

THE
POSSIBLE EFFECT OF MILITARY TRAINING
UPON THE ATTITUDES OF COLLEGE STUDENTS

By

HELEN ELEANOR WHITAKER

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CHAPTER I
STATEMENT OF THE PROBLEM

The practical importance given to feeling in our social life cannot be disregarded or overlooked. Feeling accompanies every really fruitful decision of all lives and must be reckoned with in all moral behavior. When feeling is intense, actions that otherwise would never be performed become possible. The feelings may mislead us to form unwise judgments but the important fact to remember is that the feelings can reinforce our better judgments. Likewise the feelings possess the power to bring individuals into union. Members of a family or friends may have many and varied differences, but affection, grief, or a sense of honor may bind them together and unite them. It is the same with nations.

That there are feelings which tend to draw people and nations together and others which pull them apart is recognized. "Feeling as others feel" tends strongly toward a development of sympathy and common interest between nations. A sympathetic understanding is psychologically a necessary element in the way of reinforcing altruism, or action favorable to others. Out of a feeling of neighborliness and intelligent sympathy with one another, nations and peoples will normally develop an appreciation of the purposes that

others seek to realize, a sympathetic understanding of their struggles, their successes and their defeats. Attitudes spring up spontaneously and inevitably with the appreciation of meanings. And attitudes and ideals are after all the forces that, for good or evil, move the world. Who can estimate the streams of better international sentiment which have sprung from the action of the United States in returning to China the unrequired balance of the Boxer indemnity, at a time when that great and powerful nation was weak and humiliated? The timely and generous way in which the United States rallied to the assistance of Japan when her capital lay in ruins from an earthquake and her people suffered has helped to cement world friendship. The path of selfishness leads inevitably to deterioration and ultimate decay, but the path of moral energy can preserve and enhance the strength and virtues that are as indispensable to the well-being of nations as of individuals.

Ignorance brings about feelings of antipathy and hatred, and a tendency to dissolve social bonds. Instead of people and nations being drawn together, they are pulled apart and the impulses of conflict strengthened. Ignorance will no doubt postpone the day of world order and friendly race contacts and bind us to unprogressive conflict.

"Hatred in the past and trepidation for the

future effectually block the way of social advance."

"Racial antagonisms from time to time give rise to bloody conflicts in which millions of dollars worth of property are destroyed, and men, women, and children are brutally killed." 1.

Workers for peace and world order have long realized and emphasized the imperativeness of developing a spirit of tolerance and of the sense of brotherhood and of mutual aid among the nations and peoples of the earth. The basis of mutual understanding that will make smooth the pathways of international trade, and social enterprise is a permeation of the masses of people in every land with a wholesome respect for the merits of other peoples. The positive aspects of the struggle for internationalism deal with the development of attitudes and facilities for increasing the values which come from large scale social interchange.

Sisson tells us that after the World War Norman Angell was asked by American students before whom he lectured, "What is your plan (to keep peace)? What ought we to do? Should we make a naval alliance with Great Britain, or form a new League of Nations, or ---?" Norman Angell replied: "The first thing to do is to change your ideas and moral values; or to get to know them better. ---- Until that invisible

1. Chapman and Counts, Principles of Education.
p. 270.

thing is done, our Covenants and Leagues will be as futile as have been numberless plans in the past." 2.

It is only recently that we have realized that events which make for human happiness can be controlled to a large extent by the cultivation of proper attitudes toward those events. From emotions, interests, desires, and sentiments arise the social values of individuals and nations. If we desire to develop good will in all humanity, all social groups must be encouraged to cultivate more widely and more actively a sympathetic understanding of one another.

If attitudes do determine our conduct, condition our reception of facts, influence the assimilation of members of a group, and if our friendships, our enmities, happiness, success, or failure are dependent upon them, is it not important that education be concerned that the right feelings be developed and rightly directed. Bode says, "If education means the cultivation of appreciations, and the widening of experience through learning the meaning of our physical and social environment, the attitude that is maintained becomes all important." 3. The present generation of responsible leaders can determine whether or not the attitudes and ideals of the next generation will have a genuinely social quality. They must exercise a

2. Sisson, E. O. Educating for Freedom. p. 136

3. Bode, Fundamentals of Education. p. 79.

molding influence upon those who are to take their places.

Bode in "Fundamentals of Education" 4. says "The position of leadership has been thrust upon it (education). It has become in an emphatic sense the guardian of the future, and there is no way by which it can measure up to its responsibility and opportunity except through the cultivation and propagation of an attitude or spirit that will make men more human and life more rich and beautiful."

The use of educational institutions for the development of pet schemes of various groups in the United States, such as industrial groups, moralist groups, and militaristic groups, has been brought vividly before the public mind in recent years. All these groups realize the fertile field that is theirs if they can have an opportunity to mold the attitudes of the young in their favor.

The educational value of military training has been a matter of debate since the earliest appearance of such training in the college curriculum over a century ago. One group maintains that our educational institutions are becoming a part of our military system. The War Department subsidizes military training in 313 schools and colleges, enrolling

4. Bode, Fundamentals of Education. p. 242.

147,000 cadets and supplies 1,771 instructors. The Commandant of the Reserve Officers' Training Corps "reports to the War Department confidentially on what goes on there and is being rated himself in part on his success in keeping out pacifism and maintaining an atmosphere favorable to the R.O.T.C." 5.

The following is a summary of the work of the War Department in its gigantic program of spreading propaganda in our educational institutions. This summary is taken from the report of General Summerall when he said that the Army was reaching nearly every American community. "Military training received Federal aid in 313 colleges and secondary schools, and these boys go to 44 camps under 9 corps area offices. The citizens' military training camps have 89 procurement offices and camps. The National Board for Promotion of Rifle Practice has 1,600 clubs. The Organized Reserves have 88 offices in 87 cities." 6. There are many duplications in this list, but the total is very suggestive of just how extensively propaganda power might be used.

Propaganda is the art of influencing people's attitudes. One of the most effective ways of doing that is to reach them through their own personal desires.

5. National Council for Prevention of War News Bulletin
April 1931
6. National Council for Prevention of War News Bulletin
January 1931.

The anti-militarist maintains we are financing a program that enables the War Department to give something to hundreds of thousands of people. If the statement of Chief of Staff of the United States Army, Major General Charles P. Summerall in his final report be true that the Citizens' Military Training Camps "do not directly promote any military objective"; and if "the chief benefit to the Army lies in the increased confidence in its personnel on the part of the civilian population which has followed from the many contacts incident to the conduct of the camps",⁷ then the War Department through the C.M.T.C. is giving free vacations not to build military preparedness but to build military mindedness, which by many military leaders is considered a proper "qualification for citizenship".

The Officers of the R.O.T.C. are constantly finding new and novel ways to interest young people by introducing some delightful social services such as polo, a dancing school, a horseback riding school for young women, movietone reproductions of mass maneuvers and drill by snowshoed R.O.T.C. cadets, snappy uniforms, and pretty girl colonels, and at the same time giving out educational claims which educational leaders generally would label as false and invalid.

