A Descriptive Analysis of Teaching Social Attitudes at Intermountain School

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A DESCRIPTIVE ANALYSIS OF TEACHING SOCIAL ATTITUDES AT INTERMOUNTAIN SCHOOL

JOHN C. COCKRILL

1957
A DESCRIPTIVE ANALYSIS OF TEACHING SOCIAL ATTITUDES
AT INTERMOUNTAIN SCHOOL

by

John C. Cockrill

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1957
ACKNOWLEDGMENTS

I wish to thank the members of my committee, Dr. John C. Carlisle, Dr. David R. Stone, and Dr. Basil C. Hansen for their cooperation, patience, and guidance in making this study possible. I would like to thank Dr. George A. Boyce for his helpful suggestions.

Thanks are also due to the teachers and other personnel who have shown a real personal interest in submitting ideas and information. Thanks are also due the instructional aids who helped present the Navajo's personal views and knowledge of Navajo needs.

John C. Cockrill
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The writer has a personal interest in the problems of teaching American Indians. His experience has included working in government boarding schools in North and South Dakota, and Intermountain School in Brigham City, Utah. He has been in contact with many Indian tribes, the most recent being the Navajo.

The problem is related to some of the real needs of the education of our Indian citizens and their children.

Contacts were made by questionnaires and personal interviews of interested personnel at Intermountain School.
INTRODUCTION AND BACKGROUND

The need for training in social attitudes for Indian children

If Indian children are to fit into modern society, attention is necessary to develop proper social attitudes since many must adjust from attitudes of their own home society in five to eight years.

Attitudes and society

Studying and teaching social attitudes. One must understand that social attitudes are closely related to an over-all study of behavior.

As reported by Young:

Attitude is a psychological as well as a social concept. As Thurstone conceives it "an attitude is the sum total of a man's inclination and feelings, prejudices are bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic".(29)

This description of the attitude is more inclusive than precise, but that is, perhaps, because, as the author says, an attitude is, after all, "a subjective and personal affair".(29) and something, therefore, not easily defined. If it is true that attitudes, like intelligence, are most easily measured than defined, it may be the part of wisdom, until we know more about them, to talk about attitudes as Thurstone does, in common sense terms.(34)

Social attitudes are related to the society in which we live. In our complex society there is a complicated social order. We have customs brought in from many various racial, national, and religious backgrounds. Music, art, and social gatherings have become part of our life.

A person coming into our society feels out of place. He doesn't realize the significance of many of our customs. His culture and attitudes are foreign to ours.
To fit well into our society, to be a success on a job, this person must understand and accept our social attitudes. Maybe he can do his particular job well, but he is a failure in society. This person will eventually become discouraged and seek the society which he understands. That is why a person coming from a different, or primitive society has to appreciate and develop understanding for our modern social living.

Social goals of Intermountain School. Endeavors are made to train Navajo students so that they can, upon completion of their school program, live and work in harmony with people raised outside their culture. They will then not only live with the people with whom they work, but will also be able to play with the people with whom they work.

Programs have been set up with goals to be achieved in adjusting these students. Teachers, advisors, and dormitory attendants work to the best of their abilities to see that these goals are achieved. As new problems arise, they are studied and methods of solving them are worked out. Activities are designed to attempt to organize all activities that touch, or affect, the lives of these children to build new concepts of social attitudes and to develop these attitudes within the child.

Programs of the Intermountain School, at Brigham City, Utah

The special five year program. This is the program first initiated to meet the needs of the Navajo students with no, or very little, English speaking background.

To better understand the goals of the special five year program, a guide has been written. This is the Minimum Essentials Goal Book:
The general prevocational emphasis is:

First year: To develop good work habits and desirable attitudes toward work. To teach the proper care and use of hand tools and equipment. One and one-half hours daily (as needed) for both boys and girls.

Second year: To give general vocational experiences that will be practical wherever the student lives, on or off the reservation. One and one-half hours daily at scheduled periods.

Third year: To give exploratory experiences that will furnish enough background and experience in each vocation to enable him to analyze his interest in the aptitude of his choosing a vocation. One and one-half hours daily at scheduled periods.

The last two years, or vocational years, are arranged as follows:

Fourth year: The vocational teacher is now charged with the responsibility for directing the program of his pupils in his group and providing for specialization in skills of a chosen vocation. In vocational classes emphasis is on instruction and not production. The equivalent of half time is spent in the classroom. Maintenance people may give the vocational instructor a list of jobs to be done around the plant. The vocational instructor may check off those he wishes to use for practical instruction.

Fifth year: Emphasis on putting in an honest day's work in a vocation. The equivalent of two-thirds to three-fourths time is spent in vocational instruction and in performing skills of the trade. One-fourth to one-third of the time is used for instruction in good living in any community. Maintenance people give the vocational instructor a list of jobs to be done at the plant. The vocational instructor, with the maintenance people, helps the pupil plan his work before the job is undertaken, and to evaluate the performance after the job is completed.

It is the responsibility of the school to train the pupil for successful home living in an American community and to find a home where the pupil can live during on-the-job training and when permanent employment is secured. (3)

The teachers plan their work with other school personnel in planning the solution to many problems that arise:
The teacher plans with the interpreter the information the pupils are to get through the Navajo language. He plans regularly with home economics and shop teachers the prevocational experiences the group will have. These grow out of the everyday needs of the pupils and from much classroom work. This cooperative planning is closely tied to the goals. The classroom teacher, insofar as possible, follows his group through three years of their program. During this time the pupil looks to the teacher for guidance, both personal and educational.

During the last two years of the program it is the vocational teacher who, in cooperation with others, plans the experiences that the pupil will have to give him an effective program.

The basic purpose of the program is to provide the student with enough knowledge of a vocation that he can successfully enter into gainful employment. He or she must also attain social attitudes that will allow the student to become a well adjusted member of the group in the society in which he or she enters.

Role of instructional aids. These people are Navajo-English speaking men and women who help the teacher in better presenting new word concepts and ideas to the students. They also help to bridge the gap between the child's ideas of social attitudes, that the child has brought from the reservation, and the white man's social attitudes and ideas of living in a community.

Ways of teaching these attitudes as well as reporting and measuring them will be discussed further in this study, not only for the instructional aids, but for all teachers.

Social background of the Navajo student

To teach social attitudes one must have some knowledge of the circumstances in the student's home life, that has developed attitudes before he comes to school. This information was gathered by interview with teachers' aids, and personal contact with the Navajo society.
The Navajo student comes from a family community. The community consists of his immediate family. When a Navajo male marries he starts a community. If a man should visit the hogan of his mother-in-law, the mother-in-law is warned of his coming. After he becomes her son-in-law, she must never set eyes on him again. Upon his arrival she has left the area of the hogan he is visiting.

The society is basically a matriach. Girls are treated with more respect than boys. Boys are not to play with girls as their equals, even their own sisters. Aunts, mother-in-laws, and older female relatives have the same meaning to the Navajo as another person's own blood mother. If a Navajo child is orphaned the nearest female relative takes the child as her own. This is considered a privilege.

If a family is poor, the families in the surrounding area share the things they have with the needy family. This is a deep born trait and needs no urging from any source.

Two major basic social activities consist of the "squaw dance," and the "ye i be cha".

The squaw dance is a chance for the people to get together from large areas. Here they meet friends that they would otherwise not be able to see. The meeting consists of several groups. Some of the groups sing, other groups join in dances. These groups sometimes dance all night. This gathering also acts as a chance to gather information on dates of coming events, such as sheep dipping. It is also used by recruiters from various boarding schools to sign children for schools. This gathering might last for several days.

The ye i be cha starts in a large hogan. The people attending pay to see the ceremonies. The ye i be cha is primarily a singing
contest. After singing and conversing with friends, the singing groups go outside and challenge other groups in singing contests. The people then start to dance. The best singing group is chosen and the members are given prizes. All the singers in the ceremony are fed free, by the people attending the ceremony, during the contest. This gathering also lasts for several days.

The social gatherings are also used for the settlement of disputes and problems. The members of the tribal council ask for discussion of these problems. If a disagreement ensues, the problem is dropped until a later meeting. Once a problem is settled, it is settled for good. No more debating on the issue is allowed. This is one reason why the Navajo is not like other Indian tribes, given to fighting or prolonged arguments.

The children are very independent at a very early age. They express very little emotion, especially of pain, even the very young. The sign of weeping when in grief or pain is considered a weakness. When a family goes to a trading post to trade, the children are allowed to choose their own clothing and other items that they need, or want. If a child needs a haircut, he is asked if he wants a haircut, and if he does not, he doesn't get a haircut. The children are left to care for themselves at a very early age. The parents might go away for a visit or on business for several days leaving children to care for themselves.

Children are very much trusted. They assume responsibility with the family property, and their word is taken for truth.

Religion is mainly of three types. In one religion, the people take peoti, a drug, in the processes of worship. Another is called
the American religion and is a Christian religion. The third, and most popular is the religion of the medicine man. The medicine man cures body and spirit. A child chooses if he wants to be a medicine man. He helps and works with the medicine man until it is decided that he is old enough and wise enough to become one himself. He helps with patients and learns the songs. During a ceremony, he is instructed to join with other medicine men. At the end, he is a medicine man. He then is a respected and honored man. All the people aid him in getting herbs and other articles he needs in his practice. The people believe he then can work miracles and prescribe for all ills, physical and mental.

The Navajo is very superstitious and believes in many signs in nature. He wears turquoise to protect him from lightning and other dangers. He believes in ghosts, and in the medicine man's created werewolves.

A man walks some distance ahead of the woman when traveling. This is an old custom created when it was necessary for him to protect his family from enemies.

