up, discussed, and acted upon separately. Discussion was encouraged and was indulged in freely by both students and members of the faculty. While several articles were objects of much discussion only two were amended before they were adopted.

The discussions had a very desirable effect from two standpoints at least. They gave the pupils a better acquaintance and a more thorough understanding of the constitution and made all the pupils feel that they had a part in the building of it. It is also quite likely that the constitution was improved by the changes made.

Finally when all the articles had been read and accepted a motion was made that the entire constitution be adopted as it then read. The motion was carried by a unanimous vote of the student-body. A copy of this constitution as it was adopted is as follows.
HIGH SCHOOL STUDENT BODY CONSTITUTION

SEC. I. NAME.

The name of this organization shall be "The Student Body Association of the _______ Union High School."

SEC. II. PURPOSE

The principal purpose of this organization shall be to promote in all ways the best interests of the school, organize all extra-curricular activities under one general control, foster sentiments of law and order, and to develop in students an appreciation of the responsibilities of membership in a democracy.

SEC. III. MEMBERSHIP

Any student or member of the faculty of the _______ Union High school shall be eligible for membership in this association upon payment of all assessments specified in the by-laws.

SEC. IV. DUTIES OF EXECUTIVE OFFICERS

1. President. Shall preside at all meetings of student-body and student council, appoint committees on recommendation of student council, sign all orders on treasury, and perform such other duties as usually devolve upon such an officer. He shall be elected from the incoming Senior class.

2. Vice-President. Shall perform all duties of the president in the absence of said officer and shall attend and take part in all council meetings. He shall be elected from the incoming Junior class.

3. Secretary. Shall keep a record of the minutes of all student
body and council meetings, and attend to the correspondence of the student body association. He shall be elected from any class.

4. **Treasurer.** Shall collect all fees and assessments of the association and pay all bills in requisition signed by the president, secretary and principal of the school. He shall attend and take part in all council meetings and shall be elected from any class except the incoming Senior class.

5. **Class Representatives.** Shall attend and take part in all council meetings and vote on measures coming before that body.

**SEC. V. STUDENT COUNCIL**

1. The Council shall consist of the officers of the student-body, i.e., the president, vice-president, secretary and treasurer, and one representative elected from each of the four classes by a majority vote of his class members. The faculty shall have advisory power only. Five members constitute a quorum, and at least five votes are necessary to pass any motion of the council.

The council shall have the power:

1. To make and enforce any rules necessary for the betterment of the student body, its life, or interests.

2. To supervise and have final decision in all matters concerning the extracurricular activities of the school, and have charge of all the financial matters.

3. To appoint the yell leader, whose duties shall be to conduct pep rallies and lead yells at games. The yell leader shall choose
his own assistants.

4. To nominate two candidates for each executive student-body office, to be placed upon the ballot and submitted to the student-body for election. Further nominations may be made from the floor at a regular or special meeting of the student-body.

5. To recommend the appointment of necessary committees.

6. To investigate and report on matters especially referred to it by the faculty or administrative officers of the school.

7. To elect the editor and manager of the high school paper at the beginning of each semester. The editor and manager shall choose their own staff on approval of the council.

8. To elect the editor and manager of the high school annual, who shall choose their own staff on approval of the council.

9. To appoint a business manager who shall look after the advertising and gate receipts of games and entertainments.

10. To appoint the members of the awards committee and other standing committees.

11. The athletic manager shall be appointed by the coaches with the consent of the council. He may be dismissed by authority of the two coaches. His duties shall be to issue equipment on order of the coaches, see that all equipment is in condition for practices and games, and be personally responsible for the safekeeping and care of all equipment and supplies used by the teams.

The principal shall have the right of veto over any measure
which the council passes.

SEC. VI. COMMITTEES

1. All standing committeemen shall hold office for one year unless their office be terminated by the student council.

2. The Awards Committee shall consist of three boys and two girls elected by the student council. The boys' and girls' coaches shall be members of the committee, but only students shall have voting power. Final judgment in making awards, and in adding or deducting points from a student's total, shall be in the hands of this committee, but its decision shall be subject to review by the principal.

3. The Finance Committee shall audit the books of the secretary and treasurer at least once each month and report to the student body. It shall consist of three members elected by the student council.

4. The Assembly Committee shall provide programs of entertainment for assembly meetings. It shall consist of three members elected by the student council.

