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A Study of the Values of Public High School Students in Louisiana.

Perry Lawrence Davis

Louisiana State University and Agricultural & Mechanical College

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A STUDY OF THE VALUES

OF PUBLIC HIGH SCHOOL STUDENTS IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by

Perry Lawrence Davis
B.S., Springhill College, 1940
M.A., Mississippi Southern College, 1949
July, 1954
MANUSCRIPT THESSES

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ABSTRACT

A test was designed to measure values in high school students by modifying the Allport-Vernon-Lindzey Study of Values. The test was modified by reducing the vocabulary load and reading level of the original test; all other administrative and scoring techniques were unchanged.

The modified version of the Study of Values was called the Davis High School Edition of the Study of Values. According to the Flesch formula the new test required a sixth grade reading ability and an eighth grade education. The estimated validity was based on Pearson's correlations of the scores of the parent test and scores of the Davis High School Edition from 108 subjects of Garland High School.

The product-moment correlations of the six values were: (1) theoretical .76, (2) economic .88, (3) aesthetic .84, (4) social .78, (5) political .73 and (6) religious .73. The estimated reliability was based on test-retest method. The second administration was five weeks after the first administration. Product-moment correlations of the two administrations for each of the six values were: (1) theoretical .89, (2) economic .89, (3) aesthetic .88, (4) social .88, (5) political .86 and (6) religious .85.

The Davis High School Edition was administered to 1128
subjects in nine public high schools of Louisiana. The schools were selected from scattered geographical areas, representing several types of schools, several cultures, several socio-economic levels, and two races. The means and standard deviations of the scores of this sample compared favorably with college norms. High school student scores were more homogeneous than college scores. The sex-differences profile of high school students was similar to college students.

Tentative high school norms were presented for general use for white male-female norms, for general Negro norms and for Negro male-female norms. Separate norms were deemed necessary and useful since an analysis of variance of the sample showed significant differences for male-female and Negro-white.

The analysis of variance of the total sample showed significant differences between Negro students and white students for all values except the political value. The analysis also showed some differences between northern and southern schools of Louisiana, and no sex difference in Negroes for the religious, aesthetic, political and economic values. The Negro sample was the most homogeneous group recorded to date by the writer or other investigators in the field.

Profile patterns illustrated the approximate differences found in and among the schools and sub-sample groups of the study. The most significant profile difference was found in
the comparison of Negro and white students in the same town, but there was little difference in the profiles of Negro and white students in the same city.

The Davis High School Edition of the Study of Values was a satisfactory instrument to use with high school students. It should be a valuable tool for individual counseling as well as group research for a large population which heretofore has been denied the use of the values test because of its difficulty.
CHAPTER I

INTRODUCTION

The study of man is perhaps more important than any other subject; this study concerns itself with the products of our public schools, the men of the future. High school ends the formal education for most of our future citizens and the type of person emerging from our schools will determine the success or failure of democracy.

Over thirty years ago George Coe wrote, "According to our angle of approach, the great fault of modern youth is superficiality or lack of organization; or lack of standards and scales of value; or lack of intelligently discriminated purposes."\(^1\) More recently Robert Skaife listed some of the charges made against the public schools as follows: (1) they are tending toward socialism and collectivism; (2) they fail to teach moral and spiritual values; (3) they fail to teach fundamentals; (4) they encourage juvenile delinquency, and (5) they contain too many frills and fads.\(^2\) Now many of

\(^1\) George A. Coe, What Ails our Youth? (New York: Charles Scribner's Sons, 1924, p. 52.

these criticisms are the results of axe grinding and of pressure groups who have found little factual information to substantiate their attacks.  

Because there is a constant change in our society, and because there is always the unjust element along with the just criticism of the schools, it is important to educators to evaluate not only the scholastic achievement, but also the interests, the ideals and the values of their students. The important task is to gather facts about our public schools and then informed communities will no longer question the type of educational job that is being carried on in their schools. No longer will there be a need for the questions that Roy Larsen has listed:

There are many other things that our citizens want to know about the nation's educational commitment and goals. They are curious about the changes that have taken place in the schools since they left them. They ask for reasons behind the changes and about the effects these changes will have on their own children. They ask questions like this: What does "training for citizenship" mean? Who is to decide what a "good" citizen should believe? How does the responsibility of the school merge with the responsibility of home and of church? How can the schools emphasize the moral and ethical values of which they speak without endangering the principle of separation of church and state? Is it true that values have largely been eliminated from schools? Is it true that textbooks are leftist?

3 Ibid., p. 361.
As long as the schools remain close to the people, as long as there are conscientious citizens seeking a sounder society for the succeeding generation, as long as educators are willing to face the fundamental moral and idealistic problems of society, and as long as the supreme good consists in service to some transcendent value, there need not be a fear for the future of democracy or the fate of the schools of our nation. However, rather than speculate about the character, values, and knowledge of the students in our public schools, educators should have factual information to present a true picture of their work.

In an effort to determine something of the nature and character of secondary students, this study was directed toward the values, interests, and attitudes held by them. For this purpose the Allport-Vernon-Lindzey test was selected as the instrument that best gave a personality picture deeper than those found in vocational interest and social attitude tests.\(^5\) Modifying the test for high school students has never been successfully done prior to this study.\(^6\) The use of this

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\(^6\) Letter of Gordon W. Allport, senior author of *Study of Values*, to writer, May 19, 1953.
instrument to measure the values and interests of secondary students on a state-wide sampling has never been tried before. The hope that future citizens from our high schools might know themselves a little better and that educators might see a little clearer the problems facing youth prompted this study of values.

I. THE PROBLEM

Statement of the Problem. The purpose of this study was twofold: first, to modify the Allport-Vernon-Lindzey Study of Values test so that it might be used easily by high school students; second, to determine the theoretical, economic, aesthetic, social, political, and religious values of some of the public high school students of Louisiana for: (a) future study, (b) the factors relevant to guidance and education, (c) a comparative study of the sampling, and (d) the establishment of local norms.

Delimitation of the Problem. The problem was limited to seven white and two Negro public high schools of Louisiana during the 1953-54 session. Religion, sex, age, grade level, courses of study, and socio-economic factors were not considered except as area samplings obtained by the selection of the schools for the study. This study included only the
six values measured by the modified version of the Study of Values.

Importance of the Study. Educators almost universally maintain that the schools exist to prepare the pupils to take a full and active part in the life of the community and state. Most educators realize that the strength of any educative system, be it home, school, or church, must predicate its future existence on the products produced. Many educators like James Edmonson conclude that basic values should be taught in the school system:

Moral values are human values, and these form the foundation of American democracy. A primary task of our public schools is to acquaint boys and girls of widely differing background with these basic values and to provide situations in which these ideals can be translated into action.