The students have no modern toilet facilities at home. Water is very precious and might have to be carried a considerable distance.

Food is not always available. When it is, there is no way of keeping it from spoiling. People, therefore, consume large amounts at one time.

In 1956, for the first time in the Navajo educational program, it was possible for every Navajo child who was six years of age to attend school.
Before this time there was noted an atmosphere of disinterest toward Navajos concerning formal education.

The war was, to a major extent, responsible for the change in attitude. Many Navajo entered the service and there they saw the value of a formal education. These men returned with the knowledge of what an education means in bettering living standards among a people. The word was spread and parents became eager to have their children live a fuller life than they had lived.

New teachers are urged to go to the reservation to pick up students to bring to school so they can appreciate the customs of the home life of the student. An understanding of the student's social background must be understood in order to teach new concepts to the student.

**Classroom activities in teaching social attitudes**

Most of the teaching is done in small groups, with attention given to each student's problems. The groups are composed of students with the nearest achievement levels as possible.

Each student has his own goal book with which he measures his growth during the school year.

Telephones that carry the voice of the student a short distance are used to teach proper use and courtesy when using a telephone.

Common courtesies and manners are taught by discussion between groups, by bulletin board illustrations, and by planning in advance the behavior and proper etiquette in various places the group will go.

Class parties, besides being held in a recreation hall, are also held in the classroom. Committees are formed and the students plan and carry out the party with the guidance of the teacher.
Students are taught how to save money by budgeting and by using the school bank. The student is urged to put money in an O.J.T. fund. This money cannot be drawn out until the student goes on the job. The student is placed on a job the summer between his junior and senior year. This experience is closely checked. Difficulties he has at this time are noted, and an effort to correct them is made during his senior year. The student also has a regular account in the school bank, where he can enter the money and check it out on designated days. Classes also keep a bank chart showing progress in savings.

Students are also taught how to budget their time in doing their work and during recreation.

As much conversation as possible is carried on, with one group talking at all times, to develop attitudes and skills in using good conversation.

Students make soundscriber records to be able to listen to their own voices. This helps overcome difficulties in pronunciation and develops an interest in conversation.

Assembly programs are planned by the students. Prevocational students go to the auditorium twice a week. One of the classes presents their program at this time. This develops good attitudes in speaking before a group, proper attitudes at gatherings, and develops poise and self-confidence in the student.

Every Monday morning the school superintendent speaks to the students in the classroom over the public address system. This is called the superintendent's assembly. The students write to the
superintendent and ask questions concerning money, clothing, social customs, conversation, manners, and many other things that develop interest in developing good social attitudes.

Visual aids such as film strips on manners, budgeting, etc., are used. Motion pictures on developing attitudes are also used in the classroom.

When a student has a problem, the teacher also gives individual counseling to help the student reach a correct understanding and a method of solving his problem.

Full length mirrors are placed in classrooms to aid the children in appreciating a good appearance.

Twice a week students go to hobby clubs. Hobbies are taught to prepare the student to make good use of his leisure time. Some hobby clubs are also used to teach good grooming and how to play as well as work together.

Religious instructions are also carried on in the classroom by religious personnel not on the regular teaching staff to develop an interest in observing religious customs.

Exchange students are brought to the classrooms and take an active part in class and school activities. This brings about a better understanding of other people and how to work with other kinds of people.

Students are given classroom details and are checked by a designated supervisor. This helps to bring about good work attitudes toward supervisors, and also helps develop good work attitudes. The student is checked on a form (Appendix A), which is placed in his records every two weeks. Each form has listed the duties to be performed by the student.
Height and weight charts are kept in the classroom. This makes the student conscious of keeping a physical check of himself. Charts and models are also available, explaining functions of the human body. Casts of teeth and tooth brushes are available to show the students care of the mouth and teeth.

Cleanliness and use of toilets is taught and students discuss these in class. Many of the things that most people learn in the home must be taught to students that do not have these facilities at home.

The students also write articles for two school publications in the classroom. Smoke Signals and Little Smoke are the publications. They also write articles for the Sherman Bulletin. The Sherman Bulletin is composed of articles from various Indian boarding schools. These publications tell about various activities in the school and also of personal experiences.

The vocational classes order their meals in the dining room from menus. This builds an attitude toward sensible food habits.

Once a year, students elect a student council. The elections are preceded by campaign speeches and demonstrations. The students register to vote and have sample ballots before the elections. The importance of voting is brought out in the classroom and campaigns are inaugurated in the classroom.

Extra-curricular activities in teaching social attitudes

Extra-curricular activities are activities not carried on in direct relation to the classroom, having their place either off-campus or outside of the school building.

Intermountain has several groups of Boy Scouts. Probably no other organization does more to teach social attitudes.
Field trips, although planned in the classroom, are carried on outside the classroom. The students can learn the accepted customs and manners of other people at work and at play while on field trips. They also help guide students' attitudes while in a foreign surrounding.

The student exchange program could also be called an extracurricular activity. The students go off the campus and live in a home of a student, who in turn takes the Intermountain students place in his dormitory. Sometimes the Intermountain student will go to another boarding school of the student that he exchanges with. This broadens the student's knowledge of the living standards of others and also helps build good attitudes.

Many religious groups also take the students off campus for services, parties, and other activities.

The students also have opportunities to work during the school year. They do work as a class group and also in individual capacities under school guidance. Their work habits are recorded to aid the pupils further in developing acceptable work attitudes.

There are also all school parties, with guests, that prepare the students to be hosts.

The prevocational students have a town day at least once a month, where, under supervision of the teacher, they learn proper attitudes while shopping and visiting town. Wise buying is also taught on these trips.

Student employment during the summer, after school evenings, and weekends is also checked closely by the teacher and by other school personnel to help the student build attitudes acceptable to the employer and the community in which he lives and works. Records are kept of this employment in the student's record to aid the student.
One of the newest activities on the campus is the Teen Age Club. This club meets in the employees' recreation building. Students are responsible for their actions while in the building. There is an opportunity to dance and play games. This club is for juniors and seniors. It tries to foster good relationship between boys and girls, and to get them to enjoy the company and know how to behave with the opposite sex.

**Booklets used to teach social attitudes**

The staff of the school has written many booklets to aid the teaching of proper attitudes concerning different situations that the student encounters in his school life, and situations that he will meet after he has left school. A list of these teaching aid booklets will follow:

1. Cleaning the Rest Room
2. Going Home
3. I am A Good Citizen (Appendix B)
4. Keeping a Clean Classroom
5. My Garden
6. My Work Shop
7. Our School Bank
8. The Trash Basket
9. This is a Town
10. We Clean Our Halls
11. We Learn to Work
12. Buying in Town
13. At the Steam Table
14. In the Dining Room
15. Keeping the Dock Clean
16. Keeping the Steam Kettles Clean
17. Order
18. Signs
19. The City
20. The U. S. Post Office
21. Washing the Dishes
22. This is the School
23. Back to School
24. Away to School
25. Boy's Clothes
26. Campus Behaviors
The staff has also written several goal books. In these books the students keep a check on the goals to be achieved for the particular year of school that they are in. The students mark themselves either poor, fair, good, or very good on each specific goal. If the student thinks that he has improved in a particular goal, then he rates himself higher for this goal. The goal books are collected at the end of the year and entered in the student's permanent record folder.

A booklet was compiled by teachers, instructional aids, guidance personnel, shop teachers, and home economics teachers of School 1. This booklet was written during the Summer Workshop of 1956. This booklet (Appendix C), makes the student conscious of the social goals and attitudes that he is expected to develop. The student rates himself from poor to very good as he thinks he has achieved the particular goal. This booklet is placed in the student's permanent record at the end of the year.

The over-all purpose of this study

The over-all purpose of this study is to depict the methods used to develop desirable social attitudes among Navajo children at Intermountain School. The attitudes needed so that the student can, when he completes his program, enter into and become a part of the society in which he will be living, are also included in this study.

The original purpose of Intermountain School was to provide an education to the adolescent Navajo. Therefore, this study will deal mainly with the Special Five Year Navajo Program. The problems of developing social attitudes is similar in all societies.
STATEMENT OF PROBLEM AND METHODS USED IN THIS STUDY

Purpose of this study

This study will endeavor to discover some methods and aims that are important in teaching social attitudes at Intermountain School, as viewed by the teachers and instructional aids.

Methods used in this study

Questionnaires were sent to teachers and instructional aids of the four schools, or departments, at Intermountain School. These questionnaires were evaluated by teachers as to five methods of teaching social attitudes and twenty fundamental attitudes to be taught. The questionnaires to instructional aids were evaluated concerning the importance of developing nine fundamental attitudes, and the effort needed, on the part of the student, to develop these attitudes.

Besides questionnaires, the teachers and instructional aids were personally interviewed concerning their experiences in teaching social attitudes.

The three phases of this study

First phase. To develop ideas covering the following five methods:

1. Direct instruction
2. Class parties
3. Individual counseling
4. Group work
5. Visual aids

As related to:

1. Working on the job
2. Work attitudes
3. Working with other people
4. Honesty
5. Respect of property
6. Respect for supervisors
7. Respect for people's feelings
8. Respect for different kinds of people
9. Responsibility
10. Dress
11. Grooming
12. Cleanliness and health
13. Posture
14. Use of tobacco & alcohol
15. Community living
16. Manners
17. How to budget time & money
18. Entertainment
19. Social functions
20. Classroom activities

**Second phase.** To investigate the role of the instructional aid concerning the following nine social attitudes:

1. Home life
2. Group work
3. Social functions
4. Community living
5. Spare time interests (such as hobbies)
6. Religious interests
7. Entertainment
8. Dress
9. Grooming

**Third phase.** A follow-up of job successes:

1st part - Methods of evaluating success of the students while training on-the-job. Methods of evaluating success of placement and of the student placed on a job after graduation.