SEC. VII. ATHLETIC AWARDS

1. All athletic awards shall be made on a point basis by the awards committee.

2. Points necessary for earning the first letter, a 7-inch chenille block letter for boys, is 250, and a 6-inch chenille block letter for girls, is 175; and a total of 500 points for boys and 350 for girls for the final letter, which is the same as the first ex-
cept that a service stripe shall be placed on the letter for each year that a participant earns 75 points in any one sport. Only one stripe can be earned each year. An emblem signifying the sport in which the greatest number of service stripes are earned shall be placed on the second letter, which shall be presented at graduation or upon leaving school.

3. A maximum of 100 points can be made in each sport, 60 for participation in games and 40 for training and sportsmanship. Five points shall be deducted for each unexcused absence from practice. No points shall be allowed a player who deserts his team before the end of the season. A two-thirds' vote of approval by team members is necessary for securing points in training and sportsmanship, but points so earned may be deducted by the awards committee.

4. Points for game participation shall be made on the basis of quarters participated in divided by quarters played by team times 60, for football and basketball; and innings participated in divided by innings played by team times 60, for baseball.

5. Participation points shall be awarded for all first team games played in competition with other high schools.

6. The athletic manager shall receive an official 6-inch letter with a small "M" on it if his duties shall have been performed in a manner satisfactory to the coaches and to the awards committee.

SEC. VIII. BY-LAWS

1. Regular meetings of the student body association shall be held the first Wednesday in every school month.
2. Special meetings shall be called by the president.

3. Regular meetings of the student council shall be held on the third Wednesday of each school month.

4. Special meetings of the student council shall be called by the president.

5. A student body fee of $1.00 shall be paid by all students at the beginning of each year. This fee will entitle the student to a copy of the school paper and admission to all athletic games at ___.

6. No student shall be issued athletic equipment or permitted to take any part in student body activities until this fee is paid.

7. No student shall hold more than one executive student body office.

8. No person shall hold office unless he be carrying three subjects and maintaining an average grade of three.

9. All nominations from the floor shall be made not later than the Friday before the regular meeting. No post-graduate shall hold office.

10. A majority vote shall be required to elect. A second vote on the two highest candidates shall be taken in case no candidate receives a majority.

11. All executive officers shall hold office for one year.

12. In case vacancies occur, they shall be filled by election at the first regular meeting.

13. No money shall be drawn from the treasury except on
requisition signed by the president, secretary and principal of
the school.

14. Elections shall be held annually at the regular student
body meeting in May.

15. The new student body officers shall be sworn into office
at the first regular meeting in the school term.

16. All student officers whose removal from office is not
heretofore provided for may be removed from office in the same
manner in which the constitution is amended.

17. The name of the high school paper shall be the "Junior"
Journal."

18. The name of the high school annual shall be the "Spirit
of S.H.S."

19. The school colors shall be Crimson and Black.

20. Amendments to the constitution shall be proposed by a
two-thirds vote of the student council or by petition signed by
at least one-third of the total enrollment of the student body,
and passed by a majority vote of the student body, provided the
amendment is presented to the student body at least three days before
the regular meeting.

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Ratified and put into effect February 13, 1933, by unanimous
vote of the student body of _______ Union High School.
Following the adoption of this constitution class meetings were held and a representative from each class was chosen to the student council. The next day the student council met and very seriously and efficiently went about their selection of the standing committees. In selecting these committees they used this policy; first, to select about twice as many candidates as they needed; second, from this group eliminations were made until they had only the desired number left. The standard which they used for selection was a good mind and those who had shown the most sincere effort.

A council meeting was called the next day and the committee members were called in and instructed in their duties. The committees accepted their offices in all seriousness and set about their tasks at once and it seemed that the new system of government was off to a good start.

As much responsibility as possible was shifted to the student council. They were now charged with responsibility of looking after the financial affairs of the school. This was not an easy task in a time of economic stringency, but all situations were handled with care and judgment so that all student body activities were carried on in a normal manner and a favorable balance was kept on the credit side of the ledger.

The assembly committee worked industriously in providing entertai-
ment and capable speakers for student assemblies. On one occasion two speakers were secured to speak separately to the boys and girls on their special problems and interests. These speakers were experienced and well qualified in this type of work and their talks were enthusiastically received by the high school students.

On another occasion a local speaker, who had lived in the community many years, was invited to talk before the assembly about pioneering in the west, especially Oregon. He held the undivided attention of the entire group through an hour's talk about pioneer happenings and pioneer characters, both before and during his time. He then told them that they were descendants of these dauntless pioneers and charged them with the responsibility of not only keeping up the standards set by their forefathers but of adding to the heritage which they had received.

