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FINAL REPORT ON HEAD START EVALUATION AND RESEARCH--1966-67 TO THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT. SECTION V, THE ROLE OF DIALECT IN THE SCHOOL-SOCIALIZATION OF LOWER CLASS CHILDREN.

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IT HAS BEEN HYPOTHESIZED THAT THE ADOPTION OF THE LINGUISTIC CHARACTERISTICS OF A SUBCULTURE OTHER THAN A CHILD'S OWN IS A VALID INDICATION OF THE DEGREE TO WHICH THE CHILD HAS BECOME SOCIALIZED INTO THAT SUBCULTURE. TO EXAMINE THIS HYPOTHESIS, RESEARCH WAS CONDUCTED (1) TO EXPLORE THE RELATIONSHIP BETWEEN LINGUISTIC HABITS AND ATTITUDE SOCIALIZATION IN UNDERPRIVILEGED CHILDREN AND (2) TO COMPARE THE LANGUAGE BEHAVIOR AND ATTITUDES TOWARD HOME AND SCHOOL OF LOWER AND MIDDLE CLASS CHILDREN. AN EXPERIMENTAL POPULATION OF 54 FIRST THROUGH THIRD GRADE STUDENTS FROM AN ISOLATED RURAL AREA WAS COMPARED WITH A CONTROL POPULATION FROM THE SAME 3 GRADES OF AN UPPER-MIDDLE CLASS SUBURBAN ELEMENTARY SCHOOL. COLLECTION OF DIALECT SAMPLES PROVIDED INDICES OF PHONOLOGICAL, LEXICAL, AND SYNTACTICAL VARIANTS WHICH DIFFERENTIATED THE LINGUISTIC BEHAVIORS OF THE 2 POPULATIONS. THREE SOCIALIZATION MEASURES, DESIGNED TO ASSESS THE CHILD'S ACCEPTANCE OF MIDDLE CLASS VALUES, WERE DEVELOPED. AFTER PRETESTING WITH POPULATION SAMPLES SIMILAR TO THE CONTROL AND EXPERIMENTAL GROUPS, THE SOCIALIZATION MEASURES WERE ADMINISTERED TO THE TEST GROUPS AND SPEECH SAMPLES ELICITED FROM THEM. ALTHOUGH ANALYSIS OF THE DATA IS IN PROGRESS, THE COMPUTATION OF CORRELATION COEFFICIENTS FOR SOCIALIZATION AND LINGUISTIC VARIABLES HAS, THUS FAR, FAILED TO SUPPORT THE ORIGINAL HYPOTHESIS REGARDING THE RELATIONSHIPS BETWEEN ATTITUDE SOCIALIZATION AND LINGUISTIC BEHAVIOR. (JS)

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HEAD START EVALUATION AND RESEARCH: 1966-67

(Contract No. 66-1)

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THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT

By

The Staff and Study Directors

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER

John Pierce-Jones, Ph.D., Director

The University of Texas at Austin

August 31, 1967

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INTRODUCTION

We would like to begin this report with a few comments which may help to place what follows into the proper context. This is a final report in name only. In all other respects it should be considered a progress report. As it will become clear in subsequent sections, we have collected large amounts of raw data, some of which might be analyzed in nearly unlimitedly increasing detail. Thus, while the data collection phase of our work is complete and will be reported in its entirety, we have only begun data reduction and analysis. The results which are reported involve only the most easily accessible (and sometimes the most superficial) variables. In fact, in order to be able to complete a few analyses for presentation here, a significant proportion of the data which we gathered have not been looked at yet at all.

Main Objectives

The foci of our interest were three in number:

(1) To explore the relationships between language habits of children and their attitudes toward their homes and schools.

(2) To study the differences between underprivileged and privileged children with respect to the variables mentioned in (1); that is, to compare the language

behavior of the two groups of children and also their various attitudes toward home and school.

(3) To replicate some sociolinguistic findings of Labov (1966) using a very different dialect community and social milieu.

Let us take each of these foci in turn and develop it more fully.

The relationship between socialization and linguistic habits.- In very gross terms, our hypothesis here is that if a child feels positively about an adult, he will try to act like that adult, including attempting to talk like him. In terms of this study, the more a child likes his school and teachers, the more he should try to emulate their behavior or the behavior they are obviously recommending to him. We will use the term "socialization" to denote the process by which a child takes as his own the attitudes and beliefs of such a reference group. Thus a child becomes socialized into the school situation to the extent that he takes on the beliefs and values of the school's power figures; in other words, he is socialized successfully to the extent that he takes his teachers as role models and reference figures. In order to study the socialization process a special situation is needed where a person is already socialized into one group and then suddenly placed in intimate contact with representatives of another group, a group which has various beliefs and practices in conflict with

those of the first group. Such a situation might be found when a lower-class child enters school. Typically, his first six years are spent almost exclusively with his parents and/or their social and economic peers. Then, he enters first grade and is subjected to the demands of a group of middle-class teachers. The socialization process can be studied in this situation to the extent that the teachers are members of a different subculture than the parents and also to the extent that reliable indices of belief and attitude changes in the children can be identified. The relationship of this socialization process to language behavior can be explored on the further conditions that there are dialectal or at least stylistic differences in the speech of the parents and teachers and that, again, indices of these differences can be found.

Several previous studies have established a general relationship between speech patterns and attitudes. Labov (1963) in a study of the Martha's Vineyard community, found that the single best predictor of the degree of centralization of /ai/ and /au/ was the speaker's own commitment to the island as his permanent home. Fischer (1958) found that the frequency of use of /in/ versus /ing/ by a child in a New England town was related to whether his teacher considered him a "typical" or a "model" student. In an unpublished study, Mahl and Diebold investigated dialect shifts in Yale undergraduates who were natives of Virginia. Their results

showed that the extent of the shift from a Virginia dialect to a New Haven dialect was related to the degree to which an undergraduate thought of himself as a member of the Yale community.

The general strategy in the present study was first to work with a population of lower-class children who were in a school run by middle-class teachers. The socialization of each child into the school situation was measured in a number of ways, and samples of speech were collected from the child. Then the relative frequencies of various dialect indices in his speech were determined. (It is assumed here that the lower-class community from which the children come speaks a discriminably different dialect than the middle-class of the area.) Finally, the two sets of variables were subjected to correlational analyses of various kinds.

In order to obtain a more complete picture of the relationship between socialization and speech, all measures were also taken from a control group of children. The control group was as similar as possible to the lower-class group with respect to age, intelligence, and geographical area of residence, but its members came from homes in the same subculture as that of the teachers, that is, middle or upper-middle class homes. Within this control group, it is very difficult to attribute any relationship between speech variables and socialization variables to socialization as we have

defined it above, since these children should already have been socialized by their parents into the teacher's subculture (if they have been socialized at all). Also, they should have learned the teacher's dialect from their parents. Thus, by comparing the control group with the experimental group, we could to some extent assess whether observed dialect shifts (from grade 1 through grade 3) were due to socialization from one group into another, or whether they were merely normal ontogenetic changes in speech behavior. Likewise, we can determine whether observed shifts in our socialization measures across time are due to socialization from one subculture into another, or, again, merely to the normal development of the child in the school situation -- where the culture differential between home and school is minimal.

Comparison of socialization indices for lower and middle-class children.- The socialization measures are of interest in their own right since they index some of the attitudes held by children toward home and school. Within the experimental and control group, changes in how a child views the school situation during his first three years can be detected by the appropriate analyses of our data. Of course, of even greater interest would be a comparison of the two groups over time. This may increase our understanding of just how the school experience differentially affects the lower versus the middle-class child.

Comparison of speech patterns for lower and middle-class children.- In recent years, there has been a great deal of research on how

children learn to talk (cf. Smith and Miller, 1966), but almost nothing is known about the last phases of this learning, i.e., the development of linguistic habits in the sixth, seventh, and eighth years, and particularly how the language learning process in this phase is affected by socio-economic class. One often hears that culturally-deprived children are "less verbal" or are generally retarded in their linguistic development. On the other hand, Lenneberg (1967) has presented evidence that linguistic development is to a large extent maturationally controlled--thus suggesting that socio-economic background may determine what language a child learns, but will have little effect on how fast he learns it. The relatively large samples of speech collected under more or less controlled conditions in this study can be analyzed for differences in linguistic complexity as a function of both age and socio-economic class.

Replication of previous sociolinguistic results.- Labov's recent work in the area of sociolinguistics (Labov, 1966) has provided some new answers to traditional questions concerning the relationships holding between variables of linguistic style, dialect, and socio-economic class. Among other things, his results appear to bear on how languages change; that is, how and why features of one dialect or language are borrowed into another. Since his work has been mainly in New York City, an urban and incredibly complex

linguistic and ethnic community, it would seem useful to attempt a replication of some of his findings in a culture and dialect community quite different from New York City's.

It might be mentioned here that, while this was an objective of the present study, we have assigned it to lowest priority, and thus have virtually no results to report. As it will become clear, the appropriate data have been collected, but their reduction and analysis are especially arduous and have only begun.

An Outline of the Study

In order to study the relation of socialization to linguistic behavior, a population of subjects (Ss) with rather special characteristics was needed. First, these Ss had to be from one subculture and then exposed to another. The sharper the transition from one to the other, the better. Second, the two subcultures had to use discriminably different dialects.

Our population of Ss were pupils in the first through third grades in a rural elementary school about 20 miles from Austin, Texas. The school district is a relatively poor one with most of the working-age males either engaged in unskilled or semi-skilled labor. There are no incorporated towns within the district, and thus the families are relatively isolated as well as being poor. Often, the first time these children have any personal contact with middle-class adults is likely to be in school.

The control population of children was from the same three grades but from an elementary school in a uniformly upper-middle class area

on the edge of Austin. Both populations will be described more fully in the next section.

Three socialization measures were taken on each S in the study: one was the teacher's ranking of the child's position in his class with respect to the child's socialization into the school situation; the second was the questionnaire, administered to the child, which was designed to assess the child's acceptance of several middle-class values. The third measure--or, more accurately, group of measures--was derived from the child's responses in an oral version of a semantic differential (SD) task; eight concepts were measured on eight four-step scales.