2nd part - Reports of ten students who have been placed successfully on a job.
REVIEW OF LITERATURE

Relation of attitudes to social adjustment

Much has been written on the measurement of attitudes, but little has been written on teaching attitudes, particularly for Indians. Many books describe the attitudes teachers must have in teaching attitudes, but much of this is based on general abstractions.

Many references quote Thurestone and Chave in testing social attitudes, but made no direct acknowledgement of methods of teaching social attitudes. References are seen in college catalogs, but no mention is made of methods of teaching social attitudes.

In teaching social attitudes to any children, especially students who have come from a primitive society, one faces a grave problem of social adjustment. There are so many things to take into consideration. Our society is becoming more complicated in each succeeding generation. Luella Cole points out some of the problems:

From a social point of view modern life is enormously complex and makes great demands upon man's powers of adjustment. Teachers are faced with the problem of the student's desires that cannot be met. The student might never realize that he is the part of a necessary process for a way of life, and his work may seem very trivial to him. The same author points out further:

In our intellectual, social, and economic milieu there are numerous sources of strain and discontent. Thus a man may spend the major part of his working life making castings, without knowing what becomes of them or how his work fits into the total economy. The teachers in the training school he attended probably taught him the necessary skills in a relative short time, but it is unlikely that they included in their teaching a philosophy of life that would permit their one-time pupil to bear without strain the monotony of an existence donated to making castings.
One of the most important things in teaching attitudes is being able to get along with other people. Many students do not fail because they do not know how to do their jobs, how to tighten belts. Many fail because they do not understand the people with whom they work or live. Many families do not get along together. They live, sleep, and eat in the same house, yet they do not understand or appreciate each other. Luella Cole says:

Social patterns are as complex as those in the economic world. Modern life herds people together in thousands, but it does not give them the social skills they need to get along with each other. The airplane and the radio have combined to bring all countries in the world closer together, but technical development has not automatically produced sympathy among nations.

We do not necessarily have more understanding of, more tolerance of, or more respect for the people of Norway, for instance, because we can hear a broadcast in Norwegian, which we do not understand. In many instances education has not kept pace with invention.\(^\text{[7]}\)

To teach attitudes, the attitudes that are being taught should have some association with the attitudes already accepted by the student. When we speak to a student of a neighborhood we must associate this with something the student is familiar with. If, like the Navajo, he has no near unrelated neighbors, the teacher should find something similar in the students culture. Friends at a squaw dance can be used as an example to show the relationship. James says:

The thought of one shade of blue, etc., unless indeed we have in mind some general purpose like naming the tint, when we should naturally think of other blues of the scale, through association of purpose, names, and tints, together. But there is no elementary tendency of pure qualities to awaken their similars in mind.

...the faintest sensations will give rise to the perception of definite things if only they resemble those which the things are wont to arouse.\(^\text{[13]}\)
No child enters school without social attitudes. The students in school, learning new attitudes has deep seated attitudes of his past home experiences. It has been said that attitudes of a child go back as far as the child's first six months. The family conditions have much effect on the child. The teacher must understand the family conditions before he can plan to help the child develop desirable attitudes. As stated by the Hoover Research Committee on Social Trends:

...the fundamental personalities of children are pretty well formed by the time they go to school. Between birth and the age of six, the year when the child is generally first exposed to the influence of formal education, he comes in contact chiefly with the other members of the family group and is permanently affected by them. They are the stimuli to which he responds many times each day and every day in the year. (11)

Changing the attitudes, or enlarging the attitudes, of Navajo children can be very difficult if the teacher does not use the attitudes already formed. Through various planned experiences this can be done. Some teachers might plan a new experience, but add the familiarity of the Navajo language to the experience, by using the Navajo instructional aid. The same author reports further:

Changing a person's attitudes and interests by associative shifting is important especially because attitudes and interests are usually not "available", summonable at will, or arousable by command, description, the presentation of a model, or easy stimulation ab extra. Association shifting can then, as was suggested earlier, be used where learning by simple connecting and selecting is not feasible. As a possibility, the method is omnipotent in the sense that any response of which a person is capable may thus be connected with any situation to which he is sensitive. (11)

Many teachers find these attitudes can best be achieved through individual rather than class or group instruction. He must plan the best experiences possible to meet each student's needs. One student might react to different situations in ways that will have no affect
on another student of the same age and mental ability. A class group is not successful, as such, unless every student is helped along the path of adjustment. This is noted in the Minimum Essentials Goal Book:

The classroom teacher is responsible for the total program of his group. It is his responsibility to study each individual pupil in his group, and in cooperation with others to provide the experiences which will afford every opportunity for maximum personality development and social adjustment as well as to facilitate the pupil's other learnings. (3)

Attitudes toward religion and the importance of this common meeting of all people can be shown through the similarity in the students backgrounds. Wherever the student goes, he will readily see that the group in contact has basically the same group gatherings of all sorts. By relationship to his own former way of life he can appreciate modern man's need for belonging to clubs and other organizations that help the students to express themselves. Sanchez relates:

There are ceremonies to attend--"sings" of various kinds, squaw dances, Yeibichais. In stimulating the harmony of bodily well-being, "The People" join in religious expressions whose essence in harmony--as expressed in dance, in song, in sand-painting, in friendly gathering. As man lives not by food alone, travel to these ceremonies is as essential, as vital to the Navajo, as is that demanded by his sheep, by his garden. (27)

Hobby clubs and scout work fill the blank left by the absence of ceremonies near the students home.

It has been noticed in follow-up reports that sometimes a student that does not rate high academically is found to do well in adjusting when placed in a strange community. This student might not know his basic English or arithmetic, but he may be able to get along with people, follow instructions and make friends. Thurstone and Byrne comment:
Intelligence operates in many ways in the daily lives of all of us. It isn't confined to Quiz Kids. Learning to talk, repairing radios, directing the efforts of all boys toward the goal line, building cabinets, settling arguments, are all intelligent ways of behaving. They are all ways of solving and coping successfully with new and difficult situations in life. And in its broadest sense, intelligence means just that—being able to get along in a complicated world. In a slightly narrower sense, intelligence is shown in how people profit from the past experience in adjusting to new situations. (31)

Many students behave well in school, but when under a different environment they sometimes do not always do the right thing and eventually get in trouble. A teacher can grade a student on his behavior and attitudes in school, but will the student have the same attitudes and behavior when he is not supervised by his teacher and other interested personnel? The student will meet new challenges and temptations when his experiences are not planned for him. He will not have someone to constantly watch and guide him over every small pitfall.

A student will stay out of a bar room because he is watched and told this is bad for him. When he gets out of school, a friend may tell him this is good. This new stimulus may get him in serious trouble. Bain says:

The problem of human motivation is the problem of acquired responses. We may grant an "instinctive" substrate for all such behavior, but scientific explanation must be made on the level of the substitute-stimulus integration. In a human adjustment it is practically impossible to unscramble the innate action-patterns from the innate conditioned ones. A conditioned action-pattern is as much a "drive", as a dynamic motivation, as a raw instinct. When the conditioned integration is once achieved, it responds automatically upon the presentation of appropriate stimulus. It is as much an internal part and organic part of the functional organism as if it were in the original, innate stimulus-response pattern. (2)

It would be a good idea to let the student on his own in tempting circumstances. Let him make mistakes and be able to learn from these mistakes while he is in school and can be properly guided over these pitfalls of adjustment.
Report cards and other methods such as dormitory reports and on-the-job reports are used in measuring the student's social attitudes at Intermountain. These reports give the teachers and other personnel connected with the student's education an idea of where the student needs help and guidance. It has been noticed in some of the student's records that a student may seem well adjusted in the classroom and in shop or home economics classes, but may be poorly adjusted in the dormitory and in other situations. It is not possible to give a perfectly correct measurement by any one person. The opinions of what one person calls good adjustment of attitudes may not be the opinion of another person. Thurstone comments on the measurement of social attitudes:

...we shall measure the subject's attitude as expressed by the accepted or rejection of opinions. But we shall not thereby imply that he will necessarily act in accordance with the opinions that he has endorsed. Let this limitation be clear. The measurement of attitudes expressed by a man's opinion does not necessarily mean the prediction of what he will do. (If his expressed opinions and his actions are inconsistent, that does not concern us now, because we are not setting out to predict over conduct. We shall assume that it is of interest to know what people say that they believe even their conduct turns out to be inconsistent with their professed opinions). Even if they are intentionally distorting their attitudes, we are measuring at least the attitude which they are trying to make people believe that they have.(29)

It is difficult to measure attitudes because a student might know how he should act, and act as though he was socially well adjusted, but he may then, under different circumstances, behave in a manner that he knows that is not socially accepted. When he is in school, he may realize that he is being tested. The way he acts when he is away from the school and persons who are "grading or measuring him", is the real measurement of his attitudes. As is done in the school's...
follow up studies. Thurestone and Chave remark:

In the last analysis behavior is the best test of attitude, and attitude measurement becomes behavior measurement. (30)

It is not always easy to tell whether a child is socially adjusted. He may be a quiet individual, he might do all the work assigned to him, yet he might not be adjusted. Landis and Haer sum up the signs of an adjusted and signs of a child who is not well adjusted:

The child who is well adjusted socially is reasonably happy.
The child who is well adjusted socially is self-confident.
The child who is well adjusted socially enjoys the company of others.
The child who is well adjusted socially can profit by being alone.
The child who is well adjusted socially is realistic. (16)

The same authors give the warning signs of the child that is not well adjusted socially:

The child who is poorly adjusted socially may be quickly discouraged.
The child who is poorly adjusted socially may be quarrelsome and bullying.
The child who is poorly adjusted may be overly passive. (16)
The child who is poorly adjusted may be constantly ill.