There are instruments and techniques to measure many phases of the student's progress but few instruments that can be widely used which deal with basic needs and drives. The personality of the student, while not a forgotten area,


is for the most part not quantitatively known. Educators are concerned about the future citizen but too few educators have concentrated on the task of measuring all of today's educational goals.

There is a growing demand by citizens and parents to know what is being taught; consequently, it is necessary that educators be prepared to answer these demands with factual information. If a complete education includes all values, then it is time to secure facts about the basic values held by the students in our public schools. Therefore, a values test suitable for high school students and for its use with this population may be considered useful and important to all interested in education.

Sources of Data. The primary sources of the data were the Study of Values by Allport, Vernon, and Lindzey, the Davis High School Edition of the Study of Values, the test scores, and the personal data secured from each of the testees in the selected sampling. Additional data were secured from the principals' offices of the schools in which the tests were administered and from records of the State Department of Education of Louisiana. Secondary sources of information were obtained from selected references pertaining to the Study of Values.
II. DEFINITION OF TERMS

Definition of Terms. The definitions of the value terms as measured in the test will be given and explained in Chapter II, "Review of the Literature on the Study of Values," page 12. There are seventeen types and forty-four definitions of value recognized in the various disciplines.\(^8\) Values are not defined in the Manual of the Study of Values by Allport, Vernon, and Lindzey. Defining value would limit the meaning and interpretation of the test; therefore, the definition for the word "value" selected from David Prall is to be considered only as a point of reference.\(^9\)

Value is precisely the term applied in common usage to objects which stand at the outer end of a relation called liking, the inner end of which is a human mind that likes. And liking is in its primary nature, as an existing response in an actual organism, a process of mind or an attitude of mind clearly distinguishable from that process or attitude called judging.

Interest. The term interest was used to convey the strength of motivation, drive, or need which consistently directs behavior toward a selected goal.

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Attitude. The term attitude was used to denote those relatively permanent dispositions and feelings which tend to direct behavior toward or against groups, individuals, institutions, or objects.

Personality. The term personality was used to express the integrated and organized reaction patterns which identify the totality of the individual's characteristics.

Character. The term character was used to indicate those qualities of people whose conduct is governed by fundamental elements and ethical values which are governed by all social sanctions.

III. METHOD OF PROCEDURE

Method of Procedure. A review of the literature was made to determine whether or not there was an instrument available to secure the desired information. A letter from the publishers of the Study of Values revealed that there was no current edition suitable for general high school use. The writer obtained permission from the senior author of the Study of Values, Gordon W. Allport, to modify the test and use it in this study.

The test was modified by reducing the difficulty of the words, presenting a constant format of questions, and phrasing the questions in a simpler form. The revised test
was then administered to thirty-three eighth grade students. Their opinions, reactions, and criticisms were recorded and appropriate revisions were made.

The modified test was then measured for readability by the Flesch formula. Revisions were made and the test was measured again for readability and for the grade level.

The modified form of the Study of Values was administered to one hundred and eight high school students of the eleventh and twelfth grades.

The revised edition of the Study of Values by Allport, Vernon, and Lindzey was then administered to the same group of high school students. The correlation of the results of the two tests was obtained by Pearson's product-moment coefficient. The results obtained indicated that the modified version of the test had some validity because the correlations were significant enough to identify it with the present test. After five weeks, the modified version of the test was again administered to the same one hundred and eight students. The correlation of the results of the first administration of the modified version and the results of the second administration was obtained by Pearson's product-moment coefficient. This test-retest method of establishing reliability showed satisfactory results.

The instrument appeared to be usable with a small number of students. The next step was to use it on a larger sampling.
Permission was obtained from the State Department of Education to administer the test to a selected sampling. The selection was determined with the aid of the Supervisor of Secondary Education to fit the following specifications: a sampling of one thousand or more Louisiana students to include at least one white school in the northeast, one white school in the northwest, two white schools in the central, one white school in the southwest, one white school in the southeast, one Negro school in the north, and one Negro school in the south. The selection of the schools was to include also two white urban schools, two white consolidated schools, three white rural schools, one Negro urban school, and one Negro rural school.

Permission from the parish (county) superintendents and from the principals of the schools was secured. The test was administered by the writer in all the schools and a profile of each student left with the school for counseling.

_Treatment of the Data._ The test was designed to be self-administered, self-scored, and self-profiled. However, scoring had to cross-check; therefore, it was necessary to check each test for proper scoring and proper administration. Students who had not followed instructions were not included in the sampling. The number of tests discarded was one and two-tenths per cent of the total sample. Although errors in scoring occurred in six and nine-tenths per cent of the sample,
these tests were not discarded, but were rescored.

The information from the score sheets was tabulated according to geographical location, sex, color, and grade.

Tables of means and standard deviations were presented as norms for use in other Louisiana Schools.

An analysis of variance was computed to determine the amount of variance that might be attributed to differences in geographic localities, differences in male-female characteristics, and differences in school atmosphere and caste for each of the separate value scales.

Configurational analysis of the profiles for various sampled groups was obtained by using Spearman's rank-difference correlation with the averages between the various samples and sub-samples.
CHAPTER II

REVIEW OF THE LITERATURE ON THE STUDY OF VALUES

Man has always tried to know himself in order to better explain himself. This desire has been exploited since the dawn of history by one means or another. Some men have tried reading character and destiny from the position of stars and planets; others have tried to read character from the lines in the palm of the hand, the bumps on the head, or the crimping of the ear.¹ These methods were discarded long ago by most professional groups.

One of the earliest attempts to obtain a scientific analysis of human personality permitting an objective, accurate estimate of abilities and traits was the Will-Temperament-Test by Downey in 1924.² In 1928 Eduard Spranger's brilliant work was translated into English and in 1931 this theory was used by Allport and Vernon as the basis for their test, A Study of Values.³ For over twenty years this test has been evaluated, analyzed, and explored. The Study of Values has

² Ibid., p. 11.
proved to be a useful instrument in the areas of sociology, psychology, and education.

Allport and Vernon designed the Study of Values from a conviction that a logical, methodical postulate of personality was basic for the development of an instrument to measure the relative strength of the various traits, habits, or capacities within the individual because the isolated measurement of personality traits is incomplete and frequently misleading. Allport and Vernon proposed to measure the broad functions in the personality which were common to all other personalities. To meet these prerequisites Allport and Vernon selected the six-fold classification of values of Eduard Spranger. Spranger's postulate, that men are best known through a study of their subjective values, was one of the bases used to design the Study of Values.