Speech was elicited from each S in two situations. In a dyadic situation S was asked to respond to five pictures taken from the Children's Apperception Test (CAT). The second situation was a "show-and-tell" session where S talked about anything he wished to in front of his class. In the former session, we expected to elicit the child's most formal style of language since he was alone, talking to an adult. In the show-and-tell situation we hoped that S would feel more as if he were talking to his peers, and thus use a more casual style.[1] To date, we have only analyzed data from the dyadic situation, so all the results reported here will be based on them.

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[1] It turned out that some teachers treated this as a more formal situation than we had expected; in addition, some children refused to speak at all in front of the group.

Dialect Analysis

In the above sections, it has been assumed that Ss speak a dialect different from that of their teachers and that objective indices of these dialect differences could be found and measured for each S. To find these indices requires a rather thorough dialect analysis, quite separate from the work with children which we have already outlined. Therefore, an extensive phase of the present project involved a collection of linguistic data primarily from adults in the geographical area and socio-economic class from which the children were chosen. The method used will be described in later sections, but can be generally described as a structured interview, containing free response questions, readings, and a speech perception test. The form of the interview closely parallels some of those used by Labov to gain similar information on urban dialects.

METHOD AND PROCEDURE

In this section we will describe in detail the process of constructing our instruments and defining our experimental variables. Particular attention will be paid to the logic underlying each step of our procedure. Our discussion will be in several parts: (1) the logic underlying the socialization variables, (2) the selection of Ss, (3) the pretesting phase of our study, (4) the description of the final testing procedure, (5) the construction and administration

of the dialect questionnaire, and (6) selection of the linguistic variables.

Construction of Instruments for Measuring School Socialization

Three quite different approaches were used to assess the school socialization of each child. Two of these employed direct questioning of each child by an experimenter, while the third consisted of an essentially global ranking of the child by his teacher.

Socialization measures derived from semantic differential responses.- The technique of using SD judgments to derive indices of socialization into a group was developed by Percy Tannenbaum at the University of Wisconsin and has been employed in several different situations to investigate the process by which young adults take on the attitudes and beliefs of the professional group which they are attempting to enter. For example, Lovell (1963) studied the "professionalization" of cadets during their stay at West Point, and McLeod and Hawley (1964) made a similar study of newspaper reporters during their first years in the trade. As the technique has been used, a number of personal and professionally relevant concepts are rated, using the SD technique, by cadets, students, or apprentices of various sorts. Then the same measures are taken on these neophytes' instructors, as well as a sample of established practitioners of the profession (e.g. army field officers, mature

reporters, etc.). The analysis is in several stages. First, separate factor analyses are typically made of the data for each group of subjects, and the resulting dimensions are compared to see if neophytes, educators, and practitioners all have the same set of dimensions along which the concepts are evaluated.

This analysis, while it is to some extent a subjective one on the part of the experimenter, gives an assessment of the degree to which the various groups use a common "frame of reference" in looking at themselves and their profession.

After this comparison of dimensionalities has been made, a large number of more common statistical tests can be performed depending on the substantive interests of the investigator. For example, the differences between means on any SD scale can be statistically evaluated as a function of group and/or concept. Also, distance measures between concepts can be computed for each S, and these can be tested for reliable differences between groups. For example, the "semantic distance" between the concepts me and my ideal self can be taken as a measure of ego strength or self satisfaction, and differences on this variable can be tested for as a function of group membership.

This sort of measuring instrument seemed to be applicable to our needs; however, the SD itself had to be modified so that it could be administered to children who were not yet proficient readers. After some pretesting on our own children and their friends, we settled on an oral format with four-step scales. In particular, S was asked a series of dichotomous questions such as:

Now I am going to ask you some questions about you.

Are you good or are you bad? (answer: <u>good</u> or <u>bad</u>)

Are you very good/bad or just a little bit good/bad?

(answer: <u>very</u> or a <u>little bit</u>)

Are you big or little? (answer: <u>big</u> or <u>little</u>)

Are you very big/little or just a little bit big/little?

etc.

Thus, two dichotomous questions were asked per scale, producing four possible answer patterns:

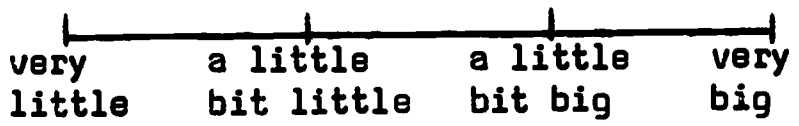
e.g. 1. big, very big

2. big, a little bit big

3. little, a little bit little

4. little, very little

This, of course, can be mapped into a four-point scale:



Apparently, this format was simple enough for even the slowest first-graders, while many of the older children readily short-circuted the questioning by supplying one of the four-scale points immediately upon hearing the first dichotomous question. (e.g. question: "Is it big or small", answer: "It's very big.")

Eight of the most common adjective pairs were used: good-bad, big-little, fast-slow, dirty-clean, strong-weak, mean-kind, cold-hot, and happy-sad. These were selected because: (a) we expected all of them to be familiar to all the children, and (b) they were thought to represent the two or three most commonly found semantic dimensions (cf. Osgood, Suci, and Tannenbaum, 1957).

Eight concepts were also selected which we thought would be relevant to our ideas about socialization into school. They were: mother, father, me, my teacher, the child that the teacher likes best, school, home, and how I'd like to be.

Of the 28 possible distances between two concepts which could be computed, two or three stood out as being particularly applicable measures of socialization. The first one was the distance between home and school. If the deprived children really were at a cultural interface between home and school, then the distance between home and school should be larger for them than for privileged children. This variable is not as much a measure of socialization as it is a measure of the child's perception of the magnitude of the cultural differential. In more general terms, it also provides us with a check on our independent variable, socio-economic class.

A more direct measure of the child's socialization into school would seem to be the distance between me and teacher. This should

index the difference that the child perceives between himself and his teacher--the smaller the difference, the more socialized the child.

A slightly different but probably relevant distance would be that between <u>how I'd like to be</u> and <u>teacher</u>. This is perhaps a more direct measure of the extent to which the teacher is taken as a role model by the child. In a sense, this distance measures how much the child wants to be socialized, whereas the <u>me-teacher</u> distance measures actually perceived socialization.

Another group of measures of socialization were derived from this data by having each teacher fill out the SD form under the following instructions:

> Assume that you have a "model" child in your classroom... one that you feel is perfect in every way. Fill out the following form as you think this model child would fill it out. (Relatively standard SD instructions followed, see the Appendix.)

Here, our logic was as follows: The teacher is the main agent of socialization in school, and she is most likely trying to influence her pupils toward her own paragon. Thus, a measure of socialization should be the disparity between the pupil's view of things and how his teacher would ideally want him to view them.

To produce these measures, we computed the distance between each child's concept and the same concept as rated by his teacher. For example, the distance between the child's rating of mother and his teacher's rating of mother was computed. This procedure produced eight distance measures, one for each concept, for each child. In addition, these were all summed to produce a single number for each child representing the total disparity between his responses and the teacher's model-child's responses.

The values questionnaire.- Taking a completely different approach to measuring the child's socialization, we reasoned in the following way: Most primary school teachers work fairly hard to instill a certain set of typically middle-class values into their students, particularly if the children are not taught these things at home. Our strategy, then, was to construct a questionnaire designed to elicit the degree of acceptance of these values by each pupil.

After consultation with several primary teachers Mrs. Gay (who has several years experience teaching first grade) collected a tentative list of such values. After some consideration, a set of six were selected. They were: cleanliness, interest in education, honesty, control of aggressive impulses, patriotism, and manners. From three to six items were constructed for each value in the form of yes-no questions. For about half the items, the answer signaling acceptance of the value was yes, for the

others it was no. Twenty-seven items were produced in all, and these were randomly ordered in a questionnaire (Form 1) and readied for pretesting. It is reproduced in the Appendix. All of the items in Form 1 were short questions of a rather blunt variety (e.g. Do you like to wear clean clothes? Do you hit people when you are mad? Do you like school?) We felt that most of the items were loaded in the sense that even a six-year-old could tell what the expected answer was. To attempt to remedy this we made up another set of some 15 items covering the same six values. These were short descriptions of hypothetical events which we hoped were not quite so obvious in their nature. For example, two items were: Suppose your mother said that you didn't have to go to school today. When it was time to leave for school, would you go or not? If you were mad at someone littler than you, would you tell him you were mad, or would you hit him? They were randomly ordered into another form, Form 2 (also appearing in the Appendix). Both of these forms were pretested, and some test statistics were computed on them before they were revised into a single form. The results of the pretest will be described in a later part of this section.

Teacher rankings of socialization.- The final way in which we measured socialization was perhaps the most traditional. The teachers were asked to rank-order their pupils on the basis of their general acceptance of middle class values. The exact instructions to the teachers were:

Please rank order the following children on degree of socialization and acceptance of middle class standards. Begin with the child who has conformed most to middle class standards and work down. Some of the values and standards which might be considered are cleanliness, honesty, manners, interest in education, and control of aggression.

The chief disadvantage of this measure is that it is only ordinal and only valid within a single classroom. Thus, where children from several classrooms are involved, each class must be considered as an independent sample.

Choice of Experimental and Control Populations

The basic requirements which the experimental and control populations had to meet were discussed in the first section of this report and, thus, will not be reviewed here.

There were three locally available populations which appeared as possible candidates for the experimental group. The first was the Mexican-American population of largely poverty-stricken, often migrant workers. We felt that they were unsuitable for several reasons. Most important was the fact that they did not speak a dialect of English, and we were not capable of doing a proper job of linguistic data-gathering and analysis of Spanish. Also, the

question of whether bilingualism is qualitatively similar to bidialectism is completely open and would therefore isolate our results from the main stream of sociolinguistic investigation which is concentrating on dialects.

A second possible group was the Negro community. This was particularly enticing because the dialect spoken by lower-class Texas Negroes is a relatively distinctive one and easy to identify. However, we felt there were disadvantages which might potentially outweigh this. First, there was essentially no middle-class Negro community in or near Austin; therefore, the selection of a proper control group would have posed serious problems. Second, the dialect analysis phase of our study was centered around relatively lengthy interviews in the home, and our intuitions about the current state of race relations (mostly formed in large northern cities) led us to believe that obtaining valid data in home interviews would be very difficult without the employment of Negro interviewers; and these were simply not available.