The student should first realize the need for adjustment. If he knows he needs help then the problem can be attacked constructively. Landis and Haer say further:

It's important to have the child's understanding and cooperation, whether we ourselves help him or whether we turn to outside sources for help. (16)

It is clear that social attitudes are related to the social adjustment of the student.
The teaching of social attitudes

Special knowledges and skills, such as arithmetic, English, and shop work can be taught by special teachers at designated times. Social attitudes must be taught in all classes, and cannot have a special time for presentation. Teaching attitudes is the responsibility of every teacher in every class. McGhee says:

...the opportunities and influences which go into forming attitudes run throughout the entire day, at home, at school, in all classes, and later on throughout all the working day. (20)

Many authors suggest the teaching of social studies as the most important way of bringing proper attitudes to the student. The taking of tasks by the teacher of social subjects as summarized by Quillen are as follows:

1. to guide pupils in gaining an understanding of contemporary society;
2. to equip them with techniques for cooperating in the solution of social problems;
3. to aid in the development of such skills as reading, writing, speaking, listening, observing, and using numbers;
4. to guide individuals in developing those wholesome social attitudes, ideals, and appreciations that will lead them to work for the welfare of the group. (24)

The teacher must have clear cut ideas to present to the students. He cannot be vague and general in his teaching. If the teachers have the wrong attitudes, the attitudes of the students will more than likely be wrong. The teacher, to think competently, must first know the proper attitudes to be taught to the class. Herr reports:

The prevalence of vague and erroneous ideas on even the simplest matters that are well within the comprehension of students and that may be readily learned, even with the meager equipment that exists in the average school, indicates that a large part of the blame for this condition must be assigned to poor teaching.

In teaching or changing a student's social attitudes the teacher should help the student in personal control which is necessary for reasoned thinking. He will not always accept an attitude because he is
told that it is the proper one. Controversial issues should be settled by the application of reasoned thinking. Apply fundamentals rather than shifting interests. When a boy enters the room before a girl, to tell him this is wrong means very little to the boy. After all in Navajo society it is proper for the man to precede the woman. Show him why the girl should enter first. A teacher can use science, the female is the weaker sex, the man should help, even in small chores.

Starch, Stanton, and Koerth say:

The essence of scientific treatment of controversial issues can be used by the skillful teacher in any grade where controversial issues come within pupil experience. Pupils can learn early to talk things over dispassionately, to base discussions on facts or on expert opinion, to weigh their importance and thus lay the foundations of serviceable habits of control useful later consideration of more controversial problems. (28)

To teach a class to be democratic, the teacher and school must be democratic. The classes at Intermountain are divided into small groups, and each group has a student group leader. The group studies together and discusses and plans events that members will participate in. The teacher guides the students and gives advice, but the students are taught to go ahead on their own initiative. Much more can be done in a democratic atmosphere than an autocratic one. To prepare a student for developing democratic attitudes, let him experience democracy. A part of Reschke's article tells of a classroom situation where students may experience this:

A classroom offering an atmosphere of controlled freedom is virtually a miniature laboratory in the preparation for democracy. Self-realization in a social medium is indespensible to a training in civic apprenticeship... (25)

The teacher can do much to get a student interested in projects that build good activities. If the class is going on a field trip the teacher can be enthused. This enthusiasm can be felt by the student, and he will
be more willing to enter into the planning and evaluation of his experience if he is motivated by an eagerness from the teacher. As Anderson says:

Give the child good models of behavior by showing interest and enthusiasm for activities. (1)

Too many times poor work attitudes develop because the student simply is not rewarded when he does a job well. At other times the opposite is true, a job poorly done should receive some sort of censure. The student must realize he is not doing that which is expected of him. He will realize pleasantly that a job well done and conscientiously done has its rewards. Make an example of good work by letting the student know good work and attitudes toward his work are appreciated. Work details with periodic ratings let the student know just where he stands, and gives him a chance to work on his own and improve himself. Let him take the responsibility of doing the job well. Lagey writes on work attitudes:

If we can set up situations in school in which there is ample opportunity for the student to assume responsibility, carry out the job, evaluate the results he gets, experience the rewards and praise that come for a job well done, or feel the social disapproval, the censure, the embarrassment, or whatever that may come from a responsibility not fulfilled, then the student will be developing. He will be developing because he will be given an opportunity to function in situations where important traits, habits, and attitudes have a chance to come to the surface. (15)

Many teachers dramatize conditions that are about to take place. Using a short distance teletrainer is a good method of dramatizing an actual phone call the student will make. In this way the student is given some experience of the event before it actually happens. When the event takes place, he will have had the guided experience to help him. Miel writes on anticipatory role-playing:
Planning how to operate in an anticipated situation may be facilitated by role-playing. Miss Van Alsten found this a useful way to help her third grade children check in advance on their ability to handle problems that would arise in connection with a tea they had planned for their mothers.\(^{(22)}\)

One social detail that needs much attention is personal appearance, especially when the student comes from a small society group that has dressed and worn their hair in the same fashion for hundreds of years. These students will not be readily accepted until they acquire a modern attitude toward dress and appearance. One effective method is to use a class chart with questions for the students to answer. For example, do I need a haircut? The National Forum Guidance Series says:

> The chart has real appeal for the students. Imitation of adults is a natural impulse, but the students themselves will recognize the importance of the questions on the chart if they are allowed to discuss seriously, how to be attractive.\(^{(23)}\)

Many students develop bad habits of speech. This is especially true of students using a new language. It is deemed old fashioned to teach students to speak words correctly by drilling on one word at a time. To develop good attitudes toward speech, many teachers are using conversation. They are having the students talk to the class, or a small group of the class, in giving reports, or as used by many schools, a showing-and-telling time. This gives the students valuable experience rather than drill. Riper comments about this method used in training schools in colleges of education:

> They are finding that the best way to teach a child to talk intelligently and capably in solving problems is to encourage him in self-talk. They are teaching their children to offer a running commentary on what they are learning, seeing, and doing.\(^{(26)}\)

To teach proper girl-boy relationships, interest in these relations must be built, and assured, such as the Teen Age Club at Intermountain
is doing. This sort of organization not only builds interest in acquiring these relationships, but also gives the students the experience needed to really understand them. Kuder and Paulson report:

If children are to express themselves, to develop interests - they need to have something to express, they need experiences. Part of your job - whether you are a parent or a teacher - is to see that the school provides the richest experiences possible for boys and girls.\(^{(14)}\)

Alcohol consumption by students can be a real social problem. Many students, especially when they get to be juniors and seniors, want to show that they are grown up. Some want to show that they are one of the gang, others are looking for new excitement or a thrill. It is difficult to determine the reason for the abuse of alcohol. One of the best methods to prevent this condition is to teach the facts of alcohol to the student. The facts do not alone, in some cases, stop this abuse. A long range plan of discussion and building feelings against this condition should also be used. McCarthy discusses this problem:

You will probably not decide for or against drinking on the basis of facts alone. Your convictions and beliefs about important questions are a combination of your feelings plus your knowledge of facts. Both are important in making any decision. But it will be to your advantage to base your attitudes and convictions on facts rather than on popular misinformation.\(^{(19)}\)

The same author also states further:

...future attitudes and actions in regard to drinking should be based on a sense of personal responsibility that rests on an understanding of the problems.\(^{(19)}\)

Attitudes on handling money are extremely complicated especially when the student has had no training, or little training, before coming to school. Maybe it's because the author was raised during the depression he never had the subject of handling money or of saving money, mentioned in school. To develop attitudes on handling money wisely,
first you have to have money to handle.

At Intermountain, students are not only given the chance to earn money on week-ends, but the class groups go out during the harvest seasons. As described before, there are two bank accounts in which the students can deposit money in the school bank. This building of attitudes does and should start with the first entry of a child in school. As Lasser and Porter say:

You can't really know how to get or handle a dollar until you've done a good job of getting and handling fifty cents. You can't expect to do a good job on your future salary until you've learned to manage your allowance today. You've got to go in training now for the job ahead.\(^1\)

Everybody some time or other in his life has been dishonest. There probably isn't a person on earth who has not lied or been dishonest at some time in his life, even if it was just a little white lie. As Clark says:

A person who had never done anything dishonest would be a rare individual.\(^6\)

This fact should be considered when teaching honesty. Many teachers might ask, when should I teach honesty? A good answer would be, when do you breathe?

Honesty, like many other social attitudes, has no particular time to be taught. It should be taught in every class and by every person dealing with a student. When a small child takes the toy of a playmate, he isn't aware of his dishonesty. To become aware of it, he must be taught what dishonesty is.

The early American Indian was rewarded for stealing the horse of a neighboring tribe. This to him was not dishonesty. He was rewarded as being clever, he could outwit his neighbor. This was a sign of
intelligence, and he had to be taught this was a dishonest act. Clark speaks further on this subject:

Learning honesty is a part of growing up; it is not like learning algebra or biology or swimming or cooking. Honesty can't be learned as a separate skill. It's tied up with everything we say and do, with the way we react toward exam papers, lost wallets, friends, family, teachers, employers, and husband or wife. So we must learn to apply honesty in all these situations. And just as we may grow into certain dishonesties, we can grow out of them. (6)

Teaching a student to have good work attitudes is a combination of other social attitudes taught. If he is well socially adjusted, he will probably be a good worker and have good attitudes towards his employer.