The awards committee worked untiringly in their efforts to place on file a complete record of the athletic participation in both games and practice of all members of athletic groups. After becoming very familiar with the working of the awards system, this committee brought to the student council a very reasonable and plausible proposal for amendment to the constitution relative to the making of athletic awards. This proposed amendment will not come before the student assembly until next year.
Final Testing. Four and a half months had elapsed between the first and second administration of this group of tests. During this time all responsibilities of school government that could be handled by the student council were placed under its control.

In giving this group of tests the second time the same procedure was followed as in the first testing. The tests were taken by the pupils, collected and checked for errors without placing any marks on the paper, then placed in the hands of the pupils again to be corrected. A sufficient time allotment was again made to allow for changes to be made if pupils desired.

Results. Table IX shows that twenty-eight out of forty-two or 66% did not cheat in the second administration of Test One. Fourteen or 34% changed from one to eleven answers. The first time this test was given only 31% cheated, so here we have an increase in cheating of 3 per cent. In this second group of tests it was not possible to get a record of all the pupils previously tested on account of an epidemic of measles. This would make very little difference, however, for all figures are made on a percentage basis.

Table IX. Answer Changed in Test One

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>9</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>28</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
In the vocabulary test, Table X, thirty-three out of forty-five, or 73 per cent, did not change any answers, while twelve, or 27 per cent, changed from one to sixty-nine answers. When this test was previously given, 48 per cent cheated, so here we have a decrease in dishonesty of 21 per cent.

Table X

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>9</th>
<th>26</th>
<th>69</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>33</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table XI shows thirty-three out of forty-six, or 72 per cent were honest and twelve, or 28 per cent, made from one to eight changes. This is a decrease of 16 per cent in cheating compared to the first giving of this test.

Table XI

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>33</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The Arithmetic test, Table XII, indicates a slight increase in cheating for twenty-one out of forty-four, or 48 per cent, changed from one to nineteen answers. This is an increase of 4 per cent in number cheating.
Table XII

Answers Changed in Test Four

<table>
<thead>
<tr>
<th>No. of answers changed</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>11</th>
<th>13</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils making changes</td>
<td>23</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table XIII shows a comparison of the number of changes made in the first and second administrations of each of the four tests.

Seventeen, or thirty-five per cent, in the first administration and nineteen, or forty and five-tenths per cent, in the second administration made no changes in any tests. This was an increase of five and five-tenths per cent who were honest in all tests.

There was an increase of five and five-tenths per cent in the second administration of those who made changes in one test, also an increase of ten per cent in those who made changes in two tests.

However, a marked decrease of seventeen per cent was shown in the second administration of those making changes in three tests, and also a decrease of six per cent in number making changes in all four tests.
Table XIII

Comparison of the Number of Pupils Making Changes in their First and Second Administrations

<table>
<thead>
<tr>
<th>Changes made</th>
<th>First Administration</th>
<th>Second Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>17, or 35.0%</td>
<td>19, or 40.5%</td>
</tr>
<tr>
<td>One Test</td>
<td>7, or 14.5%</td>
<td>9, or 19.0%</td>
</tr>
<tr>
<td>Two Tests</td>
<td>6, or 12.5%</td>
<td>12, or 25.5%</td>
</tr>
<tr>
<td>Three Tests</td>
<td>11, or 23.5%</td>
<td>3, or 6.5%</td>
</tr>
<tr>
<td>Four Tests</td>
<td>7, or 14.5%</td>
<td>4, or 8.5%</td>
</tr>
</tbody>
</table>

In comparing the reactions of the classes to the first and second administration of tests, it is shown by Tables V and XIV that 8 per cent more of the freshmen cheated in the second testing than in the first. All other classes shown improvement in the following ratios: sophomores, 1%; juniors, 25%; and seniors, 28%.

Table XIV

Percentage of Membership in Classes that Made Changes in One, Two, Three and Four Tests

<table>
<thead>
<tr>
<th>Changes Made</th>
<th>Freshmen (19)</th>
<th>Sophomores (13)</th>
<th>Juniors (8)</th>
<th>Seniors (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>32%</td>
<td>31%</td>
<td>50%</td>
<td>71%</td>
</tr>
<tr>
<td>One Test</td>
<td>32%</td>
<td>15%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Two Tests</td>
<td>21%</td>
<td>31%</td>
<td>25.0%</td>
<td>29%</td>
</tr>
<tr>
<td>Three Tests</td>
<td>5%</td>
<td>8%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Four Tests</td>
<td>10%</td>
<td>15%</td>
<td>0.0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table XV shows that 30 per cent of the boys and 50 per cent of the girls made no changes in the second group of tests. This is an improvement of 1 per cent for the boys and 5 per cent for the girls. This indicates that girls are not only more honest than boys but that they respond to training more readily than boys.