⁷. National Council for Prevention of War News Bulletin
January, 1931

⁷^a Lane, W. D.: *Military training in schools and colleges*, pp. 15-18 and passim. Committee on Military Training, N. Y.

The following quotation from the English National Council for Prevention of War pamphlet "Militarism in our Educational Institutions" shows the trend of thought of those opposed to militarism:

"It is in the schools, in the shaping of young minds, that the foundations of wars are laid. The evidence we have given makes it clear that the War Office is doing all it can to make the Junior Cadet Corps attractive. It is increasing the seductions and the pleasures of camp life. Subtly and insensibly growing numbers of our best boys have their minds familiarized, often through the agency of teachers whom they most respect and love, with the practices and deeds of war.

To these growing tendencies in our public life we oppose ourselves. Oil and water cannot mix, neither should militarism and education. 'Boys should not learn how to kill before they learn how to live.' The increasing activity of the War Office leads to the condemnation that we are militarizing the thinking of our youth. No greater disservice can be rendered to the cause of peace. To the War Office we would say 'Our youth has perished once. Give youth a chance! Clear out of the schools!' "8.

8. Quoted from New Letter #5, February 7, 1927. Committee on Militarism in Education. 387 Bible House, Astor Place, New York City.

On the other hand it is the contention of the military group that military training is an exceptionally valuable subject as a component in the training of a well-educated man. Military training is depicted as providing the student with a coordinated and balanced course in human relations which combines a practical period of apprenticeship with several years of theory, demonstration, and application. A considerable number of military men point out that the tactical decisions involved in the study and solution of military problems calls for analytical treatment, skill in judgment, and accuracy in decision. It is contended that such training makes for a disciplined mind, has a practical application to the daily tasks of life, and is in line with advanced educational practice.

Proper posture, outdoor recreation, systematic exercise, a knowledge of sanitation and hygiene are attributes of military training believed to be of educational value.

Many graduates of the Reserve Officers' Training Corps feel that military training develops confidence, coordination of mind and muscle, and contributes practical training in leadership. The disciplinary exercises teach courtesy, respect for authority, and the value of individual effort to mass accomplishment. The training contributes to an interest in

national affairs and to a conviction that there are duties and obligations of citizens in time of peace. It gives an appreciation of the importance of health, neat appearance, and erect carriage to individual progress. It contributes an ability to speak clearly and coherently before a group of men.

It is the opinion of the military group that actual education in the destructiveness of war is conducive to a sane patriotism and an enlightened attitude toward peace. They assert that a working familiarity with modern military weapons acts as a sobering offset to any romantic conception of warfare. It is their view that the military instructors on the whole show the repulsive side of war and present their material from the standpoint of its emergency application rather than from the standpoint of assuming the inevitability of war.

So at present we find in the country two opposing attitude complexes regarding militarism and military training in the schools. Disarmament can hardly take place until the nation feels secure. For as long as nationalism in contrast to internationalism is strong, so long will there be a tendency to rely upon force. On the other hand the tremendous cost of the Great War in terms of lives lost, capital destroyed, and heavy burdens of debt has brought about a strong desire for peace.

Any effort to understand international relations leads to a study of the wishes and attitudes which result in certain tendencies of nations to act in their relations to each other. Since we recognize the importance of attitudes in shaping world affairs and the significance of training on attitudes, we are extremely interested in, and realize the great need for, devices to determine the effect of military training upon the attitudes of students who participate. Does military training create and develop a "military mind", a mind that wants bigger and better military preparedness and that sees national security in terms of military tools and of popular support of them, or does it create an attitude for peace and disarmament of nations?

So far as we know, no study of the effect of compulsory military training on attitudes of students has ever been made. The effort in this study is to discover the direction in which high school and college students' attitudes, as far as they are concerned with militarism, tend to move, and to learn in an objective way of the strength of these attitudes.

This test has been designed to measure the subject's attitude on militarism as expressed by the acceptance or rejection of opinions on disarmament, conscription, compulsory military training, league of nations, R.O.T.C., world court, military preparedness, war, and pacifism.

Sophomores in the University of Oregon and seniors in the Eugene High School were chosen as subjects because they represent the "before and after taking" groups. The sophomore men have completed two years of compulsory military training and have been imbued with army and navy propaganda. The seniors in high school have not yet become acquainted with military training, but have had courses in civics and social problems with the emphasis on training in good citizenship.

In a sense the sophomore men have gone through a period of orientation, giving them an increasing knowledge of a military environment, try-out courses in military tactics, and the army as a profession.

This study has two major problems. The first task is to determine what effect, if any, compulsory military training and social science courses for freshmen and sophomore men in the university have had upon their attitudes toward militarism; and whether compulsory military training has colored the attitudes of the men so much that they vary greatly from the attitudes of the women. We are assuming that the attitude of the graduating class in the Eugene High School toward militarism is typical of most young people as they leave high school and enter the university.

The second task is to devise a valid test which will measure such attitudes objectively.

CHAPTER II
METHODS OF THIS STUDY

This study was undertaken as a venture in a field in which little has been done, but in which there seems to be an increasing interest. In striving to build up a test for probing attitudes it was found that there is little in the literature to serve as a guide. The principal tests of social attitudes are Goodwin B. Watson's Public Opinion Tests, G. B. Neumann's International Attitudes Test, and L. L. Thurstone's series of Attitude Tests. Of these Goodwin B. Watson's Public Opinion Test seemed to offer a technique most readily adaptable to the needs of the present problem. Four of the six methods of Watson's Test were selected as usable in a test of attitudes toward militarism on the part of high school and college students.

Watson's Test endeavors to measure objectively fair-mindedness on religious and economic matters, upon each of which it would be possible to find sincere and competent authorities in disagreement. This present study attempts to find the attitude of the subjects on militarism by arranging a battery of items on that topic, under four techniques, and padding these four divisions with fillers on other current social issues to conceal the immediate purpose of the test.

Questions suitable for this test were suggested by statements gathered from various sources, and grouped more or less naturally under certain classifications. Current periodicals which deal with controversial subjects suggested the greatest abundance of suitable questions.

In the selection of the initial list of statements for the test several criteria were applied. Some of them were: (1) The statements should be as brief as possible and yet stated clearly and simply enough for the comprehension of high school seniors. (2) The statements should not be ambiguous and should express as far as possible only one thought or idea. (3) The statements should be worded in the present tense so that the opinion should reflect the present attitude of the subject rather than his attitudes in the past. (4) The statements should be such that acceptance or rejection of them indicates the reader's opinion about the issue.

As far as possible the conditions that prevent a subject telling the truth, or consciously hiding his true attitude, were minimized. The students in taking the test were not asked to give their names. This method was used in the hope that they would be honest and more outspoken in giving their opinion.