A combination of good attitudes makes a good personality. This is probably the most important trait looked for by employers. In research done by Chapman, through the Packard Motor Company, The Hoover Company, and the Remington Rand Company; personality was found to be the leading trait in rating employees. Chapman lists the desirable and undesirable traits as follows:

<table>
<thead>
<tr>
<th>Desirable Traits</th>
<th>Undesirable Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic</td>
<td>Tactless</td>
</tr>
<tr>
<td>Sincere</td>
<td>Obstinate</td>
</tr>
<tr>
<td>Tactful</td>
<td>Argumentive</td>
</tr>
<tr>
<td>Confident(4)</td>
<td>Conceited</td>
</tr>
<tr>
<td></td>
<td>Dif/fident(4)</td>
</tr>
<tr>
<td></td>
<td>Sarcastic</td>
</tr>
<tr>
<td></td>
<td>Sullen(4)</td>
</tr>
</tbody>
</table>

To have a good worker, or a good citizen, the need for good health is important. There are many methods that a teacher can use to teach good attitudes toward health. It is up to the individual teacher to decide which method is best for his group. Visual aids are probably used more effectively in this teaching than any other method. Dale has made a classification as follows for teaching health:

1. Direct experiences involving DOING in order of decreasing directness
2. Contrived experiences
3. Dramatic participation
4. Demonstrations
5. Field trips
6. Exhibits
7. Motion pictures
8. Radio, recordings, still pictures

9. Visual symbols
10. Verbal symbols

Grout states about the importance of audio-visual aids:

Audio-visual aids are indispensable tools in health teaching programs. These materials should be suitable for the groups that will use them.\(^{(10)}\)

No matter which attitude the teacher is trying to build in a student, the information should be brought within the personal interest of the student. Of course to do this the teacher must be acquainted with the student and his background and interests. Show the student that he will gain in personal value by taking the proper attitude, or the accepted attitude. As Thut and Gerberich say:

Psychologists learned long ago that pupils will study harder and retain more information, if the subject which they are dealing has a personal reference.\(^{(32)}\)

Individually counseling of students brings about a more intimate relationship between the teacher and the student. Sometimes this is the only way a student can be "reached". It gives him the feeling of importance as an individual and he looks at the attitudes more objectively. Traxler states:

...develop a continuing program of individual counseling which will lead young people to discover and recognize the opportunities best suited to their potentialities.\(^{(33)}\)

There is always the problem of the disabled student. This student will become bitter and very often develop poor attitudes. He might very easily be left out of activities that are enjoyed by the rest of the students. It is the teachers and other personnel who have dealings with the student to see to it that this student has the same chances to develop attitudes that will make him feel he is an important part of the class group and the school.
The Citizenship Education Project and The National Foundation For Infantile Paralysis give three principles to follow:

(a) Try to see that a disabled person has the same chance for friendship as anybody else.

(b) Try to know and understand any differences that a disability may make for a person, rather than feel sorry for him.

(c) Try to make it easy for a disabled person to join in a group activity if he would enjoy it and it wouldn't really hinder the group.

American Indians, too often are thought as a peculiar and separate group of people. They are no different than any other American. Many Americans have come from many different societies and cultures; the American Indian has come from one of these cultures; they are all integrating into one society, one fundamental way of life. The material, therefore, used for teaching social attitudes apply, in general, to all students in our schools. The same materials and aids apply universally. We do not have any set rules in America, different sections of our country develop different acceptable attitudes. As Levine and Seligmann say:

In our complex American culture, however, patterns of both male and female behavior differ widely, according to - among other factors - parental attitudes, community standings, and social and economic status.

We cannot therefore say that any one method is best for teaching these attitudes.

A popular method for teaching social attitudes is the film strip, booklets also can be used to explain the strip in further detail. This method is used by the Division of Public Education and distributed to teachers through the school. This can and should be carried further by use of field trips to community health organizations. The Division of Public Education says:
While a general pattern of community organization of health is pictured, student investigation of the local community is expected to be the basic learning experience.\(^{(9)}\)

The Bureau of Indian Affairs prints a monthly bulletin giving information and teaching methods especially valuable to teachers working with Indian students in various programs. McPherson and Thompson speak of the effect of language on the development of social attitudes:

Punishing a child for speaking his own language or forbidding its use at school not only proves futile but approaches the problem from an unpsychological and unsound angle. It builds up resentment and may lead to subterfuge.

When a child learns to get along with others, to make himself provide natural reasons for self-expression, then he will quickly and effectively use a second language.\(^{(21)}\)
FINDINGS, PART ONE: THE TEACHER STUDY

Forty questionnaires (Appendix D) were sent out to the teachers of Intermountain School. They were not sent to the new teachers, because they were not familiar enough with the program to give a measurable opinion. Thirty-two questionnaires were received in reply. The questionnaires were sent out to teachers of the four departments, or schools, at Intermountain. The study, as stated before, will deal mainly with the Special Five-Year Program, or the newly formed vocational high school. The other three departments supplying information for the study are:

School 2, consisting of a five-year program, a six-year program, and an eight-year program.

School 3, consists of an eight-year program.

School 4, has a five-year program and a program with grades one to five for students working to enter junior high school.

The first report will be from school 1, or the special five-year program.

The ratings were made from one to five with one giving the highest rating, or the rating that would show the best method for teaching a particular attitude. The rating of five would show the method, as viewed by the teachers, least likely to succeed in teaching a particular attitude.

Teaching methods as investigated in this study are:

D.I. - Direct Instruction
C.P. - Class Parties
I.C. - Individual Counseling
G.W. - Group Work
V.A. - Visual Aids
O. - Others
Results by schools

School 1. Teachers gave "group work" the highest average rating of the twenty items listed with the highest score of 1.6 for teaching "responsibility" by means of "group work". The lowest rating for teaching "social functions" was 3.7 when using "group work" as the method of teaching. In the same item, as in most others "visual aids" was rated the lowest, with the rating of 3.7 for teaching "responsibility" by this method.

This does not include the rating of 1.0 for all the attitudes to be taught given the method of "junior summer work experience" listed on one questionnaire.

School 2. Teachers had the highest rating using "individual counseling" for teaching social attitudes, with a rating of 1.0 for teaching "manners" in this way.

"Direct instruction" had the next highest rating, with a rating of 1.2 for teaching "working on the job" in the stated manner.

"Visual aids" again had the lowest rating, with a low of 5.0 for teaching "working on the job" and "manners". The highest rating given for teaching with "visual aids" was 4.0 for teaching "respect for supervisors".

Under "other" a high rating of 1.0 was given for teaching of "grooming for the activity of field trips". Students have the opportunity to see how other people dress and they are more conscious of their own appearance while in the company of strangers.

School 3. Teachers again rated "group work" with the highest average for all items concerned. The highest being 1.2 for "working with other people".
"Visual aids" were rated higher than in the previous two schools with the highest being 1.6 for teaching "posture" and the lowest 4.8 for "social functions". The highest rating for teaching "social functions" was 1.4 with the method receiving this rating being "class parties". 

School 4. Teachers gave the highest total ratings to "direct instruction" with "working on the job" and "manners" receiving the rating of 1.0.

"Visual aids" were given the second highest rating, being the highest of any of the other three schools. This method was given 1.0 for "dress", "grooming", "cleanliness", and "use of tobacco and alcohol".

The lowest ratings given by this school were for "individual counseling". With the highest of 1.2 for "respect for supervisors". The lowest for this method was 4.6 given for "manners".

Probably the reason for different ratings given by different schools was the difference of age of the students in the school, length of time given for the various programs, environment of the students, and personality differences in the teachers of the programs.

One teacher submitted the following outline for a method of teaching social attitudes:

I. Meet with small groups to set up standards by:
   A. Discussion.
   B. Using reference material.
      1. Books, booklets, visual aids, a special speaker, pictures.
   C. Explaining and demonstrating by the teacher.

II. Use real or dramatized situations in which students put standards in action - e.g. class party.

III. Evaluate results with whole class, small groups, or individuals.

IV. Give individual counseling to help those who need it and to give commendation to those who have succeeded.

This is typical of many techniques used by teachers.
Table 1. Teachers (School 1) report pertaining to methods used in teaching social attitudes

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>D.I.</th>
<th>C.P.</th>
<th>I.C.</th>
<th>G.W.</th>
<th>V.A.</th>
<th>O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working On The Job</td>
<td>2.2</td>
<td>4.8</td>
<td>1.6</td>
<td>3.0</td>
<td>2.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Work Attitudes</td>
<td>3.0</td>
<td>4.2</td>
<td>2.6</td>
<td>1.4</td>
<td>4.4</td>
<td>1.0</td>
</tr>
<tr>
<td>Working With Other People</td>
<td>3.1</td>
<td>3.1</td>
<td>2.8</td>
<td>1.5</td>
<td>4.4</td>
<td>1.0</td>
</tr>
<tr>
<td>Honesty</td>
<td>2.5</td>
<td>4.4</td>
<td>2.5</td>
<td>2.5</td>
<td>3.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Respect Of Property</td>
<td>2.5</td>
<td>4.4</td>
<td>2.4</td>
<td>1.6</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Respect For Supervisors</td>
<td>2.4</td>
<td>4.2</td>
<td>2.0</td>
<td>2.4</td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Respect For People's Feelings</td>
<td>2.3</td>
<td>3.2</td>
<td>2.7</td>
<td>1.9</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Respect For Different Kinds Of People</td>
<td>3.3</td>
<td>2.8</td>
<td>2.6</td>
<td>2.2</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3.1</td>
<td>3.3</td>
<td>3.0</td>
<td>1.6</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>Dress</td>
<td>2.8</td>
<td>2.7</td>
<td>2.2</td>
<td>3.7</td>
<td>2.9</td>
<td>1.0</td>
</tr>
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1. D.I. - Direct Instruction  
   C.P. - Class Parties  
   I.C. - Individual Counseling  
   G.W. - Group Work  
   V.A. - Visual Aids  
   O. - Others (In this case, Junior summer work experiences.)
Table 2. Teachers (School 2) report pertaining to methods used in teaching social attitudes