The group which we finally selected seemed to fit all of our requirements rather well. This subculture was comprised of rural Anglos who live in the central Texas hills and hold unskilled jobs and live off the land. One of their major occupations is chopping wood and selling it for firewood and fenceposts, and so they are

locally known as Cedarchoppers. As the land is more thoroughly cut over and stands of cedar become more scarce, Cedarchoppers are taking part-time jobs as truck drivers, construction workers, etc. and do a good deal of fishing, hunting, and trapping the year around. While they do not live in organized villages, and are not land owners, they are not transients either; most of the families we interviewed were born within a few miles of their present residences. The speech patterns of these people have not been worked on as has Negro speech; but since they almost completely isolate themselves from middle-class residents of the area, a number of their linguistic usages were readily seen to be different from the standard Central Texas dialect. Fortunately for our study, a relatively large number of Cedarchoppers reside in the school district of Leander, Texas, about 20 miles northwest of Austin. The area is quite poor, generally, and white-collar workers are virtually absent. There are a few wealthy land owners, but nearly all of them send their children to school in Austin. Thus, the school population is relatively homogeneous with only a few children coming from the homes of as prosperous a craftsman, as a carpenter, plumber, etc. The sizes of grades 1-3 ranged from 35 to 50, so we had no trouble selecting 20 children who from each grade were generally conceded to be deprived. The children were selected primarily on the basis of the father's occupation, but

also on suggestions by the teachers and the school superintendent. The occupations of the fathers are listed in Table 1. Unfortunately, one family containing five children in our study moved out of the school district before complete data could be taken on any of the children, so they were discarded. Also, one other child was belatedly found to be mentally retarded, so her data also were discarded. The final sample sizes were first grade = 17, second grade = 19, and third grade = 18. The first grade Ss were taken from two sections as were the third grade Ss. The breakdown by section (and teacher) is:

Section	n
1a	9
1b	8
2	19
3a	8
3b	10

All the teachers were married, had completed their bachelor's degrees, and were natives of Texas.

Our control group was taken from the Barton Hills Elementary School in southwest Austin. The area that it serves is a relatively newly settled suburban area with over 90% single family dwellings ranging in market value from about $17,000 to $40,000. Again, 20

Ss were chosen from each of the first three grades. This time the selection was on the following criteria: Father's occupation (See Table 2) and place of birth of child (somewhere in Texas). No child was selected from the "special", i.e. advanced, section of his grade. All the first graders came from the same section, as did all the second and third graders. Because of unknown reasons incomplete SD data were obtained for nine children, so the remainder of their data were discarded. The final sample sizes were: First grade = 17, second grade = 15, third grade = 19.

Pretesting Phase

The pretesting phase of this project was conducted in order to facilitate our testing procedures and to refine the values questionnaire. Only one group, comparable to the Leander population was used. This consisted of the first four grades at the Pond Springs School, a small elementary school in the Leander High School District. The first four grades were used because one teacher had both the first and second graders in one room, and another teacher had the third and fourth graders in another room. The sample sizes were: First grade = 7, second grade = 9, third grade = 6, and fourth grade = 13. Mrs. Cay administered the SD and values questionnaire as follows: The third and fourth grades were given Form 1 of the values questionnaire, and the first and second grades were given Form 2. Each S was tested individually in two sessions:

one for the values questionnaire and the other for the SD. A socialization ranking was also obtained from the teachers for each child.

Analysis of the values questionnaire.- The values questionnaire was scored as follows: Each item was scored as a zero if the answer was the "middle-class" choice. The non-middle class choice was scored as a one. The item scores were then summed and divided by the number of items (27 in Form 1 and 15 in Form 2). Thus, the possible range of scores was zero to one with a high score representing non-socialized behavior.

The median score and the range of scores is given below for each class:

Grade	n	Range	Median	Form
1	7	.07 - .47	.20	2
2	9	.07 - .67	.18	2
3	6	.14 - .41	.18	1
4	13	.07 - .55	.24	1

This shows that while there seems to be considerable variety in individual scores, the median scores do not appear to decrease in the higher grades as one might expect if the children are progressively socialized as their schooling continues.

To gain additional information about the questionnaire, some test statistics were computed for each form. Because of the small sample size, grades 1 and 2 were pooled for Form 2, and grades 3 and 4 were pooled for Form 1. Table 3 gives the results of an item analyses for Form 1 and Table 4 gives equivalent information for Form 2.

On the basis of these analyses, we constructed a new form for the values questionnaire of 18 items, using items from both Forms 1 and 2. This will be called Form 3, and it is reproduced in the Appendix. An item analysis was run on Form 3 for the Leander and Barton Hills groups separately, and those results will be presented in a later section. One difference between Forms 1 and 2 and Form 3 was that patriotism was eliminated as a value. This was done primarily because of a lack of good items which did not tap on the child's knowledge rather than his attitudes (e.g., Who is president of the U. S. ?).

Mr. Rosenbaum pretested his procedures for dyadic interviews and for the show-and-tell group sessions. These sessions were apparently quite popular with the children.

Description of Final Testing Procedure

Testing of the Leander children began in February, 1967. The data for each child were taken in four sessions, two conducted

by Mrs. Gay and two by Mr. Rosenbaum. In the collection of socialization measures, Mrs. Gay administered the SD form in one session and the values questionnaire in the other. The order of the sessions was randomly varied and never were both sessions held on the same day for the same child. The order of item presentation was also varied randomly in both sessions; that is, in one half of the sessions the items were presented in exactly the reverse order of the other half. All testing was done in the teachers' work room.

Mr. Rosenbaum conducted the dyadic session (responses to CAT cards) before the show-and-tell session. Again, both sessions were never held on the same day. In both speech collection sessions, all verbalizations were recorded on a Wollensak Model 5250 tape recorder using a Norelco directional microphone. The dyadic session was held in an empty classroom.

For all except the first few Ss, the same CAT pictures were used. Their numbers and descriptions appear below:

CAT Picture #	Description
1	Chicks seated around a table on which is a large bowl of food. Off to one side is a large chicken, dimly outlined.

CAT Picture #	Description
3	A lion with a pipe and cane, sitting in a chair; in the lower right corner, a little mouse appears in a hole.
4	A kangaroo with a bonnet on her head, carrying a basket with a milk bottle; in her pouch is a baby kangaroo with a balloon; on a bicycle, a larger kangaroo child.
8	Two adult monkeys sitting on a sofa drinking from tea cups. One adult monkey in foreground sitting on a hassock talking to a baby monkey.
10	A baby dog lying across the knees of an adult dog; both figures with a minimum of expressive features. The figures are set in the foreground of a bathroom.

Picture # 9 was sometimes added to th .. five if the child appeared particularly quiet and did not volunteer much speech. (#9 is a darkened room seen through an open door from a lighted room. In the darkened one there is a child's bed in which a rabbit sits up looking through the door.) The detailed procedure of administration

of the CAT was essentially the same as given in Bellak and Bellak (1949) except that the order of the five pictures was randomly determined for each child.

Both experimenters tested children in essentially random order, regardless of grade. The data collection took about six weeks to complete.

Collection of data at Barton Hills followed essentially the same procedure as outlined above. All of these data, however, were collected during the last two weeks of April, 1967, since access to these Ss could not be gained at an earlier date. Mrs. Gay conducted her testing in a quiet corner of a hallway, and Mr. Rosenbaum used the infirmary which was not being used at the time for health purposes.

Dialect Analysis

As stated earlier, the dialect analysis phase of this project had two purposes. The first was to provide linguistic indices of Cedarchopper versus middle-class Texas speech; the second was to investigate a number of sociolinguistic phenomena having little relevance to the other objectives of the project. Thus, only part of the interview instrument used was designed to aid identification of dialect indices. With reference to the more general sociolinguistic objectives, we need only say that data reduction and analysis has

only barely begun and will not be reported here except as it bears on the selection of dialect indices.

Pretesting of the instrument.- The initial version of the instrument was essentially that devised by Labov for use in Venice, California in the summer of 1966. The major change was the addition of a list of lexical items appropriate to this region obtained from the Texas Dialect Survey (initiated by the late Bamby Atwood and now continued by Rudolf Troike).

Most of the pretesting was done in and around Liberty Hill, Texas, a small municipality about six miles north of Leander. A few interviews were conducted south of Leander near Austin. All pretesting and regular interviewing was done by Mr. Legum or Mr. Berdan.

The pretest consisted of 30 interviews each with at least one and frequently several informants being interviewed at one time. Each interview was conducted in a home and lasted between 30 and 180 minutes with an average total time of about 45 minutes. The procedure for selecting informants was roughly a variant of quota sampling, with several geographical areas delineated, and then the first available family was interviewed within each area. A wide range of socioeconomic status was sampled in this way. Only a minority of the persons interviewed knew any of the other informants previously contacted.

The final version of the interview schedule is given in the Appendix. In general, it had several parts. The first section was designed to obtain simple demographic information as well as to set the informant more at ease. A record of past residence, work experience, and education was obtained here as well as marital history and religious affiliation. The second part was chiefly to get the informant into a more casual and spontaneous style of speech. Every attempt was made to divert the questioning to topics which seemed to interest him. Repeated attempts to elicit more or less extended narratives were involved here. The third section was devoted to sampling the informants "careful" style of speech such as he might use in reading a passage aloud. First he was asked to read a list of place names, then a short story several hundred words long. Finally, some additional word lists were read by the informant in order to elicit various phonological contrasts. If an informant had trouble with any of the readings, the remainder of the section was abandoned.

The final part of the schedule was a perception test in which the informant listened to sets of words played on the tape recorder and indicated whether he heard a difference in their pronunciation. The objective of this experiment was to see if informants could hear contrasts that occurred in standard English but not in their dialect. For example, Texans generally pronounce

both pin and pen the way a Midwesterner pronounces pin. Since these data are not of interest here we will not go into them further.

All recordings were made using a Uhler 4000L tape recorder with either an Ampex 701 or a Shure 420 lavalier-type microphone which was placed on the informants chest with a cord around his neck.

During these interviews it was quickly confirmed that the area around Leander contains no distinct, geographically plottable linguistic boundaries. There are, of course, variations in usage which can be correlated with social and economic variables.