Table XV

Comparison of Changes Made by Boys and Girls

<table>
<thead>
<tr>
<th>Changes Made</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>One change</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Two changes</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>Three changes</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Four changes</td>
<td>7%</td>
<td>10%</td>
</tr>
</tbody>
</table>

A comparison of tables VII and XVI show that 8 per cent more of the first quartile and 9 per cent more of the second quartile cheated in the second testing than in the first. The third quartile shows an improvement of 8 per cent and the fourth quartile an improvement of 17 per cent over the first testing.
Table XVI
Changes Made by Quartile Groupings According to Intelligence Quotients

<table>
<thead>
<tr>
<th>Changes made</th>
<th>First Quartile</th>
<th>Second Quartile</th>
<th>Third Quartile</th>
<th>Fourth Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>9%</td>
<td>33%</td>
<td>50%</td>
<td>59%</td>
</tr>
<tr>
<td>One Test</td>
<td>19%</td>
<td>42%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Two Tests</td>
<td>36%</td>
<td>17%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Three Tests</td>
<td>9%</td>
<td>6%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Four Tests</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

The average number of changes made by each person in school in the first administration of the four tests was nine and eight-tenths per cent. The average for this same group in the second administration of the tests was nine and five-tenths. This was a decrease of only three-tenths per cent of a change per pupil.

Comparing the average number of changes made by members of the student council in the first and second testings, we find five and one-fourth changes per council member in the first administration and one and three-fourth changes per council member in the second testing. This is a decrease of three and one-half changes per pupil among council members as against a decrease of three-tenths of one change per pupil in the student body generally.

Another comparison of the total pupils making changes in the
first and second administrations shows 42 per cent making changes during the first testing and only 34 per cent making changes in the second testing. This is a decrease of 8 per cent in number of pupils who changed their answers.

Table XVII is a composite picture of the number of answers changed by each individual in each of the eight tests given. It also shows a comparison of the number of tests in which answers were changed in the first administration compared to that of the second. It segregates the group by classes and gives the I. Q. of each person. The (*) indicates that the individual did not take that particular test.
<table>
<thead>
<tr>
<th>Student</th>
<th>Sex</th>
<th>Age</th>
<th>IQ</th>
<th>Tests Changed 1st.</th>
<th>Changes in Each Test 1st.</th>
<th>Changes in Each Test 2nd.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>13</td>
<td>123</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>14</td>
<td>117</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>14</td>
<td>117</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>4</td>
<td>F</td>
<td>14</td>
<td>117</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>14</td>
<td>116</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>F 6</td>
<td>F</td>
<td>15</td>
<td>113</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>R 7</td>
<td>F</td>
<td>15</td>
<td>110</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E 8</td>
<td>F</td>
<td>15</td>
<td>107</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>S 9</td>
<td>F</td>
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<td>106</td>
<td>3</td>
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<td>1</td>
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<td>H 10</td>
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<td>M 11</td>
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<td>1</td>
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<td>1</td>
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<td>16</td>
<td>103</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N 13</td>
<td>M</td>
<td>14</td>
<td>101</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F 14</td>
<td>F</td>
<td>17</td>
<td>97</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
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<td>M 15</td>
<td>F</td>
<td>16</td>
<td>97</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M 16</td>
<td>F</td>
<td>14</td>
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<td>3</td>
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<td>F</td>
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<td>O 26</td>
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<td>1</td>
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<td>0</td>
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CASE STUDIES

The number of pupils in the high school being small permitted greater intimacy between instructor and pupil. After three years of association with the pupils of this high school in classroom, gymnasium, playground, school parties, and home, a principal comes to have in many cases a greater knowledge and understanding of the real characters of his school pupils than their own parents have. In accordance with the suggestion made by Dr. F. W. Parr it was decided to make case studies of some of the extreme cheaters and non-cheaters in this series of tests. The number of the pupils in these case studies correspond to their number in the Master Summary table on page fifty-seven.

Pupil Number 20

Girl  Age  16  I.Q. 90  Freshman

Pupil number twenty changed answers in every test taken. The number of answers changed by her in each test ranged from six to 69. Her total changes in the first testing was 88 while in the second testing she changed 102 answers.

Family. This girl's own mother has been dead for about thirteen years but she has a stepmother who is very good to her. She also has a stepsister who is five years her junior and two older brothers. Her mother is a good conscientious woman who treats the step children like her own. Her father is a laborer, an apparently discouraged man who has been in much better financial circumstances than he is at present.
School. She was a fair student in grade school work but has never done well in high school. There is no subject in which she does good work. She is always busy and seems to work hard at her school work but often pretends to know a little more than she can back up. She is a fair oral word reader but has poor comprehension.