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>D.I.</th>
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<th>I.C.</th>
<th>G.W.</th>
<th>V.A.</th>
<th>O.</th>
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1. D.I. - Direct Instruction  
C.P. - Class Parties  
I.C. - Individual Counseling  
G.W. - Group Work  
V.A. - Visual Aids  
O. - Others (In this case, Field trips)
Table 3. Teachers (School 3) report pertaining to methods used in teaching social attitudes

<table>
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<tr>
<th>Attitudes</th>
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<td>Honesty</td>
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<td>Respect For People's Feelings</td>
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<td>Respect For Different Kinds Of People</td>
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</tr>
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<td>Dress</td>
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<td>Grooming</td>
<td>3.8</td>
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<td>Use Of Tobacco And Alcohol</td>
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<td>Classroom Activities</td>
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1. D.I. - Direct Instruction
   C.P. - Class Parties
   I.C. - Individual Counseling
   G.W. - Group Work
   V.A. - Visual Aids
Table 4. Teachers (School 4) report pertaining to methods used in teaching social attitudes

<table>
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<th>G.W.</th>
<th>V.A.</th>
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<td>3.0</td>
<td>1.0</td>
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<td>1.0</td>
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<td>4.6</td>
<td>3.2</td>
<td>1.8</td>
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<td>3.6</td>
<td>3.2</td>
<td>1.2</td>
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</table>

1. D.I. - Direct Instruction
   C.P. - Class Parties
   I.C. - Individual Counseling
   G.W. - Group Work
   V.A. - Visual Aids
Books that aid in teaching social attitudes

The teaching staff at Intermountain School has written thirty-two pamphlet-type books used in the Special Program. An example of these books is "I Am A Good Citizen" (Appendix B). The books written are:

1. Cleaning The Rest Room
2. Going Home
3. I Am A Good Citizen
4. Keeping A Clean Classroom
5. My Garden
6. My Work Shop
7. Our School Bank
8. The Trash Basket
9. This Is A Town
10. United States Map Reader
11. We Clean Our Halls
12. We Learn To Work
13. Buying In Town
14. At The Steam Table
15. In The Dinning Room
16. Keeping the Dock Clean
17. Keeping The Steam Kettles Clean
18. Order
19. Signs
20. The City
21. The U. S. Post Office
22. Washing The Dishes
23. This Is The School
24. Back To School
25. Away To School
26. Boy's Clothes
27. Campus Behaviors
28. I Am Neat And Clean
29. My Book About Clothes
30. The Flag
31. The Looking Glass
32. Let's Have Fun

Most of these books were written primarily for the first two years of the student's school life to develop attitudes which will make the school schedule run more smoothly, and to aid the student in understanding why these things are important to him.
FINDINGS, PART TWO: THE INSTRUCTIONAL AID STUDY

Twenty questionnaires (Appendix E) were sent to instructional aids at Intermountain School. Sixteen were returned. Some of the instructional aids were transferred because of program change of the school. Since the start of the program there has been a new interest of education among the Navajo and the children are learning to speak English at a younger age. More schools are available for the younger students near their homes.

The nine items listed (home life, group work, social functions, community living, spare time interests, religious interests, entertainment, dress, and grooming) were rated in the order of one to three, with one being the rating given the item the most difficult, by the views of the instructional aid, for the students to achieve, while three was rated the least difficult to succeed.

Results by schools

School 1. The aids agreed that "dress" be rated two. The other items showed varying degrees of effort to achieve. "Community living" showed the greatest variance of rating with twenty-five per cent rating one, fifty per cent two, and twenty-five percent three.

This variance is probably due to the different locations of the homes of the persons giving the ratings. The aids giving a rating showing a greater effort to achieve certain ratings might live near an environment that gave them a greater knowledge of the attitude to be taught, thus being able to show the relationship more clearly to the student. Also, the difference of the age group of the students with whom the aid has been working could make the attitudes easier for the student, or more difficult to comprehend.
All the instructional aids agreed on "religious interests" and "dress", giving each a rating of one hundred per cent.

School 2. Instructional aids agreed one hundred per cent that "dress" should be rated two. The same rating had been given for school 1. "Community living" showed the greatest variance of rating with one given twenty-five per cent, two given fifty per cent, and three given a rating of twenty-five percent.

The three items that were rated the easiest for the students to achieve were "home life", "social functions", and "grooming". The possibility for this could be found in the background of the students' environment. Having a close family group, a vital need for social gatherings, and a relative new experience with many things at his reach to keep himself well groomed.

School 3. Instructional aids rated four items one hundred per cent. "Home life", "social Functions", and "spare time interests" were given the one hundred per cent rating of two, in difficulty to achieve. The other item being given a one hundred per cent rating of one was, "religious interests".

The most difficult attitudes to develop in this school were "entertainment", with a rating of sixty-six and two-thirds per cent for two and thirty-three and one-third per cent for three.

School 4. Instructional aids also agreed one hundred per cent on four items. They agreed that "group work" and "dress" should be rated with one hundred per cent for three, meaning that in this school the instructional aids thought that these items were the most difficult for the students to develop.

They also rated "social functions" and "religious interests" one hundred per cent for the rating of two.
Table 5. Instructional Aids (School 1) report pertaining to development of social attitudes

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Rating</th>
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<tr>
<td>Group Work</td>
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<tr>
<td>Social Functions</td>
<td>100%</td>
</tr>
<tr>
<td>Community Living</td>
<td>50%</td>
</tr>
<tr>
<td>Spare Time Interests (Such As Hobbies)</td>
<td>50%</td>
</tr>
<tr>
<td>Religious Interests</td>
<td>100%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>50%</td>
</tr>
<tr>
<td>Dress</td>
<td>100%</td>
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<tr>
<td>Grooming</td>
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Table 6. Instructional Aids (School 2) report pertaining to development of social attitudes

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<td>Social Functions</td>
<td>75%</td>
</tr>
<tr>
<td>Community Living</td>
<td>25%</td>
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<tr>
<td>Spare Time Interests (Such As Hobbies)</td>
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<tr>
<td>Religious Interests</td>
<td>25%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>50%</td>
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<tr>
<td>Dress</td>
<td>100%</td>
</tr>
<tr>
<td>Grooming</td>
<td>75%</td>
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Table 7. Instructional Aids (School 3) report pertaining to development of social attitudes

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<tr>
<td>Home Life</td>
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</tr>
<tr>
<td>Group Work</td>
<td>33 1/3%</td>
</tr>
<tr>
<td>Social Functions</td>
<td>100 %</td>
</tr>
<tr>
<td>Community Living</td>
<td>33 1/3%</td>
</tr>
<tr>
<td>Spare Time Interests (Such As Hobbies)</td>
<td>100 %</td>
</tr>
<tr>
<td>Religious Interests</td>
<td>100 %</td>
</tr>
<tr>
<td>Entertainment</td>
<td>66 2/3%</td>
</tr>
<tr>
<td>Dress</td>
<td>33 1/3%</td>
</tr>
<tr>
<td>Grooming</td>
<td>66 2/3%</td>
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Table 8. Instructional Aids (School 4) report pertaining to development of social attitudes

<table>
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<tr>
<td>Group Work</td>
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</tr>
<tr>
<td>Social Functions</td>
<td>100%</td>
</tr>
<tr>
<td>Community Living</td>
<td>50%</td>
</tr>
<tr>
<td>Spare Time Interests (Such As Hobbies)</td>
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<tr>
<td>Religious Interests</td>
<td>100%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>50%</td>
</tr>
<tr>
<td>Dress</td>
<td></td>
</tr>
<tr>
<td>Grooming</td>
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</tr>
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</table>
Areas of agreement

Aids in all of the schools tended to "moderate ratings". This is particularly true of "home life". Two schools felt that "group work" was less important. This may reflect age differences since School 1 has older and School 4 has younger students.
FINDINGS, PART THREE: THE FOLLOW-UP STUDY

Follow-up studies are done between the student's junior and senior years and also after the student has been placed on a job after graduation.

The results of these work experiences are carefully noted. The following is taken from the on-the-job record sheet with the first part of the sheet recording:

1. Student's name
2. Address of firm - Name of firm
3. Name of employer - Title
4. Name of immediate supervisor - Title
5. Working hours - Working days
6. Rate of pay - How often paid
7. Pay dates - Social security number
8. Tools needed
9. Protective clothing needed

The next section gives information on living quarters:

1. Name of landlord - Telephone number
2. Address
3. Room rent, to be paid in advance - Rate
4. Board and room, to be paid in advance - Rate

The next section deals with house rules:

1. A blank is left for the entrance of house rules.
2. Transportation facilities
3. Church

The last section has to do with recreational facilities:

1. A blank is left for entrance of general recreational facilities
2. Laundry facilities
3. Date of placement on the job.

The student has an office interview report. The following reports are noted:

1. Purpose of visit
2. Action taken
3. Follow-up - Necessary or unnecessary
4. If necessary, date of follow-up
5. Comments

The student also has a student performance sheet on which he is rated from 1 to 4. The areas included on the performance sheet are:

Area I - Skill

1. Makes good use of general principles and specific skills.
2. Adequate skill to perform satisfactory now.
3. Deficiency in skill makes duties difficult.