Before considering the properties, the researches, and the uses of the Study of Values the following brief characterization of Spranger's type is presented as a minimum

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5 Loc. cit.
6 Ibid., p. 232.
1. The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgment regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and to systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world—the production, marketing, and consumption of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American business man.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic man makes upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity, and other tangible blessings.

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist; nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience. The aesthetic man chooses, with Keats, to consider truth as equivalent to beauty, or else to agree with Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

4. The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social interest is selfless and tends to approach very closely to the religious attitude.

5. The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.
6. **The Religious.** The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics." That is, they find in the affirmation of life and in active participation therein their religious experience. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic", on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

**Mixtures.** Spranger does not imply that a given man belongs exclusively to one or another of these types of values. In every personality, as the present test shows, there exist all of these six values, although usually in varying degrees of prominence.

In the 1951 revised edition of the *Study of Values*, the authors delimit the social definition as given by Spranger to altruism or philanthropy and exclude the broad conjugal, familial, and religious affections. Allport, Vernon, and Lindzey have concluded that people are not consistently social in all of the areas enumerated by Spranger, and deleted some of the areas given in the 1931 version of the test.

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The selections of the six types of values have not made provisions for formless or valueless personalities, for those who adhere to an expedient or hedonistic philosophy of life, or for those who are motivated by sensuous values. Although Spranger has presented an optimistic picture of human nature and there are apparent omissions, it is nevertheless the thesis upon which the values test and many others have been designed.

I. PURPOSE OF THE STUDY OF VALUES

The Study of Values test attempts to measure simultaneously the relative prominence of interest in the personality. Super considers the traits measured as evaluative attitudes which verge on needs and drives. The values are more basic than interest and concern the valuation of all types of activities and goals.

II. CONTENT AND ADMINISTRATION OF THE STUDY OF VALUES

The Allport-Vernon test consists of forty-five items. The first thirty items are paired comparisons with forced

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10 Allport, Vernon, and Lindzey, op. cit., p. 12.
11 Loc. cit.
weighted responses. The last fifteen items are multiple-choice with weighted responses. The total number of responses in the test number one hundred and twenty.

The Study of Values is self-administered and usually requires twenty to forty minutes for college students, but there is no time limit. The student, following the printed instructions, scores the test. The raw scores are then tabulated on a score sheet from which a profile (line graph) is drawn. The profile is the principal means of interpretation and brings out the dominant values more effectively than the decile table, which is also printed on the profile sheet.

When the subject shows a preferred interest for a particular value, he must do so at the expense of the other five values. That is, a high score in one value will necessarily force the other five values to a relatively lower position. However, the high score of an individual's profile can not be compared with the score of another individual. The scores do not represent absolute levels of interest, and the interpretation of each score must be based on the

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13 Ibid., p. 467.
14 Loc. cit.
hierarchy of interest as illustrated in the profile. 15

When referring to the development of the Study of
Values and the related studies, it should be made clear that
most of the literature refers to the original test. In gen­
eral, the strengths or weaknesses of the original test may
also apply to the 1951 edition because the authors say: "The
present revision offers certain improvements without in any
way changing the basic purpose of the test or limiting its
scope or usefulness. 16 Stephenson, 17 Gough, 18 and Shaffer 19
also conclude that the 1951 version has been made without
changing the test in any essential respects from the 1931
edition.

15 H. Cantril and G. W. Allport, "Recent Applications
of the Study of Values," Journal of Abnormal and Social
Psychology, 28:259, October, 1933.
16 Allport and Vernon, op. cit., p. 6.
18 Harrison G. Gough, Study of Values, (Oscar K. Bu­ros,
editor, The Fourth Mental Measurements Yearbook, Highland
19 Lawrence F. Shaffer, Study of Values, (Oscar K.
Buros, editor, The Fourth Mental Measurements Yearbook,
III. VALIDITY AND RELIABILITY OF THE STUDY OF VALUES

The validation of the Study of Values, 1931 edition, was established on the basis of: (1) internal consistency, where there was found to be positive correlations between each item of a particular value and the total score of that value; (2) rating methods, which with attenuating correction showed positive correlation of .83 between the test scores as a whole, and (3) general agreement between the occupational groups and the characteristics which identify the occupational groups. 20

The validation is also supported by a study of factor analysis reported by E. Duffy and J. E. Crissy. They called the factors: (a) a Philistine factor, (b) a factor in Interest in People, and (c) a Theoretical factor. 21 Duffy and Crissy found that these three factors corresponded with three of the four factors reported by Lurie in his factor analysis of his test, which is also based on the six values found in the Allport-Vernon test. 22 The same source also reported

21 E. Duffy and J. E. Crissy, "Evaluative Attitudes as Related to Vocational Interest and Academic Achievement," Journal of Abnormal and Social Psychology, 35:244, April, 1940.
22 Loc. cit.
that the three factors found in the Allport-Vernon test corresponded with three of the four factors reported by Thurstone in his factor analysis of the men's form of the Strong Vocational Interest Blank. 23

External validation of the test has been established by comparison of raw scores of men versus women, and scores of various occupational groups, as engineers and clergymen. 24 The a priori hypothesis would expect women, on the average, to be more religious, social, and aesthetic than men, for engineers to be more theoretical than clergymen, and for clergymen to be more religious than engineers. All of these expectations have been borne out by many studies. 25

The following authorities, Duffy, 26 Hartmann, 27 Stone, 28

23 Duffy and Crissy, op. cit., p. 244.
25 Loc. cit.
26 Duffy and Crissy, op. cit., p. 239.
Schaefer, and Arsenian have reported studies which help to validate the 1931 edition of the Study of Values. Indirect validations have been found in a number of studies. Burgemeister and Schooley reported respectively that college education of special types changed value profiles in the expected direction and that the profiles of married couples are similar.

The reliability reported by the authors of the 1951 edition of the Study of Values, was based on the internal consistency of the scales. The split-half reliability of equally divided sub-scales produced the following positive product-moment correlations for one hundred subjects:

1. theoretical, .73, 2. economic, .87, 3. aesthetic, .80, 4. social, .82, 5. political, .77, and 6. religious, .90.