Personal. This girl seems to suffer with bashfulness, and has a highly developed inferiority complex. She has no special talents. She is quiet and retiring and willing at all times to have someone else take the lead in everything.

Activities. She has never taken any part in any of the activities of the school in any way. She is not athletic and has never exhibited any talent or interest in any activities of the school. This girl has never been suspected as being one who would be untruthful. It is quite likely that her cheating in these tests was done to cover up her inability to learn.

Pupil Number 33

Girl  Age 17  I. Q. 87  Sophomore

Pupil number 33 changed answers in all eight tests. The number of answers changed by her in each test ranged from three to 33.

Family. The parents of this girl are good conscientious farm folks. They own their home and are comfortably established. There are several older children in the family who have either not finished high school or have a difficult time getting through. The parents and all the children are workers at any physical work and are
looked upon as being very successful farmers.

School. This girl is a very poor reader and has always done below average work both in grade and high school. She has a slight speech defect which does not seem to bother her. She is always busy trying to prepare her lessons but comes to class with few of them completed. She has never been a discipline problem in any way.

Personal. She is small of stature but very active and is good on athletic teams. She is well liked and respected by her teachers and fellow-students. She always cooperates with the school in every way, and is rated by all who know her as being a very nice girl.

Activities. Her chief activity in school has been her participation on athletic teams. She has never held any offices but has served on numerous committees. She is a particularly faithful worker on refreshment, decoration, and entertainment committees and enjoys work of this kind.

She changed a total of fifty answers in the first administration of tests and forty-two in the second administration. Although this is a decrease of eight changes it cannot be rated as an improvement since she cheated freely in every test. Her cheating in these tests is no doubt a defense mechanism to compensate for her inability to learn readily.

Pupil Number 39

Boy Age 15 I. Q. 125 Junior

Pupil number thirty-nine changed answers in all four tests the first time they were given and in three of the tests the second time
they were given.

Family. The boy's father and mother have been divorced for about four years. The boy lived with his mother the first two years after his parents were separated. He could not get along with his mother so she sent him to his father. He has been with his father for over two years but often wishes he could go back to his mother. His father is married again and provides a very good home for the boy, who does not seem to have any appreciation of this home. When he was a small child his grandparents always saw that he got everything he asked for.

School. He is a very capable student but always tries to avoid anything that even appears to have any work connected with it. He reads cheap novels and detective stories. He reads all lesson assignments but is slow about turning in written work. He is always complaining to his teachers that the lessons are too hard and assignments too long.

Personal. This boy has a sullen disposition and usually avoids looking directly into the eyes of the person with whom he is talking. He seems to have the feeling that he either is or would like to be a tough guy. Last year he was caught in the act of taking money from other peoples' desks and pockets. During the cross-questioning relative to these thefts he made the remark that he always had taken things and probably would again. However, if it has happened again he has not been caught and he has been observed rather closely this year. He continuously complains of not having enough money to spend and of not being allowed to enjoy life as other boys
do. In the past he has been criticised and avoided by many of his fellow pupils, but lately he is gaining more favor and attention from them.

Activities. He was appointed athletic manager for the football and basketball seasons. He was also elected treasurer of his class. Responsibilities may have made a more honest person of this boy, for he changed thirty-five answers in the first administration of tests, and only two answers in the second administration.

Pupil Number 40
Boy Age 18 I. Q. 95 Junior

Pupil number 40 cheated in all four of the tests.

Family. The members of his family are all hard workers but have little money. The parents are sincere and want to help, but always think the boy is right and the teachers are wrong in all controversies.

School. This boy is a very poor reader and usually refuses to read aloud. He hears his parents tell repeatedly what poor teachers he had in grade school. He never completes a lesson assignment and a good share of his written work is copied from the paper of some other pupil.

Personal. He has a very high temper, and thinks he never gets a square deal from his teachers. He has quit school several times and threatened to quit several other times when he became angry. He seems to covet and enjoy being coaxed by his parents and teachers to come back to school. This boy is very sensitive of his inability to read and to memorize. He thinks he is duller than he really is. He
seems forced to cheat, copy, or do anything that will gain for him an apparently higher scholastic standing in the eyes of his associates. Although the other students in school consider this boy rather dull, he has always been rather popular.

Activities. This boy is a fair athlete but, contrary to his feeling toward school work, thinks he is better than he really is. He has held a few minor offices but has handled his duties along this line rather poorly.