However, as a point of interest for further study, each subject was asked to indicate his sex on the test paper by the use of the letters M or F, or

boy or girl. Several, even though cautioned repeatedly, failed to do so. That is the reason that on some of the charts different numbers of students have been used in the check-up of scores.

In the beginning a preliminary form was drafted and given to five students in the graduating class at the University High School to test for an understanding of the statements and to determine the length of time required to take the test. After the administering of the test, a careful check-up, and talks with some of the students who took the tests, we found several words or phrases had been used that they did not understand. Three of the five students finished the test in less than twenty minutes and all in less than thirty, so more items were added to each division. It was thought wise to have the tests require about forty-five minutes for the average student, because, other things being equal, a large number of items will yield a higher reliability than will a small number of items, and forty-five minutes is not long enough to tire most students.

After simpler words and phrases had been substituted for the ones not clearly understood, and the entire test lengthened, the test was given again to five more students of the same class. The results this time were quite satisfactory as far as an understanding

of the questions and the time elements were concerned. All ten students taking the preliminary form expressed their interest in the test and said that it was a new type to them although they had taken many varieties of tests of the subject could sincerely and honestly

The test in its final form was given to 186 students of the graduating class of the Eugene High School, and to three classes of the economics department and one class of the education department of the University of Oregon, numbering 184 students.

Division I of the test is based upon a principle used by Pressey, that certain words are distasteful to people with extreme attitudes. In giving this test to college sophomores I frequently heard individuals say, "How I hate that word", or on many papers certain words would be crossed out so that they could not be recognized, showing a very strong dislike for the words. Goodwin Watson believes that a "tendency to cross out an unusually large number of words, feeling that they are annoying or distasteful, is an indication of some sort of emotional set, or conditioning".⁹

Division II, the Degree of Truth Test, consists of a collection of statements about current social issues, upon each of which it would be possible to find sincere and competent authorities in disagreement. It is more than ordinarily significant.¹⁰

9. Watson, Goodwin B. The Measurement of Fair-mindedness, p. 8. Teachers College, Columbia University, New York. 1925.
10. Journal of Educational Psychology, Vol. 17, No. 1, 1925, p. 9.

In each case, the subject is given the opportunity, by checking on a scale, to say that each statement is:

- (2) -- so true that no one with a fair understanding of the subject could sincerely and honestly believe it false.
- (1) -- probably true, or true in large degree.
- (0) -- uncertain, or doubtful.
- (-1)--probably false, or false in large degree.
- (-2)--so false that no one with a fair understanding of the subject could sincerely and honestly believe it true.

"The emphatic portions of the first and last positions are underlined in the directions, so that people will be more certain to notice the extreme character of the statement. Both this test and the Division I test force many thoughtful individuals into a dilemma, neither horn of which is wholly satisfactory. For some reason they wish to cross a given word out, for other reasons they would prefer not to. They cannot compromise here. Likewise in the Division II test, they dislike to admit that the statement is only probably true or false, but they hesitate to go the full length of the extreme position. The theory of the test is that in such an uncomfortable situation, the choice is more than ordinarily significant."¹⁰.

10. Watson, Goodwin B. The Measurement of Fair-Mindedness. p. 9, Teachers College, Columbia University. New York. 1925.

Division III, the Arguments Test, is based upon the tendency of an individual to feel that all the arguments upon his side of the case are strong, while those on the opposite side are weak, irrelevant, or easily refuted. Upon each of the eleven issues were gathered the principal arguments used by persons supporting each side of the question. Some were presumed to be weak while others seemed to the author to be strong. The arguments were submitted by a group of five men, chosen because of their supposed ability to rate current social arguments fairly. They included two professors of law, one professor of history, one professor of education, and one professor of economics. Extraordinary difficulty was found in getting any unanimity.

No argument was finally retained in the test upon which there were less than two-thirds of the judges in agreement, and in many cases there was a three-fourths agreement.

Division IV, the Generalization Test, contains a number of generalizations about people and social issues. Each of these generalizations is true in a few instances but not in all cases. The subject is given a chance to say that the statements are true of "all, Most, Many, Few, or No" cases of the group.

THE TEST ITSELF

CROSS OUT TEST

DIRECTIONS: Read through the words listed below. Consider each one quickly. If it suggest more that is disagreeable than that is agreeable, cross it out. You may cross out many or few words. Work as rapidly as you can, but be sure you cross out every word which is more annoying than pleasing, more antagonizing than appealing, more distasteful than attractive.

- | | |
|---------------------------------|---------------------------|
| 1. Disarmament | 13. Chinese |
| 2. Imperialistic | 14. Socialistic |
| 3. Militarism | 15. Exploitation |
| 4. Negro | 16. Military preparedness |
| 5. Enforcement | 17. Community interests |
| 6. Conscription (in war time) | 18. World Court |
| 7. Prohibition | 19. Filipino |
| 8. Compulsory Military Training | 20. War |
| 9. Social Welfare | 21. Philanthropy |
| 10. League of Nations | 22. Pacifist |
| 11. Christianity | 23. Japanese |
| 12. R. O. T. C. | 24. Foreign Aggression |

DEGREE OF TRUTH TEST

DIRECTIONS: No one knows just what the American people are thinking. There is need to find out just what convictions are most firmly held on some disputed issues. Indicate your opinion about each of the statements on the following pages by drawing a circle around the one of the numbers in the margin which expresses your judgment. The meaning of each number is as follows:

Mark:

- | | | | | | |
|----|----|---|----|----|---|
| +2 | +1 | 0 | -1 | -2 | If you feel the statement is utterly unqualifiedly true, so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it false. |
| +2 | +1 | 0 | -1 | -2 | If you feel that it is probably true or true in large degree. |
| +2 | +1 | 0 | -1 | -2 | If you feel that it is quite undecided, an open question, or one upon which you are not ready to express an opinion. |
| +2 | +1 | 0 | -1 | -2 | If you feel that it is probably false or false in large degree. |

Mark:

+2 +1 0 -1 -2 If you feel that the statement is utterly and unqualifiedly false, so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it true.

Work rapidly, but do not fail to circle one figure in each line.

-
1. +2 +1 0 -1 -2 The Filipinos are capable of governing themselves.
 2. +2 +1 0 -1 -2 Prohibition, in the experience of the U. S., has been a failure.
 3. +2 +1 0 -1 -2 Devotion to the welfare of others is a waste of energy.
 4. +2 +1 0 -1 -2 If war is necessary to maintain national interests, every individual opinion must yield.
 5. +2 +1 0 -1 -2 Society owes every man a chance to make good.
 6. +2 +1 0 -1 -2 Negroes should not be allowed to mingle with whites in any way.
 7. +2 +1 0 -1 -2 Civil and national differences can be settled without war.
 8. +2 +1 0 -1 -2 Anarchy would rule the Philippines if the U.S. Government and the American soldiers were to leave the islands.
 9. +2 +1 0 -1 -2 Time and attention should be given to public welfare only so long as by so doing the individual protects his own business interests.
 10. +2 +1 0 -1 -2 A vigorous enforcement of the prohibition of liquor would increase sobriety.
 11. +2 +1 0 -1 -2 If holding a given position involved hurting my friends then I would let the position go.
 12. +2 +1 0 -1 -2 Young people ambitious for an education would not be forced to accept military training as a part of the price for that education.
 13. +2 +1 0 -1 -2 Living my own life as I wish is more important than considering the wishes and feelings of my parents.
 14. +2 +1 0 -1 -2 Every individual should be so educated that doing things for others becomes a part of his nature.