33 Allport, Vernon and Lindzey, op. cit., p. 7.
The mean reliability coefficient using a Z transformation was reported as .32 for the 1951 edition of the test.\textsuperscript{34}

Item analysis of the test was reported by Allport-Vernon-Lindzey. They report that on 730 subjects a positive correlation was found for each item with the total score of its value, significant at the .01 level of confidence.\textsuperscript{35}

The test re-test method of establishing reliability on thirty-four cases was reported by Allport-Vernon-Lindzey for the 1951 edition of the scales. The product-moment coefficients found after one month were: (1) theoretical, .87, (2) economic, .92, (3) aesthetic, .90, (4) social, .77, (5) political, .90 and (6) religious, .91. The mean repeat reliability coefficient using the Z transformation was reported to be .89.\textsuperscript{36}

The values were designed to be independent of each other and high scores for one value necessarily forced other values to a lower score. The basic design of the test should produce negative intercorrelations in general. The relative degree to which various pairs of values are associated

\textsuperscript{34}Allport, Vernon, and Lindzey, \textit{op. cit.}, p. 7.
\textsuperscript{35}\textit{Loc. cit.}
\textsuperscript{36}\textit{Loc. cit.}
have been reported by the authors of the *Study of Values*. Allport, Vernon, and Lindzey\textsuperscript{37} reported this general pattern of negative $r$'s in samples of one-hundred males and one-hundred females. There were twenty-three negative $r$'s and seven positive $r$ correlations ranging from plus .27 to minus .48.

Norms are available for the 1951 edition of the test for college students, college males, college females, engineering students, business administration students, students of medicine, graduate students of education, clergymen, and theological students.\textsuperscript{38}

Super\textsuperscript{39} has found the norms to be reasonably adequate for college students; however, they should serve as a backdrop against which to study the variations of separate scores of the individual.

IV. RELATED RESEARCH WITH THE STUDY OF VALUES

Schaefer\textsuperscript{40} found that there is a trend toward increased theoretic and aesthetic values in the seniors of college groups as compared with the sophomores. Schaefer explained

\textsuperscript{37} Allport, Vernon, and Lindzey, *op. cit.*, p. 7.
\textsuperscript{38} Loc. cit.
\textsuperscript{39} Super, *op. cit.*, p. 467.
\textsuperscript{40} Schaefer, *op. cit.*, p. 419.
that this was due to the fact that colleges emphasized scholarship and non-vocational subjects. Whitley\(^{41}\) found that there was a relatively high degree of constancy of the mean scores, but that the aesthetic scores increased slightly and the religious scores decreased slightly. In a study of 207 men and 136 women, Hartmann\(^{42}\) found that the males reached or exceeded the theoretical median of the females in 76.23\% of the cases. In 63.15\% of the cases the males reached or exceeded the economic median of the females. In 64.45\% of the cases the males surpassed the political median of the females. On the other hand, 67.84\% of the females surpassed the males in aesthetic values, 64.62\% of the females were superior to the males in social values, and 62.40\% of the females were superior to the males in religious values.

Super\(^{43}\) reported that during college years the social interest generally increases while religious and economic interests decrease.

Duffy and Crissy\(^{44}\) reported certain trends found in

\(^{42}\) Hartmann, op. cit., p. 110.
\(^{43}\) Super, op. cit., p. 469
\(^{44}\) Duffy and Crissy, op. cit., p. 239.
their research with the Study of Values. In six out of nine fields of study it was found that good students had higher theoretical values than poor students; in seven out of nine, good students had higher aesthetic values than poor students; in six out of nine, they had lower economic values than poor students; in seven out of nine, good students had lower political values than poor students; in six out of nine, they had lower social values than the poor students; and the religious value showed no trend at all. Generally, academic success was marked by relatively high theoretical and aesthetic scores and low political and economic scores.

The scores on certain sections of the American Council on Education College Sophomore test can be predicted more accurately from certain scores of the Study of Values than from intelligence scores. In this study Schaefer found the following correlations between the A.C.E. divisions and the Study of Values which were significant: Intelligence with the theoretical value, \( r = .21 \); intelligence with the political value, \( r = .60 \); literature with the economic value, \( r = .28 \); fine arts with the aesthetic value, \( r = .47 \); history with the economic value, \( r = .37 \); history with the aesthetic value, \( r = .31 \); general

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45 Schaefer, op. cit., p. 422.
science with the theoretic value, \( r = 0.31 \); general
culture with the economic value, \( r = 0.32 \); and general
culture with the aesthetic value, \( r = 0.43 \).

V. VARIATIONS AND MODIFICATIONS OF THE STUDY OF VALUES

Several variants of the Study of Values have appeared
in the form of value scales. The Loure instrument measures
the theoretical, social, materialistic (philistine), and reli-
gious values.\(^47\) Van Dusen, Wimberly, and Mosier built a
test based on the Lurie test.\(^48\)

J. W. M. Rothney\(^49\) reported an experiment designed to
determine the values of scores made on a revision of the
Study of Values in the prediction of academic achievement of
high school boys. Rothney\(^50\) concluded that the revision was
not similar enough to make exact comparisons between the
scores of the revised high-school test and the original test.
The author of this revised high-school test found that the

\(^{46}\) Schaefer, op. cit., p. 421.
\(^{47}\) Super, op. cit., p. 380.
\(^{48}\) Elizabeth Duffy, "A Critical Review of Investi-
gations Employing the Allport-Vernon Study of Values, and
other Tests of Evaluative Attitude," Psychological Bulletin,
37:611, October, 1940.
\(^{49}\) J. W. M. Rothney, "Evaluative Attitudes and Aca-
demic Success," Journal of Educational Psychology, 27:292,
April, 1936.
\(^{50}\) Ibid., p. 294.
high school boys' scores were more political, more religious, less theoretical, and less aesthetic than were the scores of college students. Rothney concluded that the Revised Study of Values seemed to have been too difficult for students to interpret consistently and to have had very little practical value in the forecasting of school success. Rothney based his statistical report on 149 subjects and had reliability coefficients ranging from .00 for the social value to .60 for the religious value, with .42 for the six values taken together.

Mailer and Glaser simplified and altered the Study of Values to use it with high school students for vocational guidance purposes. In developing this measure Maller and Glaser employed "relative" and "absolute" methods of scoring. The scores were obtained in four areas, the theoretic, the aesthetic, the social, and the economic scale. The Maller-Glaser test was validated by giving it to four criteria groups for the purpose of selecting items which differentiated the groups. The items selected to measure the theoretic value were obtained from a group interested in

52 Ibid., p. 127.
53 Duffy, op. cit., p. 611.
54 Ibid., p. 608.
mathematics and science. The items selected to measure the aesthetic value were obtained from a group interested in art and music. The social items were obtained from a group interested in social work and nursing. The economic items were obtained from a group interested in business and advertising.55

The Interest-Values-inventory by Maller and Glaser omitted the religious and political values of the Allport-Vernon test. The social values in the Interest-Values-inventory were primarily to measure interest in the social welfare of groups. This was not identical with the 1931 or the 1951 measure of the social value of the Study of Values test. The other measures of the Interest-Values-inventory are similar to the interpretation of the test by Allport-Vernon.56

The merits of the Interest-Values-inventory could not be determined because of insufficient data.57 The test was not in print at the time of this review.