He made a total of fifty-one changes the first time the tests were given and twenty-nine the second time. This decrease of twenty-two in number of changes may indicate an improvement as far as this phase of the honesty trait is concerned.

Pupil Number 44

Boy Age 20 I. Q. 111 Senior

Pupil number 44 did not change any answers in any of the eight tests.

Family. This boy was born in Russia and his family came to this country about nineteen hundred twenty. His parents are thrifty people of German descent who still speak German much of the time in their own home. He has two younger sisters. All members of the family are very sociable people and have made many friends in the community.

School. This boy's work in school is far above the average although he has an I. Q. of only one hundred eleven. His scores in
these tests were little above the average. He made many incorrect answers so had plenty of opportunities to cheat, but no change was made in any test.

Personal. This boy has a mind of his own and also an opinion of his own on every subject that is discussed. He has been quite popular with members of the school. His recreational interests are hunting, fishing and reading books of biography and adventure. While this boy has at times been rather stubborn and at all times very independent he could always be depended on to support all worthy activities of the school.

Activities. This boy has been honored by election to several positions of responsibility by the student body. He never seems to desire these responsibilities, but handles them well when they are given to him.

Pupil number forty-four was already a well integrated person as far as honesty is concerned and was probably affected little in either way by participation in school government.

Pupil Number 43
Girl Age 18 I. Q. 113 Senior

This girl did not cheat in any tests

Family. This girl is the youngest of a family of seven children. The mother has provided a living and schooling for five of the members of the family since the father's death. The mother's income has not been large but through careful management she has provided well for the children, although they have had to practice strict
economy and judicious spending of money. Some of the older children have received help from their mother in continuing their higher education. The family is highly respected in the community and the children have all been popular among their associates. All of the children were born and reared in this community.

School. While this girl has an I. Q. of only one hundred thirteen she is a very conscientious worker and has always done well in school. During her high school career she has maintained the highest average of any member of her class and has just been chosen class valedictorian. She not only uses her study periods to good advantage but is often found working before and after school hours and at noon.

Personal. While she spends much of her time in a profitable manner she does not neglect her friends, and is probably the most popular girl in school. She is always sincere in her association with schoolmates and is a booster for every activity that is for the best interests of the school. She works in Sunday school and Young People's meetings, but also enjoys dancing and other recreational and social activities which usually interest young people.

Activities. She has taken a very active part in student body affairs and has been elected to several offices. She was student body president for one semester. She has been quite outstanding in dramatics, having taken the lead in several plays. Her record on athletic teams has been good and she has been popular with team mates and spectators. However, she has never been classed as a star player. Her habits of honesty seem to have been fixed from
childhood, in fact they are almost a family characteristic. No school activities deserve much credit for development of honesty in a person of this type.

Pupil Number 2

Girl Age 14 I. Q. 117 Freshman

Pupil number two did not change any answers in any of the tests.

Family. Her family is very poor and provide rather poorly for the family. She has an older sister and brother and also a younger brother. Her mother is dead and she has a step mother who recently left home. It is necessary for her to do rather hard and rough work at home and the home surroundings are anything but pleasant.

School. She lives two miles and a half from school and walks the distance each night and morning. From her looks and actions she might easily be judged the most stupid person in school, but the exact contrary is true. She has an I. Q. of 117 and does exceptional work in all of her classes in school. She has exceptional reasoning ability and originality.

Personal. While she does not mistreat any of her classmates at school she is very unpopular with them. She receives some discourteous treatment from the boys but is just courteously avoided by most of the girls in school. On the surface this does not seem to bother her but at heart she feels that she is a rather social misfit and does not know how to correct her weakness. She makes awkward attempts at times to gain favor among schoolmates in a social way.
As these attempts are usually unsuccessful her only resource is to gain respect through her thoroughness in class room work.

Activities. Little opportunity has been offered this girl to take part in any school or social activity. She has played on athletic teams with some degree of success but with little support from anyone. It would seem that a girl of this type would have every reason to be dishonest but she seems to use this as one of her redeeming features.
Greater changes were indicated by the results of these tests than could be reasonably expected or explained. The writer again states that he does not offer the results of these tests in proof of any theories.

Student participation in school government may or may not have had much effect on these changes. It is certain that it was not entirely responsible for the change. It is possible that it could have had a minor influence. However, since student participation in school government was one of the main phases of extra-curricular work emphasized during the year, it is quite possible that it was largely responsible for some of the changes which took place.