Leander interviews.- Seventeen families, each containing at least one child in our socialization study, were selected randomly from the total of about fifty Leander families having participating children. Four of these refused to be interviewed, two could never be contacted, and one had been interviewed in the pretest. At least one member of each of the remaining ten households was interviewed using the final form of the interview.

Another list of 12 households, each judged to be in the upper half of the socioeconomic range, was obtained from the Leander school authorities. These all had children in one of the first three grades but who were not participating in our study. Of these,

there were two refusals and ten completed interviews. For a breakdown of the Leander informants with respect to age and sex, see Table 5. In addition, all five Leander teachers who had pupils participating in our study were interviewed individually in an office provided by the school and during school hours. Unfortunately, the school year ended before the Barton Hills teachers could be interviewed.

At this writing, only a minority of the dialect interview data have been transcribed and analyzed; phonetic transcription is an extremely time consuming business, and full transcriptions of 25 interviews could take a year of labor. Detailed phonetic transcriptions have been completed for all the readings in the Leander interviews. In addition, similar transcriptions have been made of approximately ten minutes conversation by one teacher, three informants at the upper end of the socioeconomic scale, and three at the lower end. While this is a very slim sample on which to base a choice of linguistic variables, the objective of requiring some results to put in this report dictated that we could not wait any longer for additional transcription to be done.

Selection of Dialect Indices

Three different types of dialect indices were rather arbitrarily defined. They are: lexical, syntactic, and

phonological indices. The first has to do with the choice of words, the second with patterned differences in the syntactic structure of sentences, and the third involves the way particular sound sequences are pronounced. The reason for attempting to distinguish between these sorts of variables is the question of whether the socialization process affects them differentially. That is, when a child learns a new dialect, does he learn the phonology of it first, or the particular lexical eccentricities or the syntactic peculiarities; or are they all learned at the same rate? While the categorization of these indices is reasonably clear and motivated, the different types of variables differ widely in the difficulty with which they can be identified in a protocol. Particularly difficult to detect and count are phonological variations; lexical items are easiest to count; and syntactic variables fall somewhere in between.

Because of this factor, only one phonological index was chosen for study, while two syntactic and three lexical ones were selected. The phonological variable was the pronunciation of the -ing suffix on such words as working, doing, singing, etc. It did not include the -ing sequence when it appeared as only part of a morpheme as in sing, thing, etc. In the lower-class dialect, the -ing morpheme often loses the g and is pronounced -in. This reduction also occurs in the upper class speech, but not as frequently. In the formal readings of the Leander dialect survey the following frequencies were obtained:

	Used as Morpheme		Part of Morpheme	
	in	ing	in	ing
Story	26	46	1	53
Sentences	4	12	-	-
Word Lists	2	30	1	15
TOTAL	32	88	2	68

This table is across all socioeconomic classes, but provides evidence against using -ing as an index when it is part of a morpheme. For the three informants in each socioeconomic class for which transcriptions of free speech have been made, the following results were obtained for -ing used as a suffix:

	Informant #	in	-ing
Lower class	1	8	0
	2	19	0
	3	25	0
	TOTAL	52	0
Upper class	4	5	2
	5	6	5
	6	8	6
	TOTAL	19	13

Because the syntactic and lexical indices occur at a rate much lower than that for phonological ones, an objective justification

for just which ones we selected is not possible at the present stage of the dialect analysis. However, what we have will be presented. The first syntactic variable was an agreement or disagreement with respect to singular or plural between subject and verb of a sentence. For example, a common type of Cedarchopper utterance might be "There's three of them over there." Again, for our six informants we have the following frequencies:

	Informant #	Singular used for singular	Plural used for singular	Singular used for for plural	Plural used for for plural
Lower class	1	27	4	1	7
	2	33	3	4	14
	3	44	3	4	15
	TOTAL	104	10	9	36
Upper class	4	37	0	0	16
	5	18	0	0	10
	6	25	0	0	14
	TOTAL	80	0	0	40

Thus, it appears that Cedarchoppers may have up to 10-12% singular-plural disagreement, while this error virtually never appears in upper class speech.

Our second syntactic index, one for which we have no objective analysis derived from our dialect analysis, involves the omission of auxiliary verbs; e.g., "this other girl monkey talking to her." This has been noted fairly consistently in looking over the Cedarchopper protocols, but not at all for the upper class. Again, however, the incidence of the construction is fairly low.

For the lexical variables, words had to be used which had a high probability of occurring in the course of responding to the CAT pictures. Since the dialect survey informants were not given the CAT, our selection of indices was based on intuition and a spot-checking of the children's response tapes with an ear for non-standard vocabulary. Three such indices or word oppositions were selected by this process. First, lower-class children seemed to tend to say set for sit as in "Let's set down." A post hoc search of the dialect survey tapes reinforced this impression although the base rate of occurrence of the word sit was very low in those interviews. Two oppositions which occurred frequently in response to picture #10 were commode/toilet and spanking versus whopping or whipping. Both of these usages appeared to be highly correlated with social class and so they were used. Thus, we ended up with six linguistic variables and they are summarized below:

Variable type	Upper class usage	Lower class usage
1 phonological	-ing or -in	-in
2 syntactic	singular-plural agreement	occassional singular plural
3 syntactic	standard auxiliary usage	occassional auxiliary omission
4 lexical	sit	set
5 lexical	toilet	commode
6 lexical	spanking	whopping or whipping

RESULTS

Because of the many diverse variables in this study, the results we have produced to date will be reported in several sub-sections. First, the results of the socialization analyses will be considered, with special attention to any insights they may reveal about the attitudinal differences between the samples of privileged and underprivileged children. Second, the linguistic data will be analyzed, again, with special attention being given to the differences between the two socioeconomic groupings. Of course, in both of the above cases, obvious ontogenetic shifts will be attended to as well as socioeconomic differences. Finally, the results of the correlational analyses between socialization and linguistic variables will be reported.

Socialization Variables

In the previous section we mentioned that Form 3 of the values questionnaire had been constructed on the basis of the results of our pretest with Forms 1 and 2 in the Pond Springs School.

For the purpose of looking at the socialization results per se, we will report all the data we have for any particular analyses. (Since some Ss' data were incomplete for various phases of the project, the sample sizes involved in each analysis will vary somewhat. However, in each case we will try to make these details clear.) In the case of the values questionnaire, we had data from 60 Barton Hills children (20 in each of grades 1-3) and 53 Leander children (17, 19, and 17 in grades 1-3 respectively). Tables 5 and 6 show the mean of each item and its correlation with the total score for the Leander and Barton Hills Ss separately. The item-total correlations are relatively low, especially for the Leander group.

A separate question is one of validity. Here, the evidence is scant one way or the other. On one hand the values questionnaire would seem to be valid, since the Leander Ss had a significantly lower average score than did the Barton Hills Ss ($t = 2.29$, $p < .01$, one tailed). On the other hand, Table 11 shows that the correlations of this variable with the other indices of socialization were nil. This is not particularly damning, though, for two reasons. First,

none of the other measures intercorrelated among themselves at a reliable level, and second, there is no obvious reason why they should. Up to now we have been talking about soci-lization without specifying how complex a process it might be (since we really have no idea), and we have used three quite different rationales to construct the three principal measures of socialization. If they do not correlate, this may or may not reflect on the validity of our measuring instruments -- we may have here three independent facets of the child's social integration into the school community. Further research is the only way to determine which is the correct interpretation of these results.

There is a particularly interesting difference in the internal cohesion of the values questionnaire items between the two groups: A comparison of Tables 7 and 8 shows that, for Leander, the correlations among the five values scores making up the total score were quite high (averaging .57), while the same correlations for Barton Hills averaged .19.

A possible interpretation of this finding might be simply that the Barton Hills Ss so uniformly and completely accept the values involved, that the non-acceptance which was indicated was either completely idiosyncratic with respect to individual Ss or merely due to test non-reliability.

In any case, the overall values score for the Leander Ss would seem to be a reasonably reliable index of a latent factor which we have labeled "acceptance of middle-class values". However, for Barton Hills Ss, such an interpretation is clearly impossible. If the results of the instrument are meaningful at all for these Ss, it is at the level of individual value scores (e.g., for acceptance of cleanliness, value of education, etc.) rather than at the overall level. Presently, we have no explanation for why the inter-value correlations were so substantial for Leander while the item-total correlations were so low. This will be studied in more detail in the near future.

SD measures.- Two sets of variables were derived from the SD data. The first set was composed of the D^2 (the square of the distance in 8-space) between two concepts for a given child. Since there were eight concepts, there were 28 possible pairs of concepts and, hence, 28 D^2 measures for each child. The larger the D^2 for any given concept pair, the more dissimilar were the concepts' ratings on the eight polar adjective scales; in Osgood's terminology, the more dissimilar the connotative meanings of the concepts.

The second set of variables were also distance measures, but not measures of dissimilarity of concepts within Ss. There were D^2 measures between the students' rating of the concept and the teacher's "model student's" rating. Thus, there were eight

of these measures for each S, plus an "overall teacher-student distance" which was simply the sum of these distances. These measures, of course, were specifically designed to assess the extent to which teacher and child viewed school and home-related concepts similarly; but it is of interest to see if there seemed to be a general factor of global disagreement with the teacher operative. If this was the case, one would expect high correlations between teacher-student distances on all pairs of the eight concepts. This was not found to be particularly evident. Five of the 28 rs were statistically reliable ($p < .05$, one-tailed) for the Barton Hills group (all grades). Two rs were similarly substantial in the Leander group, and an additional one--between myself and school--was reliable but negatively signed. We would not hazard an interpretation of this latter result at present. In the above analyses, the sample size for Barton Hills was 51 and for Leander, 53.

Returning to the D^2 measures computed for all possible concept-pairs for each S, Table 9 shows the means of these variables tabulated by grade and school. Post-hoc examination of this table allows some interesting speculations as to the general effect of school on the two different groups of children.

First, it will be noted that the Barton Hills children do indeed see home as more similar to school than do the Leander Ss.

The average D^2 for Leander was 9.4 while it was 5.0 for Barton Hills. This difference of course is highly significant.

Second, there was evidence that the Leander Ss viewed themselves as more school-socialized as they progressed from first through third grade; all of the following distance measures showed consistent drops from first, through second, and into third grades for the Leander groups: School-Home, Me-Teacher, Me-School, and Teacher-Father. The Barton Hills groups showed a similar drop from first through third grade on Father-Teacher and Me-School but in neither case was the magnitude of the drop as large as in Leander.