The Allport, Vernon, and Lindzey 1951 version of the Study of Values has the appealing feature of being practical, dependable, and informative. The test is useful for both group and individual interpretation.58 Counselors often use

55 Duffy, op. cit., p. 608.
56 Loc. cit.
57 Ibid., p. 611.
58 Gough, op. cit., p. 156.
the test to secure an initial impression of the interests of the client and as a basis for subsequent interviews.\textsuperscript{59} The test values are much broader than specific occupational interest, yet can be used to determine broad vocational interests. It may even be used with some restrictions for industrial selection.

In conclusion, Cantril and Allport state, "The evidence from recent applications of the Study of Values must be interpreted as establishing these values (with the exception of the social) as self-consistent, pervasive, enduring, and above all, generalized traits of personality." \textsuperscript{61}

\textsuperscript{59} Gough, \textit{op. cit.}, p. 50.
\textsuperscript{60} Cantril and Allport, \textit{op. cit.}, p. 272.
CHAPTER III

CONSTRUCTION OF THE DAVIS HIGH SCHOOL EDITION
OF THE STUDY OF VALUES

An instrument was desired for high school students, that would measure the same values as found in the test by Allport, Vernon, and Lindzey. A review of the literature revealed a similar non-available test that would have measured only four of the six values. The Allport-Vernon-Lindzey Study of Values was too difficult for high school use. The writer obtained permission from Gordon W. Allport, senior author of the Study of Values, to modify the test and use it in this study.

Modifying the Study of Values. The Allport test was modified by rewriting the items in simpler terms and presenting a constant format of questions. The scoring, administration, interpretation, and profiling were not changed or modified. The first draft was next administered to thirty-three eighth grade students. This step seemed necessary to determine whether or not the concepts in the Allport, Vernon, and Lindzey test and the Davis High School Edition were parallel. The difficulty of the words not understood by the eighth grade students was reduced so that they could understand them. Items not clear in meaning were brought to their level with the help of these eighth grade students.

Readability of value tests. The Davis High School Edition of the Study of Values was then scored with the Flesch formula for readability. The test was then submitted to teachers of eighth and ninth grade students and subjected to more revisions. The test was again scored with the Flesch formula for readability. The following results were obtained: (1) average sentence length, twelve words, (2) average number of affixes per hundred words, twenty-three, and (3) average number of personal references per hundred words, seven. The score for the entire test after applying the formula was 1.9 which is easy reading for high school students. It required sixth grade reading ability but it was comfortable reading for those who have completed the eighth grade.

The writer subjected eight samples of the 1951 edition of the Allport-Vernon-Lindzey Study of Values to the Flesch formula with the following results: (1) average number of words per sentence, thirteen, (2) average number of affixes per hundred words, fifty-three, and (3) average number of personal references per hundred words, eight. The formula score was 3.9, which is standard reading for ninth grade reading ability or suitable for high school graduates.

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3 Ibid., p. 6.

4 How Does Your Writing Read? op. cit., p. 6.
Table I gives the grade placement as found by Stefflre in some of the most used interest tests. Table II presents the grade placement and the reading difficulty of the Davis High School Edition of the Study of Values. By comparing Table I with Table II, an estimate may be made of the relative grade placement levels of these tests. By inspection, the Davis High School Edition is four grade placements and three grade reading levels below the 1951 edition of the Study of Values.

In order to obtain some idea of the changes made in the Allport-Vernon-Lindzey test, examples of the first question in each test are given below.

The Study of Values—(1) "The main object of scientific research should be the discovery of pure truth rather than its practical application: (a) yes, (b) no."  

The Davis High School Edition of the Study of Values—7 (1) "People study science mainly:

(a) to discover facts and truths about unknown things

(b) to discover useful things for every day living."

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7 The complete test of the Davis High School Edition of the Study of Values is Appendix A., p. 103.
TABLE I

READABILITY OF INTEREST TEST

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleeton Vocational Interest Inventory</td>
<td>12.0</td>
</tr>
<tr>
<td>Study of Values (1931 Edition *)</td>
<td>11.3</td>
</tr>
<tr>
<td>Strong Vocational Interest Blank</td>
<td>10.4</td>
</tr>
<tr>
<td>Kuder Preference Record</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Note: These tests were scored by Stefflre with the Lewerenz Formula.
* Allport, Vernon, and Lindzey

TABLE II

READABILITY OF THE DAVIS HIGH SCHOOL EDITION AND THE 1951 EDITION OF THE STUDY OF VALUES BY ALLPORT, VERNON, AND LINDZEY

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Reading Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Values (1951 Edition) *</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Davis High School Edition of The Study of Values</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>

Note: These tests were scored by the writer with the Flesch Formula.
* Allport, Vernon, and Lindzey.
The sample used for the validation and reliability study. After the revision the Davis High School Edition was administered to 108 eleventh and twelfth grade students of Garland High School. Personal data of the students used in this sample is found in Table III. The sample was selected on the basis of reading ability because the Study of Values (1951 edition) had to be administered to this same group. It was more important to have good readers than to use sex, grade placement, or some other factor as the basis for this selection. Although the girls outnumbered the boys two to one, the average age, average intelligence quotient, and the average grade placement seemed to be a representative sample of high school students at this level.

### TABLE III

PERSONAL DATA OF STUDENTS
USED IN VALIDATION AND RELIABILITY SAMPLE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Subjects</th>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
<th>Average Age</th>
<th>Average I.Q.</th>
<th>Average G.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>28</td>
<td></td>
<td>28</td>
<td>0</td>
<td>17.15</td>
<td>108.67</td>
<td>12.35</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td></td>
<td>12</td>
<td>0</td>
<td>15.00</td>
<td>107.50</td>
<td>13.02</td>
</tr>
<tr>
<td>12</td>
<td>37</td>
<td></td>
<td>0</td>
<td>37</td>
<td>17.06</td>
<td>103.30</td>
<td>11.56</td>
</tr>
<tr>
<td>11</td>
<td>31</td>
<td></td>
<td>0</td>
<td>31</td>
<td>14.58</td>
<td>107.10</td>
<td>10.87</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>40</td>
<td>68</td>
<td></td>
<td>15.95</td>
<td>106.76</td>
<td>11.95</td>
</tr>
</tbody>
</table>

Note: I.Q.'s obtained from California Test of Mental Maturity. G.P.'s obtained from California Achievement Test.
Validation and reliability of the modified test. The Study of Values (1951 edition) was administered the same day as the Davis High School Edition to the sample of 108 students. Table IV shows Pearson's product-moment coefficients obtained on the six scores between the first and the second administrations of the Davis High School Edition. These correlations compared favorably with the correlation obtained by Dorothy Spoerl between the 1951 edition and the 1931 edition given two weeks apart. Table V summarizes the findings of Spoerl.