Area II - Ability to plan and organize

1. Work is usually well arranged and well planned.
2. With occasional help in planning, work is orderly.
3. Inadequate organization and planning.
4. Work shows no organization or planning.

Area III - Initiative

3. Seldom has ideas. Looking for help and guidance.

Area IV - Ability to understand instructions

2. Grasps main points of most instructions.
4. Cannot follow simple instructions.

Area V - Ability to solve problems

1. Solves most problems, some very difficult.
2. Solves problems easily, some difficult.
4. Cannot follow instructions.

Area VI - Industry and perseverance

1. Determined. Seldom distracted.
2. Ordinarily patient and persistent.
3. Sticks to a difficult task only under supervision.
4. Readily abandons or evades any but the simplest jobs.
Area VII - Improvement of knowledge and technical ability

1. Alert to any opportunity to learn.
2. Accepts opportunity to learn.
3. Misses many chances to learn.
4. Does not care or try to improve ability.

Area VIII - Moral

1. Develops a good team feeling. Builds enthusiasm.
3. Permits gripes and disregard to develop.

Area IX - Dependability

1. Steady, dependable, conscientious.
3. Needs to be watched. Often gets out of line.
4. Utterly unreliable. Usually in some trouble.

Area X - Personal habits

1. Well groomed. Inspires others.
2. Usually has a good appearance.
3. Frequently careless, disorderly.
4. Sloppy, unkept, disorganized.

All scores are averaged at the bottom of the sheet. Any special comments should be written on the back.

There is also a report of supervision; a follow-up report divided into two areas. This report is valuable in aiding the student in developing desirable attitudes. The first part is the employment work record. The second part is the home living record.

**Employment Work Record:**

1. Attendance on the job.
2. Use of English.
3. Ability to follow instructions.
4. Attitude toward work (work habits).
5. Attitude toward others.
6. Production rate of work.
7. Quality of work.
8. Other.
   Person(s) contacted.
Home Living Record:

1. Cleanliness of habits.
2. Table manners.
3. Courtesy.
4. Conversational ability.
5. Leisure time activities.
6. Ability to handle money.
7. Choice of companions.
8. Other.
   Person(s) contacted.
Signature of supervisor.

A Home Economics Department Student Character Report checks on students who have left for employment. Attitudes are assisted by asking about:

1. Living quarters.
2. Quality and type of work.
3. Adjustment.
4. Personality development.
5. Improvement needed.
6. Comments - by employee, employer, and staff.

Follow-up of 168 students on the job

A follow-up was done on students placed on the job between their junior and senior years. This was summer junior on-the-job experience.

As noted, (Table 9) very few of the students had difficulties because of not knowing how to do the job. Two found the job too difficult, and two were improving.

Most of the difficulties are due to poor attitudes. Seventeen had major difficulties with "work attitudes", twelve were improving.
In all, twenty-nine had difficulties with "work attitudes". A total of twenty had difficulties with "attitudes toward others".

Report cards and dormitory reports

These records are needed in follow-up reports to help give an over-all picture of the student's attitude. The things measured on dormitory reports that apply to attitudes are:
Does assigned work - Works with other students - Behaves in the building - Behaves in assemblies and gatherings - Helps with parties and programs - Gets places on time - Obeys the rules of the school - Is neat and clean - Is honest with property of others - Helps others without being told.

There is also a place for additional comments. These items are rated from poor to very good. The attitudes measured on report cards are as follows:

Does chores - Behaves in the classroom - Behaves in the building - Behaves in assemblies and gatherings - Helps with parties and programs - Gets places on time - Obeys the rules of the school - Is neat and clean - Is honest with property of others - Is honest with things not his - Helps others without being told.

There is also a place for other comments. The student's academic progress is given by California Achievement Test scores. The shop and home economics reports are written on the back of the report card. They are graded one to four.

Year-end report form

This form is completed by the teachers. It consists of:

Academic progress, California Achievement Test scores, the student's social growth, and an "anecdotal report". In this area the statements must be specific, not general. The objects to be mentioned are:

1. Work habits - effective, adequate, or promising
2. Serious purpose
3. Responsibility and dependability
4. Creative imagination
5. Contributes to the group
6. Inquiring mind
7. Open mindedness
8. Habit of analysis
9. Concern of others
10. Adjustment

Information record

This is another form of year-end report. Test results, and other statistical data; age, weight, height, etc., are reported. There is
also an item for social experiences. Class parties and any other social activities the student has been associated with are entered in this column. Work experiences and savings for O.J.T. are also entered.

The records of ten successful graduates

These ten graduates were successfully placed on jobs and their records examined to find the degree to which social attitudes were attained while students at Intermountain School. Ten ratings from shop, home economics, academic classroom, and dormitory were averaged. The ratings were taken from the first and last years of the student's records. All the students were in the five year program. All the ratings, as reported, were graded from "poor" to "very good". Report card grades will be given with the same ratings, to show academic achievement.

The first record examined was a boy's from the class of 1955. His vocation was body and fender work. The first year he had three ratings of "poor", four of "fair", and three were "very good". The last year of school he had nine "good" and one "very good". Report card grades ranged between "good" and "very good".

The second record was a girl's. She had six ratings of "good" and four of "very good", for the first year. In her last year she had four "good" and six "very good". The majority of her report card grades were "very good". Her vocation was home service. Home service means that she was trained to do domestic work.

The third record was that of a boy. His vocation was cooking, and he was in the class of 1955. His first year ratings were two "fair", five "good", and three "very good". In his last year he had seven "good" and three "very good". His report card averaged "good".
The fourth student was a girl from the class of 1955. She had selected general service as her vocation. General service is very much the same as home service, but is broader in nature with some training in waitress and hospital work. This girl is working as a mother's helper. In her first year she rated two "fair", and six "good", and two "very good". The last year she received two "good" and eight "very good" reports. Her academic report card grades averaged "good".

The fifth student was also from the class of 1955. Her vocation was home service. Her ratings were five "good" and five "very good" the first year. The last year she rated ten "very good". Her ability to gain acceptable attitudes in academic achievement were between "good" and "very good".

The sixth student was also a girl from the class of 1955. Her vocation was general service. Her first year was rated with four "fair" and six "good". Her last year had one "fair" and nine "good". Her report card averaged "good".

The seventh student was a boy. His vocation was auto mechanics. The first year he rated three "fair" and seven "good". The last year he rated one "good" and nine "very good". He averaged between "good" and "very good" on his report card. A notation was made by one teacher in his folder that he was an outstanding student.

The eighth student was a girl. Her vocation was home service, class of 1956. The first year she had four "good" and six "very good". The last year she had all ten "very good". Her report card reports were mostly "very good".
The ninth student was a boy from the class of 1956. The first year he had four ratings of "fair" and six of "good". His last year he received two "fair" and eight "good" ratings. His report card ratings were between "fair" and "good". This boy's vocation was masonry.

The tenth and last student was a girl from the class of 1956. This girl changed her vocation three times during her vocational training. Her training was in restaurant work, store service, and finally in home service. She worked in a restaurant and is now employed as a mother's helper. The first year she had two ratings of "good" and eight of "very good". The last year she rated two "fair" and eight "good". This was the only student who rated lower in records showing social attitudes the last year of her program than the first. The same trend was noticeable on the ratings on her report card. The average ratings on her report card; however, gave a good over-all picture, as she averaged between "good" and "very good".

It was noticed in examining these records that a student might do well one year in developing and carrying out good social attitudes and in the next year be a problem and considered a poor student.

After discussing this with several of the teachers and supervisors, several reasons were noted. The possible reasons were that this could be due to plateaus in growth, or possible personality adjustment between the teacher and student. Many times a problem arises in the family life of the student at home and the student is preoccupied with these troubles.

When a situation arises where a student is not making a satisfactory gain, a sub-committee meeting is arranged between academic teachers, home economics and shop teachers, and dormitory personnel to find the
cause and also a means to remedy the situation.

As noted in the ratings, girls as a rule make better gains in attitudes than boys. The reason could be the role of the girl in the Navajo way of life. Girls are given more responsibility at an early age. It could be the fact that the girls mature earlier than boys of the same age.
Table 9. Follow-up of 168 students' junior summer work experience

<table>
<thead>
<tr>
<th>Category</th>
<th>Extent of Difficulty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Controlled</td>
<td>Major or Improving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Leisure Time</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Honesty (Lying Included)</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>Conversational Ability</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Attitude Toward Others</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Handling of Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Known Bank Savings</td>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>Not Paying Bills</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Unintelligent Buying</td>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>Sending Money Home (Known)</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>Borrowing Money</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Loaning Money</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student Loans</td>
<td>31</td>
<td>--</td>
</tr>
<tr>
<td>Difficulties on Job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insubordination</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Laziness</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Unwillingness to go Ahead</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Job too Difficult</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>Job too Repetitive</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Promptness</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Comprehending Instructions</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Work Attitudes</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Cars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Payments</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Accidents</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Number on First Placement (Original Job)</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Number on Second Placement</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Number on Third Placement</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number Not Placed (AWOL Before Placement)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>No Record of Placement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Number Fired</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Number Fired More Than Once</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Number Quit</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Number Known to Have Gone Home</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Number Whereabouts Unknown</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Health Problems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Enlisted (Marines)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Laid Off</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total of 168 Cases - 130 With No Problems At All
SUMMARY AND CONCLUSIONS

General background

Since most of the work done at Intermountain School is at an accelerated level, teachers are faced with the problem of building attitudes that usually cover seventeen to eighteen years, in as few as five years.

The building of social goals is essential to have a good citizen that will fit into the community he is placed.