An interesting pattern is displayed in the means for Ideal Self-Teacher in conjunction with the means for Ideal Self-Father. These distances are important because they should index the degree to which the child is attempting to model himself after either the teacher or the parents. In the Leander group, the Ideal Self-Teacher distance goes from 8.00 to 3.44 between first and third grade, a highly significant difference. The Ideal Self-Father distance also decreases somewhat--from 8.78 to 6.50--but this drop is not statistically reliable. In the Barton Hills group, the Ideal Self-Teacher distance goes from 7.12 to 5.58, again not reliable difference; and the Ideal Self-Father distance stays

small, ranging from 2.87 to 4.47. A reasonable, if a bit wild, interpretation of these results might be that lower class children, as they are socialized into the school situation, tend to idolize their teacher more than does the middle-class child. The latter is likely to have a perfectly adequate role model in his father, who is apt to be reasonably successful in his dealings with the rest of society. Hence the low distance for Barton Hills Ss between Ideal Self and Father. The lower class child, on the other hand, may not have such an easy time identifying his father as his role model. His father is likely to be more and more obviously inadequate in the sight of his child as he deals with the outside world. He may be more or less missing from the home as well. And, to the extent that he is the leader of the household, he is the chief proponent of a way of life which is in some disfavor in school. Thus, the lower class child may find his teacher to be his most accessible admirable figure.

A final interesting observation is that initially the Leander Ss seemed to distinguish sharply between School and Teacher (1st grade mean $D^2 = 10.83$). However, by third grade the two seem to have come much closer to being melded in the S's mind (3rd grade mean $D^2 = 4.72$). No such sharp drop was observed in the Barton Hills data.

Linguistic Variables

The six linguistic variables discussed in previous sections were tabulated and analyzed in the following way. Only the dyadic situation (CAT) corpora were analyzed. Rosenbaum and Stolz tabulated the frequencies of occurrence of these phenomena, with Rosenbaum coding the ing/in, sit/set, spank/whip, and toilet/commode variables, and Stolz counting the number of syntactic irregularities and also the total number of utterances produced by each speaker. An utterance was counted as any phrase which had its own subject and main verb. While this is not an absolutely objective definition in all cases, it worked reasonably well for our needs.

For the phonological and lexical variables, a score was computed by dividing the number of times the middle class dialect indicator occurred by the sum of the frequencies of the middle class and lower class indices (e.g., frequency of sit over the sum of the sit and set frequencies). The syntactic variables were handled slightly differently. Here, non-occurence of a feature was a sign of middle class speech and thus some sort of ratio of occurrences over total chances to occur was called for. But some syntactic structures do not give opportunity for auxiliary omission or overt singular/plural mistakes (e.g., He/They will go.), so determining the denominator of such a ratio for each S would be quite tedious. The procedure adopted here was to use only the last 20 utterances

of each protocol as basis for counting syntactic indicators and then use the raw frequency of the lower class indicator as the measure. While this does not absolutely control the number of opportunities that each S had to produce the indicator, it does eliminate corpus size as a factor and randomizes the remaining variation in demominators. Unfortunately several of the children did not produce 20 utterances during their interview. The data for them were eliminated for all the linguistic variables and they will not be considered further in this report. The sample sizes remaining are summarized below:

School	Grade	#Ss with fewer than 20 utterances	Remaining Ss
Leander	1	6	11
Leander	2	2	17
Leander	3	1	17
TOTAL		9	45
Barton Hills	1	2	17
Barton Hills	2	1	14
Barton Hills	3	1	17
TOTAL		4	48

The mean number of utterances in a protocol for the 93 remaining Ss were as follows: Leander; 1st grade = 31.9, 2nd grade = 34.2, 3rd grade = 36.2; Barton Hills; 1st grade = 32.1, 2nd grade = 39.6, and 3rd grade = 30.0.

Table 10 gives the means of the linguistic variables by school and grade. Note that the toilet/commode variable is not present. It was dropped from the analysis because not enough Ss mentioned either word. Also, for the last two variables in Table 10, some Ss mentioned neither word. In this case, they are not included in the data for that variable. The spank/whip proportions are based on a total of 25 Leander Ss and 32 Barton Hills Ss; the sit/set proportions are based on 39 Leander Ss and 38 Barton Hills Ss.

The overall proportions for the two schools are reliably different from each other on all five of the variables, with the Barton Hills Ss displaying a greater amount of middle class speech in each case. But is there evidence that the Leander Ss are changing their dialect toward middle class speech as they progress through school? For the spank/whip and the ing/in variables, such a trend is detectable; however, in the other cases the situation is not so clear. For both syntactic variables, the second graders appear to be the least middle-class. Why this should be the case is not at all clear; it would be interesting to follow the sample of 11 first graders longitudinally to see if they actually will increase in their lower class syntax use. A possible explanation of this apparent drop in second grade is that the scores for the first grade may be artificially elevated

because of the limited variety of syntax that the first graders used. Perhaps first graders omitted auxiliaries only infrequently because they didn't use many auxiliary structures. Likewise, they may not have used many structures in which singular/plural disagreements were likely to occur. The verification of this hypothesis would entail extensive analysis of the syntax used by each child--we may attack it in the future.

Among the Barton Hills Ss the proportions in Table 10 are relatively constant across grades, indicating that fluctuations in the Leander proportions are not likely to be due to the normal process of learning English as a first language.

Can we say anything about what sorts of dialect features are learned fastest, slowest, etc.? Our results do not give any clear answer to this question. If spank/whip is typical of lexical variations, then these undergo the most obvious changes; however if sit/set is typical, they are quite stable. The syntactic variables behaved very similarly to each other, showing a sizable shift toward middle class variants between second and third grade. Ing/in also showed a marked shift toward <u>ing</u> in the third grade.

In summary, it is reasonable to assume that our variables do reflect dialect variations rather than normal linguistic ontogenesis, but the exact linguistic mechanics of dialect shift awaits a more thorough investigation, probably with larger samples.

Correlation of Socialization and Linguistic Variables

Correlation coefficients were computed for all pairs of ten variables, four of these related to socialization and six related to speech habits. At present, we have only computed these correlations across grades within school. Further breakdown by grade is forthcoming. Tables 12 and 13 give the correlation matrices. In general, it can be seen that there are few correlations which reach statistical reliability. In particular, we note again that in neither sample did the various measures of socialization correlate at all highly. At this point we might say a word about the teacher-ranking variable. It is not a legitimate variable to put in this matrix for two reasons: First, it is an ordinal variable while the others are assumed to have metric properties. Second, in the Leander first and third grades there are two sections with the rankings in each being strictly local to that section. Bearing this in mind, we put the variable into the analysis anyway, since it is the only direct rating we have of the child by his teacher.

It should be noted that, with the exception of the two syntactic variables, the Barton Hills data produced no reliable correlations.

On the other hand, four of the ten correlations among linguistic variables were significant for Leander. In neither case was there any interesting relationship between socialization and linguistic variables. This could be due to the computation of the correlation coefficients across grades if the relationships among the variables change over time.

As we mentioned earlier, it is somewhat odd that none of the socialization measures correlated together; so this, too, will be looked at in further detail.

CONCLUSION

Since we have interwoven our discussion throughout the previous sections, a few closing comments are all that are in order. This report has been primarily concerned with the objectives and procedures which were involved in this project. All of the results reported are preliminary, and usually based on only part of the total data that we collected. The statistical analyses themselves are among the most superficial.

Probably the greatest amount of work remains to be done in the dialect analysis. The dialectal variants which have been identified are only partially defined; in many cases the exact distributions of these variants in sentences are still unknown.

Here, too, is where the smallest proportion of the available data have been looked at. As we delve further into the dialect interview, it is virtually certain that we will find additional indicators of dialect. For example, some preliminary analyses have supported the hypothesis that Cedarchoppers tend to drop dental sounds (t and d) in word-final position. While this is a fairly difficult feature to tabulate from a practical point of view, once we are more familiar with its exact properties in adult Cedarchoppers, we may look for it in the children's protocols.

One of the distinct disadvantages of this study was the time sequencing. Ideally, the dialect analysis should have been done before the data were collected from the children. However, in order to get the complete project going in the eight month time span during which funds were available, we had to collect data from dialect informants and children simultaneously. For the lexical variants one should set up specific conditions to elicit from the children the variation they use. As it was, we had to do a completely post hoc analysis, and if a child didn't happen to use one of a given lexical pair (e.g. spank/whip) he had to be discarded from the analysis.

To date, our most interesting results have probably been in the analysis of the SD data for the children. Several speculations have been offered as to the process by which the Cedarchopper child reacts to the school's attempts to socialize him. Unfortunately, our original hypotheses regarding the relations between attitude socialization and linguistic behavior remain unsupported; however, only the simplest, most global sorts of relationships have been tested for as yet. We are looking forward to continuing the analysis stage of each phase of this project.