A large part of the participation in government this year was through the reorganization of the student body constitution. Pupils do not get this contact and experience with the fundamentals of government every year. So large a number of students will not be involved in ordinary years in the workings of school government. After the organization has reached the routine stage it demands much less attention from the pupils, so under no other circumstance does it seem likely that participation in government would wield more far-reaching influence on student life and conduct than during a year of organization or reorganization of a new system of government. It is possible at least that lessons in honesty and justice
learned here have had a carry over into the field of honesty in school tests.

Another conclusion brought out by these tests is that honesty is not a quality which we either have or do not have. A person may be honest under one circumstance and dishonest under another. Honesty is a relative thing and one person is either more honest or less honest than another.

The fact as to whether a person cheats in a test or not is not the best measure of his honesty. It has been the observation of the writer that in one or two instances where pupils have been found to be very bold in their dishonest dealings with pupils and teachers, and yet in the administration of these tests were found to have made few changes.

On the other hand, pupils who have repeatedly and continuously dealt and responded in an honest manner with their associates were found to be among those who made the greatest number of changes during the series of tests.

Another indication of the results of these tests is that there were two forces working against each other. Participation in school government was influencing reactions toward honesty, fair play, and justice, while the knowledge of the pupils that many of the members of their group had changed and filled in answers with no serious results to them but the gaining of a higher score was inducement to change answers themselves to prevent being pushed down the scale by these cheaters.
Habits are formed by repetition. We are likely to repeat actions which are profitable and not repeat those that are unprofitable. Cheating was made profitable in these tests, for those who changed many answers received high scores while those who were honest were crowded to lower levels.

In this series of eight tests one girl did not change an answer in any of the first seven tests. On the eighth test she changed seven answers. The fact that no answers were changed in the first seven tests is a clear indication that this girl is not dishonest at heart, but was motivated to cheating by some force either suggested by others who had cheated or to defend herself against being pushed out of her rightful place by a dishonest person.

We cannot place our finger on any one reaction or even a group of reactions and say this is honesty. We can, however, select from a group those who seem to be more favorably endowed with this and other desirable traits of character and make it convenient and desirable for them to expose these traits freely to others, thus enlarging the chances that they will take root and grow into similar traits in those with whom the contact is made.

Every pupil has within him a longing to be like someone or something he has known or seen. He has within him a creative spark longing for expression. Pupils desire to work without too much restraint. They get inspiration from responsibility and accomplishment in active duties which leads them to further achievement.

If we are to develop honesty, character, and democratic ideals
in a school system, the whole set up of the school system must exemplify it. A thorough going system of student participation in school government should call these active virtues into play and if they are directed in an efficient and understanding manner by the principal of the school should exemplify the theory of "guidance in practice".

E. W. Butterfield(2) in his study on "Who is Dishonest" gives these conclusions. "It is of interest to note that the pupils for whom the teachers hold thumbs down as scholastically dishonest scored in a certain honesty examination 9 percent higher than the teachers' lily white pets. Another interesting by-product is this conclusion. The children enrolled in sectarian schools, with regular formal religious instruction, in these tests deceive equally with those enrolled in public schools.

"Honest is not a single trait any more than is accuracy or good manners. There are scores of different honesties, and one who is entirely honest in many situations will deceive in certain others."

The purpose for which a school exists is to educate its youth. "Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends." (1)
The following brief statements are the final conclusions resultant to this study:

1. Honesty is not a quality which a person has or does not have.

2. A person may be honest under one circumstance and dishonest under another.

3. Honesty is a relative quality and one person is either more honest or less honest than another.

4. Cheating in a test is not the best measure of honesty.

5. Pupil honesty does not correlate highly with the teacher's rating of the pupil.

6. Continued use of tests like the ones used in this experiment encourages cheating.

7. Cheating in tests is contagious and grows rapidly if nothing is done to stop it.

8. Habits of honesty formed in school activities have a carry over into the field of honesty in school tests.

9. Pupils desire to work without too much restraint.

10. Pupils get an inspiration from responsibility which leads them to greater achievement.

11. If honesty is to be developed the set up of the school system must exemplify it.

12. Active participation in the affairs of student government helps develop honesty in school pupils.
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APPENDIX

ARITHMETIC TEST

Name______________________             Score________

Directions: Write answers in parentheses at right of problems. You may figure on margins or between problems.