The reliability of the Davis High School Edition was based on the test re-test method. The second administration of the test was given five weeks after the first administration. Pearson's product moment correlation for the six values are shown in Table VI on page 38. These correlations seemed to be comparable to those of Allport, Vernon, and Lindzey obtained on thirty-four cases retested one month after the first administration. Table VII on page 38 shows the results of the retest correlations found by Allport, Vernon, and Lindzey.

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9 Ibid., p. 7.
TABLE IV

ESTIMATED VALIDITY CORRELATIONS OF THE DAVIS HIGH SCHOOL EDITION WITH THE ALLPORT-VERNON-LINDZEEY STUDY OF VALUES

<table>
<thead>
<tr>
<th>VALUE</th>
<th>N = 108</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td></td>
<td>.76</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>.88</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>.84</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>.78</td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td>.73</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>.73</td>
</tr>
</tbody>
</table>

Note: $r$ obtained by Pearson Product Moment Correlation.

TABLE V

CORRELATIONS BETWEEN THE 1931 EDITION AND THE 1951 EDITION OF THE STUDY OF VALUES

<table>
<thead>
<tr>
<th>VALUE</th>
<th>N = 50 College Males</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td></td>
<td>.48</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>.74</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>.55</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>.31</td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td>.45</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>.75</td>
</tr>
</tbody>
</table>
TABLE VI

ESTIMATED RELIABILITY CORRELATIONS OF THE DAVIS HIGH SCHOOL EDITION BY THE RETEST METHOD AFTER FIVE WEEKS

<table>
<thead>
<tr>
<th>VALUE</th>
<th>N = 108</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td></td>
<td>.89</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>.89</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>.88</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>.88</td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td>.86</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>.85</td>
</tr>
</tbody>
</table>

Note: r obtained by Pearson's Product Moment Correlation.

TABLE VII

CORRELATIONS OF THE 1951 EDITION OF THE STUDY OF VALUES WITH A RETEST ONE MONTH LATER

<table>
<thead>
<tr>
<th>Value</th>
<th>N = 34</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td></td>
<td>.87</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>.92</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>.90</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>.77</td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td>.90</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>.91</td>
</tr>
</tbody>
</table>
Summary of construction. The Davis High School Edition of the Study of Values had a reading level requirement of sixth grade reading ability, but was comfortable for eighth grade students. The Davis High School Edition of the Study of Values had the following product-moment correlations with the Allport-Vernon-Lindzey test: theoretical .76, economic .88, aesthetic .84, social .78, political .73, and religious .73. These correlations seemed sufficiently high to say that the Davis High School Edition measures whatever the Allport-Vernon-Lindzey, Study of Values measures. The reliability of the revised test was based on the test re-test method. The second administration was five weeks after the first administration. The product-moment correlations of the two administrations are: theoretical .89, economic .89, aesthetic .88, social .88, political .86 and religious .85. Use of the Davis High School Edition of the Study of Values on a larger sample will further prove its validity and usability.
CHAPTER IV

RESULTS OBTAINED FROM THE SAMPLE
OF LOUISIANA HIGH SCHOOL STUDENTS
BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES

A purpose of this study was to apply the Davis High School Edition of the Study of Values to a selected sample of high school students of Louisiana in order to establish some tentative state norms and to compare the selective factors in the sample.

The selection of the schools in the sample was determined with the assistance of the supervisor of secondary education of the public schools of Louisiana. The selection of schools was based on the theory that Louisiana schools were not alike in all respects and that the students came from many different cultural, social, and economic levels. With this in mind, the schools were selected from different geographic localities, from different types of schools, and from two different races.

Information about the communities and the schools was obtained from the principals of the several schools. The enrollments were actual numbers registered at the time the

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1 Letter of Raphiel Teagle, State Supervisor of High Schools, State Department of Education to writer, March, 8, 1954.
test was administered and did not exactly follow the numbers listed in the Louisiana School Directory. The community populations were given by the several principals in rounded numbers, which compared closely with the actual populations listed in Hammond's Standard World Atlas.²

All white high schools used in the sample were state approved high schools, accredited by the Southern Association of College and Secondary Schools. All Negro high schools used in the sample were state approved and state accredited high schools.³ The total high school population of the state of Louisiana for the 1952-53 session was 101,434 students. The total white high school population for Louisiana was 71,827 and the Negro high school population for the state was 29,607.⁴ The sample used in the study was 1.1% of the total population.

I. DESCRIPTION OF THE SAMPLE

In order to present an accurate picture of the different types of schools and communities used in the sample without

referring to specific schools the names used were fictitious. The nine schools used in the sample were lettered "A" through "I". Each of these letters, in turn, was arbitrarily used as the initial letter of a name given to each school. The information presented was intended to serve as a general guide to the reader in judging the sample rather than to be used as a rigid study of the schools and communities.

A. Anderson High School. This school was located in a Northwest Louisiana city. The population of the city was 130,000. There were 2003 white students in school. The students were generally from the upper-upper and lower-lower social strata. There were practically no in-between groups in this school. Anderson High School offered four different courses of study: (1) General, (2) Home Economics, (3) Commercial, and (4) Industrial Arts. (The general course in many schools was divided into a college preparatory course and a "snap" course.) Over seventy-five percent of Anderson graduates went to college. Anderson High School was considered an urban school in this study. Most of the students were members of the Methodist or the Baptist Church. The predominant occupations of the parents of the students were classified as professional and unskilled labor.

B. Baytown High School. This school was located in a Northeast Louisiana town. The population of this town was 18,000. There were 817 white high school students in the school. The students were generally from the lower-middle and upper-lower social strata. Baytown High School offered four courses of study: (1) General, (2) Home Economics, (3) Commercial, and (4) Industrial Arts. Baytown High School was considered a consolidated school in this study. The number of graduates who

attended college ranged from twenty-five to thirty percent. The majority of the students were members of the Baptist of the Methodist Church. Eighty percent of the parents of the students worked in an industrial plant, and their occupation was classified as skilled and semi-skilled labor.

C. Clifton High School. This school was located in a Central Louisiana town. The population of this town was 4200. There were 203 white high school students in the school. The students were generally from the lower-middle and upper-lower social strata. Clifton High School offered four courses of study: (1) General, (2) Home Economics, (3) Commercial, and (4) Agriculture. Clifton High School was considered a rural school in this study. A very small percent of the graduates went to college. The students were transported to school from points within a twenty-mile radius. The majority of the students were members of the Baptist Church. The principal occupation of the parents of the students was classified as cotton farming or cattle farming.