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Table 1

Occupations of Fathers of Leander Children

Occupation	Freq.
Truck Driver	8
General Laborer	6
Farm Laborer	4
Lime Quarry Laborer	3
Cement Finisher	1
Exterminator	1
Service Station Attendant	1
Sheet Metal Worker	1
Welder	1
Mechanic	2
Stone Cutter	2
Carpenter	2
Roofer	1
Painter	1
No Occupation	3

Table 2

Occupations of Fathers of Barton Hills Children

Occupational Field	Freq.
Banking	4
Insurance	5
Salesman	5
Independent Businessman	10
Manager	6
Architect	1
Dentist	1
Attorney	1
Professor	1
Scientist	3
Mechanic	2
Policeman	1
Radio Announcer	1
Sports Editor	1
USAF Officer	2
Photo Engraver	2
Misc. Consultants	6
Deceased	1

Table 3

Pretest Item Analysis, Form 1 of
Values Questionnaire (n = 19)

Item #	Value	Mean	r with total score
1	cleanliness	.16	.45
9	"	.63	.51*
15	"	.47	.41
20	"	.21	.19
23	"	.00	.00
26	"	.21	.49*
3	aggression	.74	.48*
8	"	.26	.60*
13	"	.47	.06
19	"	.68	.40
21	"	.32	.15
25	"	.26	.29
2	education	.37	.41
10	"	.26	.14
16	"	.05	.22
24	"	.42	.72*
4	patriotism	.05	.22
11	"	.58	.53*
14	"	.16	.15
5	honesty	.11	.63*
7	"	.16	.30
18	"	.05	-.14
22	"	.00	.00
27	"	.16	.45
6	manners	.32	.82*
12	"	.16	.67*
17	"	.05	.10

*p < .05 (two-tailed test)

Table 4

Pretest Item Analysis, Form 2 of
Values Questionnaire (n = 16)

Item #	Value	Mean	r with total score
5	cleanliness	.25	.24
7	"	.19	.18
13	"	.25	-.30
8	aggression	.00	.00
12	"	.06	.35
14	"	.50	.68*
1	education	.19	.72*
6	"	.19	.59*
11	"	.31	.75*
3	manners	.06	.35
9	"	.25	.36
15	"	.81	-.18
2	honesty	.31	.64*
4	"	.19	.72*
10	"	.19	.79*

*p < .02 (two-tailed)

Table 5

Item Analysis for Values Questionnaire:
Leander (n = 53)

Value	Item #	p Middle Class Answers	r With Total Score
Cleanliness	1	.81	.11
Cleanliness	5	.57	.03
Cleanliness	13	.69	.09
Cleanliness	17	.98	.11
Control of Aggression	2	.61	.08
Control of Aggression	8	.59	.01
Control of Aggression	16	.93	.10
Control of Aggression	18	.37	-.06
Value of Education	4	.94	.08
Value of Education	7	.67	.07
Value of Education	10	.91	.04
Value of Education	15	.74	.15
Honesty	3	.89	.09
Honesty	6	.93	.13
Honesty	11	.96	.11
Honesty	12	.89	.03
Manners	9	.96	-.08
Manners	14	.93	.05

Table 6

Item Analysis for Values Questionnaire

Barton Hills (n = 60)

Value	Item #	p Middle Class Answers	r With Total Score
Cleanliness	1	.67	.27*
Cleanliness	5	.75	.28*
Cleanliness	13	.78	.33*
Cleanliness	17	1.00	--
Control of Aggression	2	.75	.56*
Control of Aggression	8	.62	.54*
Control of Aggression	16	.97	.08
Control of Aggression	18	.75	.56*
Value of Education	4	.97	.37*
Value of Education	7	.75	.43*
Value of Education	10	.92	.09
Value of Education	15	.75	.43*
Honesty	3	.85	.39*
Honesty	6	1.00	--
Honesty	11	.98	.35*
Honesty	12	.95	.20
Manners	9	.87	.48*
Manners	14	1.00	--

*p < .05 (one-tailed)

Table 7

Socialization Measures: Overall Leander

Value Questions	Cleanliness	Aggression	Education	Honesty	Manners	Value Score	T-S Dist.	Teacher Ranking	Me/Teacher D^2
Cleanliness	--	--	--	--	--	--	--	--	--
Aggression	67*	--	--	--	--	--	--	--	--
Education	57*	52*	--	--	--	--	--	--	--
Honesty	48*	37*	73*	--	--	--	--	--	--
Manners	37*	31*	73*	89*	--	--	--	--	--
Total Value Score	74[a]	69[a]	89[a]	89[a]	82[a]	--	--	--	--
T-S Distance	12	-02	00	00	-06	02	--	--	--
Teacher Ranking	19	29*	-09	-15	-09	02	-04	--	--
Me/Teacher D^2	-14	-11	06	02	13	-02	-25[b]	18	--

* $p < .05$ (one-tailed)

a Variables not independent in their definitions

b Substantial correlation but not with predicted sign

Table 8

Socializatic Measures: Overall Barton Hills

Value Questions	Cleanliness	Aggression	Education	Honesty	Manners	Value Score	T-S Dist.	Teacher Ranking	Me/Teacher D^2
Cleanliness	--	--	--	--	--	--	--	--	--
Aggression	08	--	--	--	--	--	--	--	--
Education	-02	19	--	--	--	--	--	--	--
Honesty	20	23	32*	--	--	--	--	--	--
Manners	23	15	03	48*	--	--	--	--	--
Total Value Score	43[a]	66[a]	59[a]	63[a]	47[a]	--	--	--	--
T-S Distance	-27	06	09	08	-15	02	--	--	--
Teacher Ranking	07	29	-11	05	-01	07	24	--	--
Me/Teacher D^2	-05	-10	11	11	-13	-04	10	09	--

* $p < .05$ (one-tailed)

a Variables are not independent in their definitions

Table 9

Means of Distances Between SD Concepts

		Leander			Barton Hills		
		1st	2nd	3rd	1st	2nd	3rd
Mother	School	9.83	8.00	9.00	8.41	5.53	4.47
Mother	Me	8.67	8.05	6.72	5.35	6.07	5.47
Mother	Teach.Pet	8.78	6.95	9.06	5.59	6.87	5.79
Mother	Home	7.78	8.89	9.44	7.18	6.07	5.37
Mother	I Self	8.89	6.95	7.17	6.59	5.53	4.63
Mother	Teacher	6.44	5.21	5.83	6.65	4.93	5.37
Mother	Father	8.56	7.79	6.89	7.29	6.00	4.37
School	Me	11.39	8.68	7.61	8.94	7.33	7.00
School	Teach.Pet	9.17	9.05	9.72	7.76	10.93	7.42
School	Home	11.50	7.42	9.33	4.88	4.67	5.53
School	I Self	8.72	5.05	5.06	7.94	5.07	4.89
School	Teacher	10.83	7.53	4.72	5.88	7.93	5.94
School	Father	8.28	6.74	6.06	7.24	4.87	3.79
Me	Teach.Pet	7.33	7.42	9.94	5.88	7.93	5.94
Me	Home	10.67	8.74	8.50	5.06	6.93	8.32
Me	I Self	7.67	8.16	5.44	5.59	3.60	7.16
Me	Teacher	10.83	9.89	6.11	7.18	5.67	5.68
Me	Father	8.67	9.95	7.72	7.24	5.00	6.26
Teach. Pet	Home	11.11	9.00	12.72	8.76	11.47	7.05
Teach. Pet	I Self	8.67	8.00	6.67	6.65	6.93	6.32
Teach. Pet	Teacher	9.89	8.37	6.67	8.24	5.13	6.00
Teach. Pet	Father	9.33	10.32	10.50	9.12	8.60	7.32
Home	I Self	12.33	8.37	10.95	7.65	6.40	6.63
Home	Teacher	12.22	9.05	9.06	6.76	8.20	6.63
Home	Father	8.33	9.63	9.11	6.59	5.80	5.95
Ideal Self	Teacher	8.00	5.42	3.44	7.12	7.27	5.58
Ideal Self	Father	8.78	7.58	6.50	4.47	2.87	3.74
Teacher	Father	10.33	7.32	6.50	8.29	7.33	5.21

Table 10

Proportions of Ss Having Only
Middle Class Variant

	Leander				Barton Hills			
	1	2	3	Overall	1	2	3	Overall
Aux. Omission	.64	.47	.82	.64	.94	.86	1.00	.94
Singular/Plural	.55	.35	.59	.49	.71	.86	.89	.83
Ing/In	.73*	.76*	.47*	.64*	.07*	.07*	.22*	.12*
Sit/Set	.50	.44	.45	.46	.93	1.00	1.00	.97
Spank/Whip	.00	.50	.77	.66	.88	.80	.93	.87

*These proportions are of Ss having only the lower class variant since nearly all Ss had some in occurrences.

Table 11

Means Overall Three Grades:
Socialization Variables

	Barton Hills	Leander
Cleanliness	.80	.71
Aggression	.74	.58
Education	.83	.74
Honesty	.96	.84
Manners	.92	.86
Values Questionnaire Total	.84	.73
T-S Distance	38.00	48.09
Me/Teacher D^2	6.24	8.22

Table 12

Correlation of Socialization and

Linguistic Variables: Leander

		N	VS	T-S	T-R	D^2	N.U.	A.E.	S/P	Ing	Sit	Spank
Socialization Measures	Values Score	45	--									
	T-S Distance	45	02	--								
	T-Rank	45	02	-04	--							
	D^2:Me/Teacher	45	-02	-25[a]	18	--						
Linguistic Variables	No. Utt.	45	10	-03	-02	14	--					
	Aux. Error	45	-14	29*	34	10	-11	--				
	Sing./Pl.	45	09	-05	-21	-16	01	-14	--			
	Ing/In	45	-35[a]	14	-20	-06	04	-23	-17	--		
	Sit/Set	39	-22	-17	-09	09	-30*	-19	-18	30*	--	
	Spank/Whip	32	-17	20	24	-11	06	-29	-51*	47*	36*	--

* $p < .05$ (one-tailed)

a Substantially large correlation but not with the predicted sign

Table 13

Correlation of Socialization and
Linguistic Variables: Garton Hills

		N	VS	T-S	T-R	D^2	N.U.	A.E.	S/P	Ing	Sit	Spank
Socialization Measures	Values Score	48	--									
	T-S Distance	46	02	--								
	T-Rank	48	07	24	--							
	D^2:Me/Teacher	46	-04	10	09	--						
Linguistic Variables	No. Uct.	48	03	-17	-09	16	--					
	Aux. Error	48	-03	-17	24	-16	03	--				
	Sing./Pl.	48	06	-09	33	-01	07	62*	--			
	Ing/In	48	19	-22	-18	-03	25	23	09	--		
	Sit/Set	38	01	-11	00	04	21	04	08	13	--	
	Spank/Whip	32	-26	03	19	-36	-19	10	15	-01	00	--

* $p < .05$ (one-tailed)

APPENDIX

Q-Aus-Ad U. S. REGIONAL SURVEY Form III

Austin Section

"Hello. My name is _____. I'm with the U. S. Regional Survey. We're studying how customs differ around the country: from place to place and from generation to generation. I wonder if I could talk to you for about an hour. We'd like to get an idea of what people's customs and attitudes are around here--ways of doing things and talking that are different from California, or Chicago, or Boston, or New York. Customs are always changing from place to place and from one time to another. We'd like to get them down (get the geography and history of them) right from the people who are using them. There is no right or wrong to the questions I'm going to ask you--except <u>your</u> way of saying things or doing things. Actually, I think you'll probably enjoy talking.