Navajo students come from a primitive background and therefore have primitive beliefs, superstitions, and customs.

Much social activity, field trips, and group work is used to build attitudes of working as a community and not a family group. Charts and mirrors are used to make the child conscious of his appearance and health.

Goal books are used, in which the student can grade himself on his social growth.

Purpose and procedure

The purpose was to show some teaching methods and aims in teaching social attitudes at Intermountain School.

The study was divided into three parts:

1. The teacher study
2. The instructional aid study
3. The follow-up study

In the teacher study a questionnaire was used to evaluate the degree of difficulty students had in adjusting to definite social attitudes.
In the follow-up study the records of the students during the school period, while junior summer work experience, and on the job after graduation are studied.

Findings

In the teacher study, "group work" was rated as being the best method by two of the four schools. In the other two schools, "direct instruction" was rated best for one school and "individual counseling" in the other.

In the instructional aid study the ratings differed in all schools. This difference was probably due to the age and program the student was in.

In the follow-up studies it was found that the most successful students usually showed a good rate of improvement in all areas throughout their school career, but sometimes a student making slow academic progress does well when placed on a job.

General Conclusions

1. Most of the students fail because of poor attitudes and not because they do not know how to do the job they have been placed on.

2. There are many ways to teach social attitudes. It is up to the teacher to recognize the problem and to use the method he decides will be best for the situation.

3. It is not only the teacher's problem to teach desirable attitudes, but the duty of every person who comes in contact with the student.

4. The teacher should guide the student in learning proper attitudes. He should plan experiences necessary for the students in learning proper attitudes.
5. The student should be allowed much freedom in the process. He should be able to help plan his activities. The student should be recognized as an individual with individual problems.

6. There is no definite method for teaching attitudes. The method should depend on the circumstances involved.
BIBLIOGRAPHY

1. Anderson, J. E., Relation of Attitudes to Adjustment. Ed. 73: 210-218 D'52.


15. Lagey, J. C., Social Factors Related to Attitude Change in Students. Sociology and Social Research, 39: 401-403 Jl. '55.


### Institutional Detail Duties

**Building 2 Classroom Detail**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Supervisor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Report to supervisor promptly at 8:00.</td>
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<tr>
<td>2.</td>
<td>Have proper cleaning equipment: broom, dust pan, radiator brush and cloth, scouring powder.</td>
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<tr>
<td>3.</td>
<td>Clean chalkboard with dry cloth.</td>
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<tr>
<td>5.</td>
<td>Empty pencil sharpener.</td>
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<tr>
<td>6.</td>
<td>Sweep floor. (Move one group of desks and chairs at a time, sweep, and then put this group back before going on to the next group.)</td>
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<tr>
<td>7.</td>
<td>Wash sink if there is one in the classroom.</td>
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<tr>
<td>8.</td>
<td>Dust furniture.</td>
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<tr>
<td>11.</td>
<td>Wipe off finger marks from doors and walls.</td>
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<tr>
<td>12.</td>
<td>Wash windows as needed.</td>
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<tr>
<td>13.</td>
<td>Go over floor with dust mop.</td>
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<tr>
<td>14.</td>
<td>Empty waste paper basket and line with newspaper.</td>
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<tr>
<td>15.</td>
<td>Keep broom closet neat and clean.</td>
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<tr>
<td>16.</td>
<td>Straighten cupboards and see that things are in place.</td>
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<tr>
<td>17.</td>
<td>On polishing day put chairs on desks with newspaper between.</td>
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<tr>
<td>18.</td>
<td>Look for and do anything else needed.</td>
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<tr>
<td>19.</td>
<td>Report to supervisor when finished.</td>
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<tr>
<td>20.</td>
<td>Go with supervisor as he inspects your work.</td>
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<tr>
<td>21.</td>
<td>Dismissal by supervisor at 8:45.</td>
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</tbody>
</table>

The performance can be rated as Very Good, Good, Fair, or Poor based on the tasks completed.
APPENDIX B
To the teacher:

All pupils of the First Year level should understand the contents of this book. It will be too difficult for many, but to those groups, as well as others, it should be presented through the interpreter, used for class discussion, in the making of posters and murals, for play production, and given as illustrated talks in the class-made "movie" and assembly programs.

Each page is important and should be studied thoroughly and slowly.

Ann Clark
What does it mean to be a citizen?

To be a citizen means to be a member of a nation.

My nation is the United States of America.

To be a citizen means to be a member of a state.

My state is ____________________.

To be a citizen means to be a member of a school.

My school is ____________________.

To be a citizen means to be a member of a group.

My group is ____________________.
APPENDIX C
GOALS FOR THE CLASS OF

MISS GRISSON'S DEPARTMENT

By

Teachers and Instructional Aids

From

Miss Grissom's Department

Guidance Personnel

And

Home Economics Teachers

Department of the Interior
Bureau of Indian Affairs
Gallup Area

Intermountain School Workshop
Brigham City, Utah
May 1956
Note:

This book is divided into seven parts. Many of the goals are general. The goals are general so that they may be developed with the students. They should be discussed and analyzed with the students so that the more specific standards come from the students themselves, and they feel that they had an active part in setting up these standards. If they are only used for a teacher's guide, the purpose of this book will be lost.

Part I  CLASSROOM STANDARDS
Part II  SHOP AND HOME EC. STANDARDS
Part III  DORMITORY STANDARDS
Part IV  PARTIES STANDARDS; DORMITORY OR CLASSROOM
Part V  STANDARDS FOR TOWN; DORMITORY OR CLASSROOM
Part VI  STANDARDS FOR FIELD TRIPS
Part VII  STANDARDS FOR CHURCH
I. SOCIAL STANDARDS FOR THIRD YEAR STUDENTS IN THE CLASSROOM

1. I leave my dormitory in an orderly manner.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
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<td>:</td>
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</tr>
</tbody>
</table>

2. I wipe my feet outside the door before entering the building, or remove my overshoes outside, in bad weather.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
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<td>:</td>
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<td>:</td>
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<td></td>
</tr>
</tbody>
</table>

3. I take off my cap at the door and leave it off in the classroom and hall.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td></td>
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<tr>
<td>:</td>
<td>:</td>
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</tr>
</tbody>
</table>

4. I hang my coat up in the locker and put my overshoes neatly in the bottom of the locker.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td></td>
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<tr>
<td>:</td>
<td>:</td>
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<td></td>
</tr>
</tbody>
</table>

5. I walk quietly and directly to my classroom.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td></td>
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<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td></td>
</tr>
</tbody>
</table>
YEAR YOU ARE TEACHING IN __________________________
PROGRAM YOU ARE WORKING IN __________________________

THIS STUDY IS CONCERNED WITH DETERMINING THE RELATIVE IMPORTANCE OF DIFFERENT METHODS OR ACTIVITIES IN HELPING STUDENTS TO REACH GOALS IN SOCIAL ATTITUDES. FIVE OF THESE METHODS ARE LISTED IN THE COLUMN TO THE LEFT. NINETEEN GOALS HAVE BEEN SELECTED AND ARE LISTED IN THE COLUMNS TO THE RIGHT. PLEASE CHECK FOR EACH GOAL THE RELATIVE IMPORTANCE OF EACH METHOD, USING THE FIGURES 1 TO 5. ONE BEING THE MOST IMPORTANT. FOR EXAMPLE, IF YOU THINK "DIRECT INSTRUCTION" IS THE MOST IMPORTANT METHOD TO USE IN HELPING STUDENTS PREPARE FOR WORKING ON THE JOB, MARK 1 IN THE APPROPRIATE COLUMN. MARK A 5 OPPOSITE THE METHOD YOU THINK LEAST IMPORTANT, AND RATE THE OTHERS IN THE ORDER OF IMPORTANCE THAT YOU CONSIDER THEM.

<table>
<thead>
<tr>
<th>DIRECT INSTRUCTION</th>
<th>CLASS PARTIES</th>
<th>INDIVIDUAL COUNSELING</th>
<th>GROUP WORK</th>
<th>VISUAL AIDS</th>
<th>OTHER (SPECIFY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORKING ON THE JOB</td>
<td>WORKING WITH OTHER PEOPLE</td>
<td>HONESTY</td>
<td>RESPECT OF PROPERTY</td>
<td>RESPECT FOR SUPERVISORS</td>
<td>RESPECT FOR PEOPLE'S FEELINGS</td>
</tr>
</tbody>
</table>
APPENDIX E
**QUESTIONNAIRE**

INTERMOUNTAIN SCHOOL - INSTRUCTIONAL AIDS

**YEAR WITH WHICH YOU ARE WORKING**

**PROGRAM IN WHICH YOU HAVE BEEN WORKING**

Below are listed a few basic social attitudes. You are to choose the degree of effort that the students need to put forth to achieve in these attitudes. They will be marked as follows:

1 - SLIGHT  
2 - MODERATE  
3 - VERY MUCH

**EXAMPLE:** If you think the student has to apply little effort to achieve goals concerning home life, check (1) in the column to the right of home life. If you think he must apply himself moderately to achieve goals in home life, check (2) in the column to the right of home life. If you think the student has to apply himself very much to achieve goals pertaining to home life, check (3) in the column to the right of home life.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME LIFE</td>
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<td></td>
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<tr>
<td>GROUP WORK</td>
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<tr>
<td>SOCIAL FUNCTIONS</td>
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<td>COMMUNITY LIVING</td>
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<tr>
<td>SPARE TIME INTERESTS (SUCH AS HOBBIES)</td>
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<td>RELIGIOUS INTERESTS</td>
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<td>ENTERTAINMENT</td>
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<td>GROOMING</td>
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<tr>
<td>OTHERS (SPECIFY)</td>
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