D. Dawson High School. This school was located in a Central Louisiana town. The population of this town was 5400. There were 252 white high school students in school. The students were generally from the lower-middle and upper-lower social strata. Dawson High School offered five courses of study: (1) General, (2) Home Economics, (3) Agriculture, (4) Commercial, and (5) Industrial Arts. Dawson High School was considered a rural school in this study. About thirty percent of the graduates went to college. The majority of the students were members of the Baptist Church. The principal occupations of the parents of the students were classified as cattle farming and unskilled labor.

E. Eastland High School. This school was located in the same Central Louisiana town as Dawson High School. The population of this town was 5400. There were 654 Negro high school students in the school. Many of the students were transported from long distances. Most of the students were generally from the upper-lower and lower-lower social strata. Eastland High School offered four courses of study: (1) General, (2) Home Economics, (3) Agriculture, and (4) Industrial Arts. Eastland High School was considered a rural school in this study. Very few of the graduates went to college. The majority of
the students were members of the Methodist Church. The principal occupations of the parents of the students were classified as cotton farming, farm labor and unskilled labor.

F. Florence High School. This school was located in a Southeast Louisiana city. The population of this city was 656,000. There were 1220 white students in school. The students were generally from the lower-middle social strata. Florence High School offered four courses of study: (1) General, (2) Home Economics, (3) Commercial, and (4) Industrial Arts. Florence High School was considered an urban high school in this study. About twenty percent of the graduates went to college. The majority of the students were members of the Catholic Church. The principal occupations of the parents of the students were classified as managerial, clerical, or skilled labor.

G. Garland High School. This school was located in a Southeast Louisiana town. The population of this town was 5000. There were 502 white high school students in the school. Eighty percent of the students were transported to the school from points within a fifteen-mile radius. The students were generally from the lower-middle and upper-lower social strata. Garland High School offered five courses of study: (1) General, (2) Home Economics, (3) Agriculture, (4) Commercial and (5) Industrial Arts. Garland High School was considered a consolidated high school in this study. Forty percent of the graduates went to college. The majority of the students were members of the Catholic Church. The principal occupation of the parents of the students was classified as truck farming.

H. Harwood High School. This school was located in a Southwest Louisiana town. The population of this town was 9400. There were 490 white high school students in school. The students were generally from the lower-middle and upper-lower strata. Harwood High School offered five courses of study: (1) General, (2) Home Economics, (3) Agriculture, (4) Commercial and (5) Industrial Arts. Harwood High School was considered a rural high school in this study. About fifty percent of the graduates went to college. The majority of the students were members of the Catholic Church. The principal occupations of the parents of the students were classified as rice farming, skilled oil field labor, and trapping.
I. Imperial High School. This school was located in the same Southeast Louisiana city as Florence High School. The population of this city was 656,000. There were 2,140 Negro high school students in school. The students were generally from the lower-middle, upper-lower, and lower-lower social strata. Imperial High School offered five courses of study; (1) General, (2) Home Economics, (3) Agriculture, (4) Commercial, and (5) Industrial Arts. Imperial High School was considered an urban high school in this study. A small percent of the graduates went to college. The majority of the students were members of the Catholic Church. The principal occupations of the parents of the students covered the entire occupational field from professional to unskilled labor with the majority falling in the semi-skilled labor class.

Summary of data in the sample. In the selection of the school the principal aim was to secure; (1) a cross section of the various types of Louisiana schools, i.e., consolidated, rural, and urban, (2) a cross section of the various cultures of the communities as found in the North-South, Protestant-Catholic, and large minority groups. The students finally selected for the test were left to the convenience of the school principals who made random selections in each particular school. Table VIII gives a detailed breakdown of the number, sex, grade, race, school, and the mean age of the student in each grade used in the sample. Due to this method of random sampling within the schools, the table appears unbalanced. There were some grade levels not represented in the sample due to selective factors.
## TABLE VIII

NUMBER, SEX, GRADE, RACE, SCHOOL AND MEAN AGE OF STUDENTS USED IN THE SAMPLE

<table>
<thead>
<tr>
<th>School</th>
<th>Race</th>
<th>Grade 9 Mean-Age</th>
<th>Grade 10 Mean-Age</th>
<th>Grade 11 Mean-Age</th>
<th>Grade 12 Mean-Age</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>14.88 Male-Female</td>
<td>15.87 Male-Female</td>
<td>16.42 Male-Female</td>
<td>17.46 Male-Female</td>
<td></td>
</tr>
<tr>
<td>Anderson</td>
<td>White</td>
<td>9 14</td>
<td>3 14</td>
<td>15 30</td>
<td>11 6</td>
<td>38 64</td>
</tr>
<tr>
<td>Baytown</td>
<td>White</td>
<td>3 2</td>
<td>6 20</td>
<td>23 16</td>
<td>15 31</td>
<td>47 69</td>
</tr>
<tr>
<td>Clifton</td>
<td>White</td>
<td>22 9</td>
<td>8 13</td>
<td>18 20</td>
<td>15 22</td>
<td>63 64</td>
</tr>
<tr>
<td>Dawson</td>
<td>White</td>
<td>0 0</td>
<td>2 3</td>
<td>27 20</td>
<td>22 28</td>
<td>51 51</td>
</tr>
<tr>
<td>Eastland</td>
<td>Negro</td>
<td>5 13</td>
<td>8 14</td>
<td>2 9</td>
<td>0 0</td>
<td>15 36</td>
</tr>
<tr>
<td>Florence</td>
<td>White</td>
<td>41 17</td>
<td>22 14</td>
<td>70 24</td>
<td>28 9</td>
<td>161 64</td>
</tr>
<tr>
<td>Garland</td>
<td>White</td>
<td>1 0</td>
<td>0 0</td>
<td>11 26</td>
<td>27 35</td>
<td>39 61</td>
</tr>
<tr>
<td>Harwood</td>
<td>White</td>
<td>8 1</td>
<td>23 23</td>
<td>28 7</td>
<td>26 12</td>
<td>85 43</td>
</tr>
<tr>
<td>Imperial</td>
<td>Negro</td>
<td>11 8</td>
<td>9 7</td>
<td>13 29</td>
<td>52 48</td>
<td>85 92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100 64</td>
<td>81 108</td>
<td>207 181</td>
<td>196 191</td>
<td>584 544</td>
</tr>
</tbody>
</table>
2. TENTATIVE NORMS FOR THE DAVIS HIGH SCHOOL
EDITION OF THE STUDY OF VALUES
FOR LOUISIANA HIGH SCHOOL STUDENTS

Tentative general norms for Louisiana High School
Students. The general norms for Louisiana high school stu-
dents obtained by the Davis High School Edition compared
with the college norms of the Allport, Vernon, and Lindzey
Study of Values, are shown in Table IX. There was general
agreement between the two sets of norms. The higher reli-
gious values revealed might be expected of high school stu-
dents as Super\(^6\) reported in his review of the Study of Values.
The low economic and aesthetic values found were probably due
to the off-setting factor of the test; that is, since reli-
gious and social values were high, other values had to be low.
The standard deviations of the high school norms indicated
that the high school population was more homogeneous than the
college group, whose standard deviations were larger.