15. +2 +1 0 -1 -2 The greater proportion of crime in the U.S. can be blamed on foreigners.
16. +2 +1 0 -1 -2 To resist conscription is an evidence of good citizenship.
17. +2 +1 0 -1 -2 One ought not to do anything for anyone unless one knows that the individual will appreciate the act.
18. +2 +1 0 -1 -2 The furthering of the brotherhood of man is worthy of earnest support.
19. +2 +1 0 -1 -2 It is well to do good in the world even though it would interfere with doing what one wants to do.
20. +2 +1 0 -1 -2 War is essential to progress.
21. +2 +1 0 -1 -2 An individual should devote some time and thought to the welfare of the community in which he lives even though he does not make so much as he might otherwise do.
22. +2 +1 0 -1 -2 As long as nations maintain adequate armaments they are able to resist outside attacks and live in security and peace.
23. +2 +1 0 -1 -2 It is the duty of everyone to aid in ridding the world of poverty and disease.
24. +2 +1 0 -1 -2 Military training should be compulsory in our public high schools and colleges.
25. +2 +1 0 -1 -2 An individual should not be criticized for dropping old friends if they interfere with his financial success.
26. +2 +1 0 -1 -2 It is well enough to do good in the world but doing good should not interfere with one's doing what he most wants to do.
27. +2 +1 0 -1 -2 All nations should disarm immediately.
28. +2 +1 0 -1 -2 If my getting ahead in life means getting ahead at the expense of some other person, well, it is just his hard luck and cannot be helped.
29. +2 +1 0 -1 -2 The way one lives his own life should be modified by consideration of the desires and feelings of one's parents.
30. +2 +1 0 -1 -2 An individual should subordinate his own ambitions to the greater good of society.
31. +2 +1 0 -1 -2 If my getting ahead in life means getting ahead at the expense of some other person, I will forego advancement.

ARGUMENTS TEST

DIRECTIONS: In deciding important questions it is necessary to distinguish between strong, important arguments and weak, unimportant ones. In the following pages you will find some arguments which might be advanced in certain current issues.

Read each, and then decide whether you would call it strong or weak. If you feel that it is a strong, important argument, well worth considering, draw a line under the word strong. It makes no difference whether it is on the side of the question with which you agree or not. Wherever the argument is weak, and unimportant, draw a line under the word Weak.

Be sure you mark every argument as comparatively Strong or comparatively Weak.

Example: Question: Is it desirable for a young man to go to college?

<u>Strong</u>	Weak	College will increase his earning power to more than enough to compensate for the years he misses out of the business world.
Strong	<u>Weak</u>	If he goes to college he can learn the school yells.
Strong	<u>Weak</u>	Some college men are stuck-up.
<u>Strong</u>	<u>Weak</u>	There are many vocations which are better prepared for in other ways than by the more or less artificial life of the modern college.

Question I. Civil and national differences can be settled without war.

Affirmative arguments.

1. Strong Weak If all the nations of the world applied the principle "by all and for all", the armies and navies would be abolished in favor of police forces.
2. Strong Weak People who favor disarmament are more feresighted than those who strongly favor armament.
3. Strong Weak Constructive adherence in times of peace to attitudes, "mind-sets", and behavior patterns, which insure personal, national, and racial friendships will prevent war.

Negative arguments

4. Strong Weak The War Department believes that war is the only way to settle grave national disputes.

5. Strong Weak So long as many nations are controlled by military parties, war will be the means of settling international disputes.
6. Strong Weak International confidence must be builded upon fear of the use of force.
- Question II. Should the U.S. officially grant independence to the Philippines?

Affirmative arguments

1. Strong Weak The aspiration of the Filipinos for independence is genuine and legitimate.
2. Strong Weak The Filipinos are capable of governing themselves.
3. Strong Weak The benefits likely to accrue to the Philippines under the control of the U.S. have largely been obtained.

Negative arguments

4. Strong Weak Anarchy would rule the Philippines if the American soldiers were to leave the islands.
5. Strong Weak The Philippines should be proud to be an American colony.
6. Strong Weak The U.S. is not exploiting the Philippines.

Question III. Military training should be compulsory in our public high schools and colleges.

Affirmative arguments

1. Strong Weak Military training will teach American boys to appreciate the significance of discipline and obedience.
2. Strong Weak Military training supplements the work of the other departments in training in patriotism, citizenship, courtesy, and leadership.
3. Strong Weak All who receive education at public expense owe it to their country to render efficient defense.

Negative arguments

4. Strong Weak Military training tends to make men think of war as the only defense against war.
5. Strong Weak The atmosphere of military training is not the atmosphere for the finest, the most thoughtful work along any line requiring independent thinking.
6. Strong Weak The war department does not care to waste time and money on any but the physically fit.

Question IV. Is the Negro entitled to the same privileges as the white man?

Affirmative arguments

1. Strong Weak Christianity is interested in the abolition of race inequality.
2. Strong Weak Lincoln stood for the rights of the Negro.
3. Strong Weak Give the Negro a high position in society and he will show himself equal to it.

Negative arguments

4. Strong Weak The Negro is a necessary evil.
5. Strong Weak Negroes are rather inferior mentally.
6. Strong Weak Negroes should stay in their place.

Question V. Will the maintenance of adequate armaments enable nations to resist outside attacks and live in security and peace?

Affirmative arguments

1. Strong Weak While the rest of the world is armed and under control of military parties, inadequate armaments would be foolhardy.
2. Strong Weak There is no substitute for force in international relations.
3. Strong Weak The American Legion believes that an adequate army and navy is the form of insurance with which to prevent another war.

Negative Arguments

4. Strong Weak As the world stands today, the most heavily armed nation is the most insecure.
5. Strong Weak Time and a decent sense of fair dealing and the public opinion of the world may far more reasonably and confidently be invoked to bring about any necessary adjustments in international problems.
6. Strong Weak When we get rid of armaments we get rid of all that follows in their train --war, distrust, insecurity.

Question VI. The Church has a most important influence in the development of moral habits and attitudes.

Affirmative arguments

1. Strong Weak The Church furnishes the stimulus for the best leadership of our country.
2. Strong Weak The Church practices the Golden Rule fairly well.
3. Strong Weak The Church is the most important institution in the world outside the home.