(Use as much or as little of this as you feel to be necessary or helpful: Do not show credentials unless absolutely necessary--try to remain informal and friendly).

SCREENING SECTION:

We are particularly interested in people from this area.

0.1 Were you born around here?

0.2 (If 'No')

0.21 Where were you born?
0.22 Did you move here <u>before</u> you were five years old?
0.23 Where did you move from?

WHILE ADJUSTING TAPE RECORDER VOLUME CONTROL:

0.3 Could you count to ten for me please?

0.4 What are the days of the week?

0.5 What are the months of the year?

PLAY BACK TO CHECK EQUIPMENT:

0.6 Does that sound like you?
0.61 (to anyone else around) Does that sound like him?

RESET RECORDER ON "RECORD"

N. B. Items marked * must be asked of everyone.

Items marked % should be used only if you feel you need more speech.

If a person seems embarrassed by a subject or question, go on to another topic. In general, it is better to keep the conversation going smoothly than to get specific information.

*I. Family and Personal History

1.1 Where (did you say you) were born?

1.11 Where did you go to school?
1.111 Elementary
1.112 High School
1.113 College/trade school

1.12 How far did you go in school? (If more natural, ask before 1.11)

1.13 Can you give me an idea of the different places you've lived starting about the time you were five?
1.131 Was that in a town or on a farm?

1.14 When were you born?

1.2 Were your parents from around this area?

1.21 Where were they from?

1.22 Where were your grandparents from?

1.23 How long has your family lived in Texas?

(Try to find out first generation outside the U. S.)

1.3 Have you made any long trips outside this (Central Texas) area?

1.4 When you were growing up, who were all the people who lived in your house?

1.41 Who was the main person who worked in your family?

1.42 What (kind of work) did he (she) do?

1.43 Did anybody else work?
1.431 What did they do?

1.5 How many brothers and sisters do you have?

1.51 Who's the oldest?

1.52 How many are older than you?

1.53 How many are younger than you?

1.54 Do many of them live around here? Where?

1.55 Do you see them often?

1.56 What do you do at family get-togethers?

1.6 What was the first job you got after leaving school?

1.61 Did your folks ever say what they wanted to be?

1.62 Are you working now? What do you do?

1.63 Is there anyone else in the family who works?

1.64 (If not working) Are you getting any help from unemployment or welfare?

1.7 How long have you been married?

1.71 How old were you when you got married?

1.72 How did you meet your husband (wife)?

(POSTPONE THE FOLLOWING LANGUAGE QUESTIONS UNTIL FORMAL READINGS UNLESS YOU SUSPECT SPEAKER HAS SPOKEN ONLY ENGLISH ALL HIS LIFE)

1.8 What was the first language you learned to speak?

1.81 (If not English) Who do you speak it with?
- 1.811 grandparents and elderly persons
- 1.812 parents
- 1.813 brothers and sisters
- 1.814 friends on the street
- 1.815 children

1.82 What other languages do you speak?
- 1.821 Where did you learn them?
- 1.822 Who do you speak them with?

1.83 Do you go to church regularly?
- 1.831 What language is used in church?
- 1.832 Which church is that? (Name, location)

1.84 Do you listen to Spanish radio?

1.85 Newspapers?

1.86 Is your Spanish as good as it was? As your parents?

1.87 Where did your learn English?

II. Changing Times

2.1 Are people as friendly around here as where you lived before (as they used to be)? Why?

2.2 More and more people seem to be moving to the cities. Do think that's good?

2.21 Why do they move?

2.22 Have you ever thought of moving?
2.221 To the city?
2.222 To the suburb?
2.223 To the country?

2.23 How do you like it here?
2.231 What do you like most?
2.232 What are some of the disadvantages?

2.3 How have things changed around here since you were young?

2.4 How do people around here help each other if someone's in trouble?

III. Children's Lore (Not for adolescent males)

3.1 What kind of (outdoor) games did you play as a kid?

F3.11 How do you play hopscotch?
3.111 What do you call the stone they throw?

*3.12 How do you decide who's IT in a game (e.g., hide-and-seek)?
3.121 Do you use any rhymes?
*3.122 Do you know "Eeny, meeny...."? How did it go?

F3.13 What was your favorite jump-rope rhyme? How did it go?

3.131 What about clapping games?
3.132 Rhymes for bouncing a ball?
3.133 Rhymes to make fun of people?
3.134 What about autograph book rhymes?

3.2 Did you ever use a secret language? How did it work?

3.21 Can you say something in it?

IV. Peer Group

*4.1 About how many kids were there in the group you (used to) hang around with?

4.11 Any of them (Mexican, Anglo, Negro....)?

4.12 (If different from group) Does he speak Spanish?

4.2 Where do (did) you hang out?

4.3 What kind of things did you do together?

4.31 What did you do for excitement?

4.32 What did you do on Saturday nights?

4.4 What do you call a guy who's a big phony?

*4.5 Could a kid be a brain in school and still hang around with your crowd?

V. Fighting

5.1 What are the rules for a fair fight (around here)? (If anything goes)

5.11 If you're fighting with somebody you know?

5.2 What was the best (worst) fight you ever saw?

5.21 What was the best (worst) fight you were ever in?

M5.3 Did you ever fight a guy bigger than you? What happened?

M5.4 If a guy says "I give", could you turn your back and walk away?

5.5 How do girls fight around here?

VI. Hunting and Fishing

6.1 Do you do much hunting and fishing?

F6.11 Does your husband (brother, son) do much hunting and fishing?

6.2 What do people fish for (try to catch) around here?

6.21 What kind of tackle do you use?

6.22 What do you use for bait?

6.23 Where do you generally fish?

6.231 Where are the best fishing spots around here?
6.232 What can you catch there?
6.233 Are they stocked? By whom?

6.3 What do you hunt?

6.31 What do you like to hunt best? (If deer)
6.311 Where do you hunt?
6.312 How much do they get for leases around here?
6.313 What kind of luck have you been having recently?

6.32 What's "varmint hunting"?
6.321 Have you ever done any? What happened?

6.4 A lot of people got killed out this way hunting last year. Why do you think that is?

6.41 Have you ever had any accidents while hunting? What happened?

VII. Danger of Death and Fate (via: accidents, driving)

%7.1 How long have you been driving?

7.11 Do you do much driving (in the city)?

7.12 Have you seen any bad accidents recently? What happened?

7.13 Have you ever been involved in an accident? What happened?

%7.2 Have you ever seen a drag race?

7.21 Are the police pretty strict with drag racers around here?

7.22 They sure can be dangerous. Have you heard of anyone being hurt in one around here? What happened?

*7.3 Have you ever been in serious danger of losing your life?

7.31 What happened?

*7.4 Some people say "whatever's going to happen is going to happen." (What do you think about that)?

7.41 Of course there's no need to go lookin' for trouble, either....

VIII. Men and Women

8.1 When you were a teenager, what was the slang word for a goodlooking girl (boy)?

8.11 An ugly girl (boy)?

8.12 What do you look for in a girl (boy) you want to go with?

8.13 Have your ideas ever changed?

*8.2 Do you think a man is ever justified in hitting a woman?

8.21 (If yes) When?

8.22 (If no) Why not?

8.3 If a man can't get a job, should he stay with the family and help with the housework?

8.31 Even if it makes it harder for the family to get welfare?

*8.4 What would you say is a successful man?

IX. School and Social Aspirations

*9.1 Suppose you had a choice of three jobs:

9.11 A high-paying job with a good chance of losing it.

9.12 A medium-paying job with a 50-50 chance of losing it.

9.13 A low-paying job with practically no chance of losing it.

Which would you take?

*9.14 Why?

*9.2 How much schooling does a young man need to get ahead?

9.21 Did (does) your family ever talk to you about staying in school?

*9.3 Did you ever get any real kicks out of learning something in school?

9.31 What?

9.32 Why? (What did you like about it?)

9.4 If you had a choice of any job, what would you like to do?

9.41 Why?

%X. Entertainment

10.1 What television shows do you watch every week?

10.11 What's your favorite show today?

10.2 Do you go to the movies often?

10.21 Where do you go for a movie?

10.3 What's your favorite singing group?

10.31 Do you know any group of people around here who sing together?

10.4 What (else) do you do for entertainment around here?

10.41 Do you ever go up to the Liberty Hill Riding Club?

XI. Lexical Items

11.1 Regional

11.11 Are you familiar with the word <u>spider</u> for a kind of cooking utensil?
11.111 (If yes) Where did you learn it?
11.112 Do you use it?
11.113 Who else uses it?

11.12 What is a <u>Dutch Oven</u>?

11.13 What is a <u>polecat</u>?

11.14 An <u>asp</u> (other than a snake)?

11.15 A <u>resaca</u>?

11.16 A <u>snake doctor</u>?

11.17 A <u>mosquito hawk</u>?
11.171 Are a snake doctor and a mosquito hawk alike or different?
11.172 How are they alike/different?

11.18 <u>Lightbread</u>?

11.19 <u>Algerita</u>?

11.20 A <u>running board</u>?

11.2 Definitions

11.21 What relation is your grandmother's sister to you?
11.211 What relation is her (the great aunt's) daughter to you?

11.22 What is a flying insect which gives off flashes of light?

11.23 What's a tiny insect which digs into your skin and itches?

11.24 What do you call the covering placed on a bed pillow?

11.25 What do you call the meal you eat at night?

11.26 What do you call the (large) things hanging on pine trees? (Ans. BURRS; CONES)

11.3 Choices

11.31 What do you cook bacon in?

11.32 What do you call that thing you turn water on with....
11.321 In the kitchen?
11.322 In the (back) yard?

11.33 Where do you stop when your car needs gasoline?

11.34 What do you call the kind of store where they sell all sorts of small cheap things (candy, cosmetics, stationery, hardware, etc.)?