1. A boy had 25¢ and spent 15¢, he then had how much money? ( )1.

2. A man had $15 and earned $10, he then had how much money? ( )2.

3. A boy earned 50¢, then spent 35¢ of it, how much did he then have? ( )3.

4. At 2¢ each, how much will 20 pencils cost? ( )4.

5. At 7¢ each, how many tablets can I buy for 28¢? ( )5.

6. How far can a train go in $\frac{3}{2}$ hours at 30 miles per hour? ( )6.

7. If $\frac{2}{3}$ yards of cloth cost 25¢, what will 10 yards cost? ( )7.

8. How long will it take a man to walk 200 mi. at 25 mi. a day? ( )8.

9. If 3 pencils cost 5¢, how many can be bought for 30¢? ( )9.

10. If $\frac{4}{5}$ lbs. of butter cost 90¢, what will $\frac{2}{7}$ lbs. cost? ( )10.

11. A boy said $3\frac{1}{2} \times 3\frac{1}{2}$ ft. is 12 ft. How far did he miss? ( )11.

12. What is the cause of $4\frac{1}{2}$ lbs. of sausage at 72¢ per lb.? ( )12.


14. At a rate of $1/24$ mi. a minute how far can a boy walk in 1 hour? ( )14.

15. A boy did 5 problems in $2\frac{1}{2}$ min. How many can he do in 10 min.? ( )15.
16. How many yds. of cloth at $35.125\text{¢} \text{yd.}$ can be bought for $2? 

17. If $2/3$ of an A. of land is worth $60, what is $2-2/3$ A. worth? 

18. A boy who walks 3 mi. in $3/4$ hours walks how far in $1/2$ hour? 

19. At $2100$ an acre how many acres of land can I buy for $2150? 

20. How many $3/4$ lb. candy boxes can be filled from a 30-lb. box? 

21. If $\frac{1}{3}$ lb. of tea cost 30¢, what will $\frac{1}{2}$ lb. cost? 

22. If 6 agate marbles cost 50¢, how much will 15 cost? 

23. How many mellons can I buy for $1.00, at two for a quarter? 

24. 80 mi. per hour is how many ft. per minute? 

25. Find the average of three girls' ages, who are 10, 12, and 15 years? 

26. An airplane flew 120 mi. in 1 hr., and 30 min. How far does it fly in 1 hour? 

27. How many times as large as $\frac{1}{2}$ is $2\frac{1}{2}$? 

28. How many lb. of butter at 45¢ lb. will pay for 3 lb. tea at 60¢ a lb.? 

29. Frank picked 340 oranges, and packed 64 to a box, how many boxes did he fill? 

30. Ruth bought 2 yd. of ribbon, used 50 inches. How much had she left? 

31. When apples are 3 for a dime how many can be had for 30¢? 

32. Food enough to last 15 men 40 da. will last 40 men how long?
33. At 6 ft. in \( \frac{1}{2} \) of a second, how far can you run in 10 seconds? ( )33.

34. How long will it take a glacier to go 2000 ft. at 200 ft. a yr.? ( )34.

35. How far can a train go in 6 hrs. at a rate of 30 mi. an hour? ( )35.

36. If \( \frac{3}{2} \) yds. cloth cost 70\( \varphi \), what will \( 2\frac{2}{3} \) yds. cost? ( )36.

37. At 60\( \varphi \) for 5/6 yd. of cloth, how much will 1 yard cost? ( )37.

38. An agent gets \( \frac{1}{25} \) of his sales. He must sell how much to earn $40.00? ( )38.

39. How much per pound is meat if 3-\( \frac{3}{5} \) lbs. cost 81\( \varphi \)? ( )39.

40. Cost $1728. Profit \( \frac{1}{5} \) of selling price. Find the Profit. ( )40.

41. I get \( \frac{2}{5} \) of my sales and make $150 a week. How much do I sell? ( )41.

42. 11 posts in a fence 100 ft. long are how far apart? ( )42.

43. At 5\( \varphi \) a sq. yd. what will it cost to sod a lawn 65 by 195 ft.? ( )43.

44. A square vat 3 ft. deep holds 75 cu. ft. How long and wide is it? ( )44.

45. Find profit on goods costing $1500. Profit = 25% selling price. ( )45.

46. At $24 a suit sold at a gain of 20% on the cost. What would the rate of gain have been had it sold for $30? ( )46.

47. A wire 20 inches long is cut so one piece is \( \frac{2}{3} \) as long as the other. How long is the shorter piece? ( )47.

48. 15 pints of a mixture of 2 parts cream to 3 parts milk requires how many pints of cream? ( )48.

49. Town X is 15 mi. south of town Y and town Y is 30 mi. north of town Z. How far is town X from town Z? ( )49.
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<td>33. pursue ( )</td>
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<td>34. picnick ( )</td>
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<td>3. affaire ( )</td>
<td>19. generally ( )</td>
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<td>4. already ( )</td>
<td>20. genuine ( )</td>
<td>36. precede ( )</td>
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### Test on The Principal Parts of Irregular Verbs

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</tbody>
</table>