Negative arguments

4. Strong Weak Its influence is on the decline.
5. Strong Weak The Church is afraid to follow the logic of truth.
6. Strong Weak The Church depends for its influence on fear of God and hell.

Question VII. Is war essential to progress?

Affirmative arguments

1. Strong Weak Wars often right tremendous wrongs.
2. Strong Weak Wars have led to the discovery and exchange of new ideas.
3. Strong Weak The abolition of war might result, through the loss of fighting energy, in the fall of civilization.

Negative arguments

4. Strong Weak We cannot have war without moral degradation.
5. Strong Weak War co-operates with the destructive forces for the overthrow of national ideals and institutions.
6. Strong Weak Incendiarism, mutilation, murder, as a means of avenging a quarrel between individuals or groups of individuals, are regarded as crimes by civilized nations. War between nations as a means of settling disputes is a crime against civilization and is hindering progress.

Question VIII. Has prohibition been a failure in the U. S.?

Affirmative arguments

1. Strong Weak The increase of our prison population is conclusive proof of the failure of prohibition.
2. Strong Weak Prohibition destroys the charter of our liberties--the framework of our government.
3. Strong Weak The dry laws are incompatible with the spirit of our government; therefore citizens should not respect them.

Negative arguments

4. Strong Weak Prohibition has made such inroads in the "liquor cure" business that in place of 300 Keeley institute branches and 300 large competing institutions there is now only the parent institute at Dwight with a dozen branches, most of them very small; some with no "patients" at all.
5. Strong Weak Under prohibition temptation and debauchery no longer meet one at every corner.
6. Strong Weak Prohibition of alcohol as a part of the Constitution is the greatest moral gesture yet made in the history of man.

Question IX. Young people ambitious for an education should not be forced to accept military training as part of the price for that education.

Affirmative arguments

1. Strong Weak Educators are practically unanimous in asserting that military exercises are not the best method of developing personal character and training pupils physically.
2. Strong Weak Educators who know their business can teach more about citizenship and courtesy than an army sergeant.
3. Strong Weak Intellectual leaders should not be trained for a type of patriotic service in which they are practically certain to be sacrificed as cannon fodder.

Negative arguments

4. Strong Weak Students enrolling for the R. O. T. C. receive uniforms, 30¢ a day, overcoats "suitable for civilian wear", and school credit.
5. Strong Weak Military training in schools decreases materially the personnel of the standing army.
6. Strong Weak Military drill furnishes Reserve officers for the Government.

Question X. An individual has enough trouble looking out for himself without having to look out for others, too.

Affirmative arguments.

1. Strong Weak Energy devoted to the welfare of others is wasted.
2. Strong Weak An individual should consider his personal advancement before doing things for others.
3. Strong Weak The things most worthwhile are the giving and doing for others.

Negative arguments.

1. Strong Weak The most satisfying life would be one lived entirely for others.
2. Strong Weak One does not get much out of life by living for himself alone.
3. Strong Weak The things most worthwhile are the giving and doing for others.

Question XI. People should not be granted citizenship in the U. S. if they are unwilling to promise to fight for the U. S. in case of war.

Affirmative arguments.

1. Strong Weak When war is declared, loyalty to our country demands that we must enlist.
2. Strong Weak During a war, a country needs the aid of every citizen.
3. Strong Weak If one loves the U. S. and would serve it faithfully, he should be willing to take up arms in defense of the U.S.

Negative arguments.

4. Strong Weak This is tyranny in its worst form.
5. Strong Weak One way to end all war is to refuse to do military service in time of war.
6. Strong Weak If one is against war, he must encourage his government to resist it to the uttermost.

GENERALIZATION TEST

Directions: In a democracy it is always important to know what the people are thinking, and how generally they believe certain statements to be true.

In the following pages you will find some statements commonly made, but in front of each a work is omitted. Before each line there are five words, any of which might fit in the blank. Draw a circle around the one which best expresses your own conviction. Be sure you do not omit any statement.

Example: (All) Most Many Few No --- men are mortal.

1. All Most Many Few No -- individuals consider their

- personal advancement before doing things for others.
2. All Most Many Few No --crimes in U. S. can be blamed on foreigners.
 3. All Most Many Few No There are --- Negroes with whom I would esteem it a privilege to travel.
 4. All Most Many Few No -- things most worth while are the giving and doing for friends.
 5. All Most Many Few No -- of the best known colleges in the land favor compulsory military training.
 6. All Most Many Few No -- lives to-day are governed by the desire for the happiness of others.
 7. All Most Many Few No -- Christians condone, counsel, or command the use of force to defend justice, righteousness and truth, and to defeat the purposes of wickedness and evil.
 8. All Most Many Few No -- wars between civilized nations which the world has fought have done more harm than good.
 9. All Most Many Few No -- people believe that the Church is losing ground as education advances.
 10. All Most Many Few No -- Military leaders minimize the efficacy of international agencies of justice.
 11. All Most Many Few No -- people let devotion to a career interfere with doing something for the welfare of their parents.
 12. All Most Many Few No -- military leaders over-estimate the degree of security afforded by armaments.
 13. All Most Many Few No -- people consider it their duty to aid in ridding the world of poverty and disease.
 14. All Most Many Few No -- Negroes should be kept in their place.
 15. All Most Many Few No -- good citizens would refuse the call to arms.
 16. All Most Many Few No -- Filipinos really want independence.
 17. All Most Many Few No -- of the nation's finest men are maimed and killed by war, leaving the physically unfit as a basis for coming generations.

- 30.
18. All Most Many Few No -- friends annoy me by always forcing me to change my plans.
19. All Most Many Few No -- educators believe that the physical benefits of military training are over-rated.
20. All Most Many Few No -- individuals will forget most of their own troubles while trying to help others.
21. All Most Many Few No -- wars which the world has fought have done more harm than good.
22. All Most Many Few No -- people do things for others principally because they think of the appreciation they will get.
23. All Most Many Few No -- schools and colleges are rapidly becoming militarized by the R. O. T. C.
24. All Most Many Few No -- people contend that the Church is the greatest agency for the uplift of the world.
25. All Most Many Few No -- campaigns for armed preparedness tend to inculcate the idea that war is inevitable.
26. All Most Many Few No -- military campaigns for armed preparedness create suspicion and fear even between nations that are bound together by ancient bonds of good will and cooperation.

CHAPTER III

THE SCORING OF THE TESTS

A method of scoring has been used which will find the general attitude within the individual or group. A linear scale or yardstick is implied along which students can be allocated according to the opinions they indorse. A "more or less" judgment is implied, about the same as a "man-to-man" scale of interest degrees in an occupation or business. We commonly speak of people by saying that one of them is more pacifistic, more militaristic, less religious than some other person. And so in this study a ranking order has been used-- each person is judged as "more or less" militaristic or pacifistic than another.