11.35 What's a slang word for being stingy/a stingy person?
11.351 Are there any others?

11.36 What are some current terms for "necking"?

11.4 Identification

11.41 It is quarter _____ eleven?

11.42 What do you call this?
11.421 Hold up a paper bag.
11.422 Hold up a ball of twine.

11.5 Identification (Show picture of wishbone, pail-bucket, lizard, horsefly, scorpion, and sofa)

What is the correct way to say:

Houston

Colorado River

Laredo

Nuevo Laredo

San Antonio

Mexico

San Marcos

New Braunfels

Guadalupe

Los Angeles

San Francisco

San Francisco

SPRING CAN BE FUN Form III B

One day last March I bought a new red kite. I asked Mary Cooper to come and fly it with me. "Let's fly it by the lime quarry," I said. "It's a mighty fine kite of fire-engine red and will fly higher than the eye can spy."

"I think a thing like that could be bad," Mary said. "There are witches in that old quarry. Why don't we go somewhere or do something which would be safer?"

"Don't be silly. There is no such thing as a witch. Besides, when the wind is high a kite will fly ten times higher out there. And it won't get caught on somebody's tin roof, either. Now, stop dragging your heels and let's get moving."

Mary wasn't very merry at that thought. She said it could rain out there and that witches make people believe that their places are just the same as anywhere else. A team of wild horses couldn't get her to move from the ranch. I talked myself hoarse trying to get her to leave. I stalked up and down trying to wrench her away from her chair. But she claimed she had to feed the stock. She said that there was no reason to roam around like I owned the place and to get hot under the collar.

Finally Mary smiled and said, "Witches can't ride in cars. If you promise not to go too near the edge of the quarry, I can sit on top of the car and eat on an apple core. Let's go."

Sometimes I just don't understand women at all.

I caught my dog under the army cot.

You can't pull that stuff in the pool hall.

Did Don get up at dawn?

He claims it rained eight days in May.

Don't you <u>dare</u> hit your <u>dear</u> little brother.

The bright light of the fire climbed higher in the sky.

When I passed by I read the sign.

The cat found out about the mouse around the house.

I always looked for trouble when I read the news.

I never met a guy with less sense since I was in the army.

If he gets any sense he'll mend the fence yet.

He's out of luck, he didn't lock the car.

You can empty the ashes in the trash can after you ask Dad.

When did we win the war?

The team seems to feel free and easy.

There's no better deer hunter in this part of the country.

When is Mary Poppins going to marry Bert?

Mary said, "Merry Christmas."

He's too cheap to chip in.

Who's in a good mood around here?

meet

tape

creek

make

lame

team

rain

fear

train

Mary

merry

marry

run

type

which

witch

kite

pin

might

pen

tin

lime

ten

win

when

think

miss

chip

mess

ship

messed

eye

sat

suit

I

soot

ruin

coop

room

hoop

root

hoof

route

ranch

roof

wrench

wrote

caught

stalk

cot

for

shout

far

their

poor

there

pour

farm

core

form

car

horse

something

hoarse

closet

snapping

fire

breaking

cog

cut

hog

wash

dog

four

on

higher

coat

own

Read the following pairs aloud and say whether they <u>sound</u> the same or different to you.

pin:pen

cot:caught

horse:hoarse

farm:form

core:car

Mary:merry

creek:crick

merry:marry

ranch:wrench

ranch:wrench

Mary:marry

route:root

their:there

pour:poor

ten:tin

which:witch

stock:stalk

score:scar

cheer:chair

ship:chip

dew:do

sold:soul

Luke:look

shore:sure

collar:caller

pool:pull

lock:luck

Ruth:roof

sheep:ship

Don:dawn

poor:purr

for:four

steer:stair

for:far

pass:passed

for:fur

mush:much

find:fine

chin:shin

stud:stood

fill:feel

In which group does your <u>TOTAL</u> family income fall?

a. Under $1800 annually

b. $1800 - $3600 "

c. $3600 - $5000 "

d. $5000 - $10,000 "

e. Over $10,000 "

Middle Class Values

Name _____ Grade _____ Date _____

1. Do you wash your hands before you eat? _____
2. Do you like school? _____
3. Do you fight at home? _____
4. Do you like to say the pledge to the flag? _____
5. Do you do your own work instead of copying someone else? _____
6. Do you talk when someone else is talking? _____
7. Do you tell your mother when you do something wrong? _____
8. Do you like to scream and yell at people? _____
9. Do you take a bath every day? _____
10. Do you like to read books? _____
11. Can you sing "My Country Tis of Thee"? _____
12. Do you always wait your turn in line? _____
13. Have you ever been beat up in school? _____
14. Do you know who the president of the U. S. is? _____
15. Do you brush your teeth every day? _____
16. Is it fun to learn new things in school? _____
17. When someone drops something, do you pick it up for them? _____
18. Do you like to tell the truth? _____
19. Do you hit people who make you mad? _____
20. Do you like to wash your face? _____

21. Have you ever beat up anybody in school? _____

22. If you found something that belonged to someone you knew, would you give it back to him? _____

23. Do you like to wear clean clothes? _____

24. Would you rather play than go to school? _____

25. Do you call people bad names when you are mad? _____

26. Do you like to have your hair washed? _____

27. Do you like for others to be blamed for something you did wrong? _____

Please response: _____

_____

Thank you response: _____

_____

Middle Class Values - Underline the Response

Name _____ Grade _____ Date _____

Score

1. Suppose your mother said that you did not have to go to school today. When it was time to leave for school would you go or not? _____

2. Suppose the teacher asked you a question and you did not know the answer but you heard the person behind you say the answer. Would you tell the teacher the answer you heard or tell her you didn't know the answer? _____

3. Suppose you had something very exciting to tell the class but someone else was talking. Would you wait until he finished or try to tell you story at the same time? _____

4. Suppose you broke one of your mother's plates. Would you tell her or throw the pieces away without telling her? _____

5. If your mother said you didn't have to take a bath tonight would you take one or not? _____

6. If you were sick and had to stay in bed, would you rather play with your toys all the time or read a book part of the time? _____

7. If your teacher said you didn't have to wash your hands before lunch, would you wash them or not? _____

8. Suppose you are very mad at someone and there is no one around to hear you. Would you scream at the person who made you mad or would you sit down quietly and think about it? _____

9. Suppose you are in line waiting for a drink of water, and the teacher is not there. If someone offered to give you a cut at the front of the line, would you take it or stay at the end of the line? _____

10. Suppose you were in the school room all by yourself and you drew some pictures on the blackboard but no one saw you. If the teacher got very mad about it and asked who did it, would you tell her or just not say anything since no one could tell on you? _____

Score

11. If you didn't have to go to school, would you go anyway to learn new things or would you stay at home and learn the things your mother could teach you? _____

12. If you were mad at someone who was littler than you, would you tell him you were mad or would you hit him? _____

13. Pretend it is time to leave for school and you have to get dressed. Your mother says you can wear a clean shirt or wear the same one you wore yesterday. Which shirt would you wear? _____

14. Suppose that you are in the room with just one other little boy/girl, and he/she pulls your hair. Would you pull his/her hair back, hit him/her or walk out of the room? _____

15. Thank you response to sucker. _____

0 = acceptable 1 = unacceptable

Name_____
Grade_____
Date_____

Form 3
Stolz and Gay
1967

Socialization Questionnaire

		R	Score
1.	Do you like to have your hair washed?	_____	_____
2.	Do you hit people who make you mad?	_____	_____
3.	Suppose the teacher asked you a question and you didn't know the answer, but you heard the person behind you say the answer. Would you tell the teacher the answer you heard or tell her you didn't know the answer?	_____	_____
4.	Do you like school?	_____	_____
5.	Do you take a bath every day?	_____	_____
6.	Suppose you broke one of your mother's plates. Would you tell her or throw the pieces away without telling her?	_____	_____
7.	If you didn't have to go to school, would you go anyway to learn new things, or would you stay at home and learn the things your mother could teach you?	_____	_____
8.	Do you fight at home?	_____	_____
9.	Do you talk when someone also is talking?	_____	_____
10.	If you were sick and had to stay in bed, would you rather play with your toys all the time, or read a book part of the time?	_____	_____
11.	Do you do your own work instead of copying someone else?	_____	_____
12.	Suppose you were in the classroom all by yourself and you drew some pictures on the blackboard but no one saw you. If the teacher got very mad about it and asked who did it, would you tell her or just not say anything since no one could tell on you?	_____	_____

13. Do you brush your teath every day? _____ _____

14. Do you always wait your turn in line? _____ _____

15. Suppose your mother said that you did not have to go to school tomorrow. When it was time to go, would you go to school or stay at home? _____ _____

16. Do you like to scream or yell at people? _____ _____

17. Do you wash your hands before you eat? _____ _____

18. Suppose you are in the classroom with just one other boy/girl, and he/she pulls your hair. Would you pull his/her hair back, hit him/her, or walk out of the room? _____ _____

Semantic Differential Instruction

Opening Instructions: "Hello. We are going to play a little game where I will ask you to think about some different people and things.

1st Concept: First, I want you to think about <u>your mother</u>. Are you thinking about her?

Scales: All right now, is your mother "good or bad"? A little bit good or very good? (Or a little bad or very bad, depending on child's response.)

Is you mother "slow or fast"? A little bit _____ or very_____?

(So on through each of the eight scales.)

For each new concept: Now let's think about something different. I want you to think about <u>your school</u>. Are you thinking about it? (Continue asking about each scale as described above.)

Semantic Differential

Mother

bad — good

little — big

slow — fast

dirty — clean

weak — strong

mean — kind

cold — hot

sad — happy

School

bad — good

little — big

slow — fast

dirty — clean

weak — strong

mean — kind

cold — hot

sad — happy

Me

bad — good

little — big

slow — fast

dirty — clean

weak — strong

mean — kind

cold — hot

sad — happy

Child Teacher Likes Best - Self

bad — good

little — big

slow — fast

dirty — clean

weak — strong

mean — kind

cold — hot

sad — happy

Name_____ Grade_____ Date_____

Home

bad	good
little	big
slow	fast
dirty	clean
weak	strong
mean	kind
cold	hot
sad	happy

How I'd Like to Be

bad	good
little	big
slow	fast
dirty	clean
weak	strong
mean	kind
cold	hot
sad	happy

Teacher

bad	good
little	big
slow	fast
dirty	clean
weak	strong
mean	kind
cold	hot
sad	happy

Father

bad	good
little	big
slow	fast
dirty	clean
weak	strong
mean	kind
cold	hot
sad	happy

Name_____

-0E0
PS