In obtaining the gross score a simple "weighted" score method has been used for convenience in recording scores and attitudes, and for the purpose of avoiding negative and positive scores. The weightings were arbitrarily assigned with the anti-militaristic attitude at one extreme of the scale and the militaristic at the other. Contrary to most test scores these in the present instance do not represent good or bad performances. No right is here assumed to assert that a person who believes sincerely that disarmament is the best policy for nations is a better person than one who has the opposite belief. Nor can it be assumed that

one person scores "higher" than another. It is a matter of no significance which end is chosen for the high numerical scores. The object of the construction of the test is to produce a tool, as objective as possible, by which to measure attitudes.

The sum of the scale-values of all the opinions which a subject indorses we call his score.

In brief, the scoring method is:

Division I: One point for each word, numbers 1,3,6,8, 10,12,16,18,20,22, marked to indicate an anti-militaristic attitude. Only the items mentioned are scored, because they deal with military subjects and the other words are fillers.

Division II: Three points for 2, 1, 2, or -1 against militarism, two points for 0, and one point for 2, 1, 2, 1 for militarism. Only items 4,7,12,16,20,22,24,27 dealing with military subjects were scored.

Division III: Three points for anti-militaristic attitude, two points for neutral viewpoint, and one point for militaristic attitude as discovered by the difference between the number of weak arguments marked strong and the number of strong arguments marked weak. Only questions 1, 3, 5, 7, 9, 11 dealing with military subjects were scored.

Division IV: Three points for making the "All, Most, Few, No" generalizations against militarism, two points

for the "Many" generalizations, and one point for the "All, Most, Few, or No" generalizations for militarism. Only items 5, 7, 8, 10, 12, 15, 17, 19, 21, 23, 25, 26, dealing with military subjects were scored.

This yields a total of eighty-eight possible points for the thirty-six items dealing with militarism. Thus a middle score would indicate a neutral minded person or one without extreme attitudes on this particular social issue, a high score would indicate an anti-militaristic attitude, and a low score a militaristic attitude.

A few subjects were careless or indifferent in taking the test and those papers were eliminated in the scoring. As a criterion for eliminating individual papers it was decided that any subject who failed to complete the major portion of three divisions of the test was excluded. In the entire group of 370 subjects who participated only seven were eliminated from the final tabulations-- five from the high school group and two from the university group.

CHAPTER IV
FINDINGS OF THE TEST

People's attitudes are subject to change and cannot in any sense be said to be enduring or constant. Attitudes are dependent upon many and varied factors--friendships, interests, health, prestige, and so on. A feeling at one moment toward any one of these factors may influence and dominate the attitudes, and an hour later this feeling may be reversed. A conversation with an acquaintance, or the reading of an enervating article may very often change the attitudes of people. Because attitudes may be so variable from day to day the results of reliability tests in attitude measurement cannot be taken for granted as in memory tests. If two forms of an attitude test were given several weeks apart we could not expect subjects to endorse the same opinions with the same emphasis each time.

Nevertheless, the present study has a fairly high degree of reliability, which indicates that the test is a consistent measure of certain aspects of attitude. The coefficient of reliability, using the Spearman-Brown formula and the "odd and even" (one half the items of each division against the other half) method of splitting the test, for 181 seniors in high school, is $0.80 \pm .021$ with a standard deviation of 7.88.

For 182 sophomores in the University it is $0.80 \pm .021$ with a standard deviation of 8.91. It is to be expected that the correlation between one administration of the test and another administration under the same circumstances might reasonably be 0.80.

In this test of social attitudes opinions have been used as symbols of attitude--as a means of measuring attitude. This study has four divisions and the subjects scored are repeated in each division, so that each person taking the test has an opportunity to express his opinion upon each subject four times. The validity of this study rests on the assumption that if a person in four different places in four different ways expresses the same opinion on a certain social issue by the acceptance or rejection of opinions that that is his attitude. For example, the twentieth item in Division I of this test is "war". If "war" is distasteful or annoying, the subject crosses it out; if not, he leaves it unmarked. In Division II, Item 20, "War is essential to progress", the subject marks the item according to whether he feels the statement is true, probably true, an open question, probably false, or false. In Division III, Item I, "Civil and national differences can be settled without war", the subject shows an attitude by marking the affirmative and negative arguments as strong or weak. If he changes strong

arguments to weak and weak to strong he indicates an attitude. In Division III, Item 8, the subject has an opportunity to say "All wars, most wars, many wars, few wars, or no wars between civilized nations which the world has fought have done more harm than good."

In the four divisions, in four different approaches to "war", a student expresses an opinion on the subject of "war". If a student has a prejudice for or against war, he will surely indorse these statements in such a way that his attitude is evident.

Neither Thurstone nor Watson have such confirmation in their tests as can be indicated by the correlation of the four parts of this study.

In tabulating the results of the test we have formulated there were four pairs of groups to be selected and the significant differences noted: (1) high school boys and girls; (2) sophomore men and women; (3) high school total and sophomore total; (4) men total of both groups and women total of both groups. Table I on the next page gives the mean, sigma, variation, and R. of each group.

TABLE I

Showing the Variations Between Selected Pairs of Groups

GROUPS	N	MEANS	SIGMA	VARIABILITY	R.
Men Total	190	63.13	8.93	14.14	1.32
Women Total	114	64.42	7.88	12.23	
Sophomore Men	107	63.73	9.62	15.09	1.48
Sophomore Women	65	64.36	7.58	11.77	
High School Boys	83	62.36	7.90	12.68	1.44
High School Girls	49	64.48	8.27	12.82	
Sophomore Total	182	64.04	8.91	13.91	2.58
High School Total	181	63.53	7.88	12.40	
Sophomore Men	107	63.73	9.62	15.09	4.08
High School Boys	83	62.36	7.90	12.68	

In Table I, R represents the real significance of the differences between the four selected pairs of groups. As shown by R. the difference between them is not without significance. Since R. must be three or more to be of "undoubted significance", those found for these groups are fairly high. The R.'s for all men and women, for the high school boys and girls, and for sophomore men and high school boys, being the largest, show very marked exceptional significance of the difference existing between these groups. This means that the conditioning processes and experiences which have influenced these students have been widely different, but just what they are calls for future study. These forces may be found in our own social

structure or in the formal organized school or in both.

Table I, also, gives the central tendency, or mean attitude, for the frequency of distribution of attitudes for each of the eight groups. Because a similar base line has been used, the differences between the means of these distributions may be directly compared. In every case where the sexes are paired the women have a mean score from one to two points higher than the men, indicating that on the whole women are slightly more favorable to pacifism than the men. The sophomore total is almost a point higher than the high school total. The greatest difference between mean scores seems to be between the high school boys and girls, nearly a two point difference, with the girls' score indicating a higher degree of pacifism. In Table II the actual frequency distributions of scores are summarized and in Figures I, II, III, IV the frequency distributions are shown graphically for all the groups. The mean score for each group is indicated by a small arrow on the base line. All these distributions have been reduced to the same area by expressing each class frequency as a proportion of the entire group.

Inspection of these attitude variables in Figures I-LV shows immediately the wide range of attitude toward militarism in all these groups. The

heterogeneity (scatter or spread) of a group is indicated best by the standard deviation (Table I) of the scores of all the opinions that have been indorsed by the group as a whole. The university sophomore men have the greatest variability in attitude of the eight groups with a standard deviation of 9.62, while the sophomore women have the smallest scatter of all, 7.58.

TABLE II

Distribution of Attitude in Several Groups

Scale of Scores	H. S. Senior		Univ. Soph.'s		H. S. Girls		H. S. Boys		Soph. Men		Soph. Women		Men Total		Women Total	
	f*	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1. 34-37	1	1	2	1	1	2	0	0	2	2	0	0	2	1	1	1
2. 38-41	1	1	2	1	0	0	1	1	2	2	0	0	3	2	0	0
3. 42-45	3	2	0	0	1	2	2	2	0	0	0	0	2	1	1	1
4. 46-49	4	2	8	4	0	0	3	4	6	5	2	3	9	5	2	2
5. 50-53	9	5	7	4	2	4	5	6	5	4	2	3	10	5	4	3
6. 54-57	21	11	20	11	4	8	11	13	9	8	8	12	20	10	12	10
7. 58-61	33	18	36	20	9	18	15	18	20	19	14	21	35	18	23	20
8. 62-65	40	22	32	17	9	18	18	22	15	14	16	25	33	17	25	22
9. 66-69	31	17	30	16	11	22	17	20	20	19	9	14	37	19	20	17
10. 70-73	25	14	21	11	8	16	6	7	16	15	5	8	22	11	13	11
11. 74-77	8	4	13	7	2	4	3	4	6	5	5	8	9	5	7	6
12. 78-81	5	3	9	5	2	4	2	2	4	4	4	6	6	3	6	5
13. 82-85	0	0	2	1	0	0	0	0	2	2	0	0	2	1	0	0
Total	181		182		49		83		107		65		190		114	
Average	63.53		64.04		64.48		62.36		63.73		64.36		63.13		64.42	

Column 1 includes 49 cases

As indicated by the results as a whole the tests do not show any great significant difference between the attitude toward militarism of the high school seniors and the university sophomores. This fails to corroborate the claim that training does affect attitudes and that compulsory military training would build up a military mind.

We can mention a few factors that may have entered into the situation to cause the sophomore men to register as a group an anti-militaristic attitude. When the tests were given to the sophomore groups, several students mentioned that they had taken the tests before. We replied that they could not have taken this test, but probably had taken one using similar instructions and ways of indorsing opinion. If the latter were true and if the instructions were explained later, many of these students might have been called "test wise". If they were "test wise" they would have known how to mark indorsements so as not to indicate an extreme attitude.

Also, numbers of the men in the university groups realized after going part way through the tests that they were a measurement of feeling toward militarism. They told me after the administration of the tests that they had discovered this. Many of these students may have been eager to uphold the boasts of the military

instructors that their motives are pacifistic, and so were very careful in giving indorsement complimentary to the military department.

Table III gives a summary of the percentage of indorsements for each militaristic item of the test. From this summarization we can draw a few interesting bits of information. We note from items 10 and 15 in Division I that the students as a whole feel that nations should join in international efforts to bring about world harmony and at the same time there is a strong feeling in favor of disarmament (item 1, Division I) but not that nations should disarm immediately (item 27, Division II). In items 6 and 16, Division I the students indorse generally the opinion that we should always be adequately prepared for an unexpected attack. Further, item 15, Division IV, the highest type of patriotism calls for a willingness to fight for our country, whether it is right or wrong. Although there is a general tendency to favor military preparedness the students do not make it an end in itself, but hold ideals for the future of international disarmament. In general, items 8 and 12, Division I, their tendency is to disapprove of compulsory military training and to approve of the R.O.T.C. in schools. Even though on some items the students do hold extreme views, in general they are as a group quite conservative.

There are many problems suggested by this project for extending the study. Several different experiments in scoring the responses might be tried to advantage to see whether a different weighting system might change the relation of university sophomores to high school seniors.

During the course of this study a change in scoring values was tried but not carried to completion.

The score values were:

extreme militaristic answers	5
moderate militaristic answers	2
neutral position	0
moderate pacifistic answers	-2
extreme pacifistic answers	-5

Using twenty-five cases among the university sophomores, the results did not seem to show any essential change of interpretation, so the experiment was not completed.

A very long but very valuable study would be to give a test similar to this one to juniors in high school, keeping a personal data sheet for each student, and then to give the test again to the same students in their senior year of high school, freshman, and sophomore years in college, to watch the changes made in attitudes and to note the influence of certain courses upon the attitudes of the students participating.

TABLE III

Showing the percentage of indorsement for each item of the test and for each degree.

A. = Sophomores in the University * = Anti-militaristic Opinion.
 B. = High School Seniors
 C. = High School Senior Men
 D. = High School Senior Women
 E. = Sophomore Men
 F. = Sophomore Women

DIVISION I			
GROUP	ITEM	% crossed out	% not crossed out
A.	Disarmament	10.9	*89
B.	"	13.4	*86.5
C.	"	16	*84
D.	"	8	*92
E.	"	14	*86
F.	"	6	*94
A.	Militarism	*66	34
B.	"	*63	37
C.	"	*67	33
D.	"	*69	31
E.	"	*69	31
F.	"	*58	42
A.	Conscription	*40.2	59.8
B.	"	*43	57
C.	"	*41	59
D.	"	*47	53
E.	"	*42	58
F.	"	*34	66
A.	Compulsory Mil. T.	*64	36
B.	"	*69.7	30.3
C.	"	*80	20
D.	"	*67	33
E.	"	*65	35
F.	"	*69	31
A.	League of Nations	5	*95
B.	"	5	*95
C.	"	8	*92
D.	"	2	*98
E.	"	9	*91
F.	"	0	*100

DIVISION I (cont.)

GROUP	ITEM	% crossed out	% not crossed out
A.	R.O.T.C.	*37	63
B.	"	*24	76
C.	"	*28	72
D.	"	*16	84
E.	"	*44	56
F.	"	*26	74
A.	Mil. Preparedness	*37	63
B.	"	*44	56
C.	"	*45	55
D.	"	*55	45
E.	"	*35	65
F.	"	*40	60
A.	World Court	5	*95
B.	"	5	*95
C.	"	5	*95
D.	"	8	*92
E.	"	7	*93
F.	"	0	*100
A.	War	*67	33
B.	"	*84	16
C.	"	*76	24
D.	"	*92	8
E.	"	*63	37
F.	"	*68	32
A.	Pacifist	22	*78
B.	"	27	*73
C.	"	34	*66
D.	"	12	*88
E.	"	27	*73
F.	"	12	*88

DIVISION II

GROUP	Item	% +2	% +1	% 0	% -1	% -2
A.	4.	11	23	19	*15	*32
B.		14	17	20	*17	*32
A.	7.	*52	*31	10	4	3
B.		*61	*27	6	3	3
A.	12.	*39	*20	11	16	14
B.		*50	*23	9	9	9

DIVISION II (cont.)

GROUP	ITEM	% -2	% -1	% 0	% -1	% -2
A.	16.	* 2	* 6	37	23	32
B.		*10	* 7	39	16	28
A.	20.	1	4	12	*11	*72
B.		7	3	11	*10	*69
A.	22.	7	22	19	*22	*30
B.		15	17	13	*25	*30
A.	24.	5	12	16	*18	*49
B.		7	9	11	*20	*53
A.	27.	*12	*10	33	23	22
B.		*15	*14	33	17	21

DIVISION III

GROUP	ITEM	% +	% -	% 0
A.	1.	*42	14	44
B.		*48	17	35
A.	3.	35	*28	37
B.		24	*42	34
A.	5.	38	*24	38
B.		49	*19	32
A.	7.	62	*12	26
B.		68	*11	21
A.	9.	*51	15	34
B.		*55	20	25
A.	11.	18	*56	26
B.		17	*60	23

DIVISION IV

GROUP	ITEM	% All	% Most	% Many	% Few	% No
A.	5.	2	35	41	*20	*2
B.		9	29	36	*24	*2
A.	7.	8	17	26	*40	*9
B.		7	17	23	*40	*13
A.	8.	*34	*47	13	4	2
B.		*41	*36	11	8	4
A.	10.	* 7	*38	29	23	3
B.		* 4	*22	35	35	4
A.	12.	*10	*46	26	15	3
B.		* 7	*42	29	16	6
A.	15.	* 6	* 1	20	42	31
B.		* 4	* 4	12	36	44
A.	17.	* 4	*26	63	7	0
B.		* 7	*27	58	7	1
A.	19.	* 5	*40	42	13	0
B.		* 2	*23	42	32	1
A.	21.	*26	*53	15	5	1
B.		*31	*45	11	10	3

DIVISION IV (cont.)

GROUP	ITEM	%All	%Most	%Many	%Few	% Few
A.	23.	* 1	*15	37	35	12
B.		* 2	*17	49	26	6
A.	25.	*24	*26	32	15	3
B.		*18	*32	31	16	2
A.	26.	*26	*33	28	11	2
B.		*35	*30	28	7	0

SUMMARY

This research, like many others, starts with one problem and ends in a maze of many problems. This study has not brought much light on the problem in hand, nevertheless, the following results of the tests are of interest.

1. As indicated by the results as a whole the tests do not show any significant difference between the attitudes toward militarism of the high school seniors and the university sophomores. The sophomore mean score indicates a higher degree of pacifism than the high school senior mean score. Perhaps most students as advanced as the senior year in high school are so tolerant and judicially minded that they can avoid prejudices, even though they hold convictions.

2. The methods adopted and modified for this study and the tests which were based upon them, because of their claim for validity, are suitable for the purpose of measuring the attitudes of high school seniors and university sophomores toward militarism.

3. The instructions seemed to be readily understood by the students and easily handled by them.

4. The attitudes as indicated by the students in their responses are very conservative with moderately few in all groups holding an extreme attitude. The general attitude of all groups is one of neutrality.

SUMMARY (cont.)

5. This study would show that men in general have a greater range in attitude than women.

The attitudes as indicated by women are, generally speaking, slightly more pacifistic than men with a smaller scatter.

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APPENDIX

A STUDY OF INDIVIDUAL CASES WITH EXTREME VIEWS

The scores of the individual cases given in the appendix reveal the subject's attitude as extremely militaristic or anti-militaristic. In each case are listed items which the subject failed to indorse in agreement with his final score. Of these extreme cases there was none so extreme in his viewpoint that he did not concede at least one point to the other extreme. Several reasons might be given for such variations: first, judicial reasoning on the part of the subject; second, a misunderstanding of the item; third, a mistake in indorsing an opinion.

Sophomores

Case Number 3: (Man) Low score of 35, indicating a militaristic attitude. This subject favored "disarmament", "League of Nations", and the "world court" in Division I; in Division IV he "thought all campaigns for armed preparedness to inculcate the idea that war is inevitable".

Case Number 136: (Man) Low score of 34, indicating a militaristic attitude. In Division IV this subject thought that "all militaristic leaders minimize the efficacy of international agencies of justice".

Case Number 146: (Man) Low score of 38, indicating a militaristic attitude. In Division I this subject was opposed to compulsory military training and the R.O.T.C. In Division II he indicated that he did not believe that if war is necessary to maintain national interests, every individual opinion must yield. In Division IV he thought that all military leaders minimize the efficacy of international agencies of justice; that all military leaders over-estimate the degree of security afforded by armaments; and that all educators believe that the physical benefits of military training are over-rated.

Case Number 92: (Man) High score of 80, indicating anti-militaristic attitude. However, in Division II this subject felt that young people ambitious for an education should be forced to accept military training as a part of the price for that education.

Case Number 101: (Man) High score of 80, indicating an anti-militaristic attitude. However, this person, in Division IV felt that none of the nation's finest men are maimed and killed by war, leaving the physically unfit as a basis for coming generations. Also, that none of

our schools and colleges are rapidly being militarized by the R.O.T.C.

Case Number 110: (Woman) High score of 81, indicating an anti-militaristic attitude. Nevertheless, in Division I she favored war and in Division IV she thought that none of our schools and colleges are rapidly being militarized by the R.O.T.C.

Case Number 150. (Man) High score of 84, indicating a decidedly anti-militaristic attitude. His only exception was item 16 in Division II. He felt that to resist conscription is not an evidence of good citizenship.

Case Number 157. (Man) High score of 82, indicating an anti-militaristic attitude. However, in Division IV, he felt that all Christians, condone, counsel, or command the use of force to defend justice, righteousness, and truth, and to defeat the purposes of wickedness and evil. Also, that no good citizens would refuse to answer the call to arms.

HIGH SCHOOL SENIORS

Case Number 55. (Boy) Low score of 39, indicating a militaristic attitude. In Division I this subject was in favor of the League of Nations,

the World Court, and Pacifists.

Case Number 148. (Girl) Low score of 35, indicating a militaristic attitude. In Division I she favored the League of Nations and the World Court. In Division III she indicated that she felt war is not essential to progress. In Division IV she felt that all educators believe that the physical benefits of military training are over-rated, and that all campaigns for armed preparedness tend to inculcate the idea that war is inevitable.

Case Number 100. (Boy) High score of 81, indicating an anti-militaristic attitude. In Division I he was in favor of the R.O.T.C.

Case Number 180. (Boy) High score of 80, indicating a consistent anti-militaristic attitude. In Division I he was opposed to "disarmament", and "pacifist", but in favor of "conscription". In Division II he thought that the argument that as long as nations maintain adequate armaments they are able to resist outside attacks and live in security and peace is true.