Tentative norms for white high school students of
Louisiana. Table X on page 47 presents the norms for white
high school students in Louisiana as compared with norms of
Negro high school students in Louisiana. A comparison of
these two tables seemed to indicate that the Negro population
was more homogeneous, that they had lower religious and eco-
nomic values, and had much higher social values. The very

\(^6\)Donald E. Super, Appraising Vocational Fitness,
TABLE IX

A COMPARISON OF THE MEANS AND STANDARD DEVIATIONS OBTAINED BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR HIGH SCHOOL STUDENTS OF LOUISIANA WITH COLLEGE NORMS FOR THE STUDY OF VALUES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 1128</td>
<td>N = 1816</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Sigma</td>
</tr>
<tr>
<td>Theoretical</td>
<td>41.34</td>
<td>7.04</td>
</tr>
<tr>
<td>Economic</td>
<td>35.70</td>
<td>6.11</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.31</td>
<td>6.96</td>
</tr>
<tr>
<td>Social</td>
<td>42.08</td>
<td>6.52</td>
</tr>
<tr>
<td>Political</td>
<td>38.11</td>
<td>5.58</td>
</tr>
<tr>
<td>Religious</td>
<td>48.56</td>
<td>6.76</td>
</tr>
</tbody>
</table>

TABLE X

A COMPARISON OF THE MEANS AND STANDARD DEVIATIONS OBTAINED BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR WHITE HIGH SCHOOL STUDENTS OF LOUISIANA WITH NEGRO HIGH SCHOOL STUDENTS OF LOUISIANA

<table>
<thead>
<tr>
<th>Values</th>
<th>White Students N = 900</th>
<th>Negro Students N = 228</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Sigma</td>
</tr>
<tr>
<td>Theoretical</td>
<td>41.01</td>
<td>7.07</td>
</tr>
<tr>
<td>Economic</td>
<td>36.11</td>
<td>6.56</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.48</td>
<td>7.01</td>
</tr>
<tr>
<td>Social</td>
<td>41.31</td>
<td>6.38</td>
</tr>
<tr>
<td>Political</td>
<td>38.05</td>
<td>5.64</td>
</tr>
<tr>
<td>Religious</td>
<td>49.04</td>
<td>6.97</td>
</tr>
</tbody>
</table>
high social value had undoubtedly affected the other five values and was responsible for some of the high school-college differences. By use of analysis of variance, Tables XXVI through XXI on pages 64 through 66, it could be seen that the white and Negro population differed significantly in all values except political so that for practical purposes Negro norms should be used.

Tentative male and female norms for white high school students in Louisiana. The differences of values and interests of males and females had been taken into account by Allport, Vernon, and Lindzey.\(^8\) Tables XI and XII show the comparisons of the scores obtained by the white high school males and females with the college male and female norms as reported for the 1951 edition of the Study of Values.\(^9\) The same pattern of sex differences was found for males and females for the high school norms as had been found by Allport, Vernon, and Lindzey for college students; i.e., in each of the six values where the college males scored higher than the college females, the high school males scored higher than the high school females and vice-versa. Both sexes in the high school norms seemed to be quite homogeneous with the largest variability appearing in the religious values held by the boys, where there was a 7.17 standard deviation.

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\(^8\) Allport, Vernon, and Lindzey, op. cit., p. 9.
\(^9\) Loc. cit.
TABLE XI

A COMPARISON OF THE MEANS AND STANDARD DEVIATIONS OBTAINED BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR MALE HIGH SCHOOL STUDENTS OF LOUISIANA WITH NORMS OF MALE COLLEGE STUDENTS FOR THE STUDY OF VALUES

<table>
<thead>
<tr>
<th>Values</th>
<th>Davis High School Edition</th>
<th>Study of Values 1951 Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 484</td>
<td>N = 851</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Sigma</td>
</tr>
<tr>
<td>Theoretical</td>
<td>44.07</td>
<td>6.07</td>
</tr>
<tr>
<td>Economic</td>
<td>38.21</td>
<td>6.12</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>32.41</td>
<td>6.43</td>
</tr>
<tr>
<td>Social</td>
<td>39.25</td>
<td>6.16</td>
</tr>
<tr>
<td>Political</td>
<td>39.15</td>
<td>5.68</td>
</tr>
<tr>
<td>Religious</td>
<td>46.90</td>
<td>7.17</td>
</tr>
</tbody>
</table>

10 Allport, Vernon, and Lindzey, op. cit., p. 9.
TABLE XII

A COMPARISON OF THE MEANS AND STANDARD DEVIATIONS OBTAINED BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR FEMALE HIGH SCHOOL STUDENTS OF LOUISIANA WITH NORMS OF FEMALE COLLEGE STUDENTS FOR THE STUDY OF VALUES

<table>
<thead>
<tr>
<th>Values</th>
<th>Davis High School Edition</th>
<th>Study of Values 1951 Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Sigma</td>
</tr>
<tr>
<td>Theoretical</td>
<td>37.44</td>
<td>6.42</td>
</tr>
<tr>
<td>Economic</td>
<td>33.68</td>
<td>6.20</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>36.89</td>
<td>6.90</td>
</tr>
<tr>
<td>Social</td>
<td>43.70</td>
<td>5.79</td>
</tr>
<tr>
<td>Political</td>
<td>36.76</td>
<td>5.31</td>
</tr>
<tr>
<td>Religious</td>
<td>51.53</td>
<td>5.82</td>
</tr>
</tbody>
</table>

The most distinct differences between high school males and high school females were that males scored higher on theoretical, economic, and political values but lower in religious, aesthetic, and social values. This was the same conclusion reached by Allport, Vernon, and Lindzey, and in studies made by Hartmann. A more complete analysis of the data found in Tables XIV through XIX on pages 56 through 58 indicated that there were significant differences between boys and girls in the six values of the test.

Tentative norms for male and female Negro high school students of Louisiana. Table XIII compares the norms of the Negro male high school students and the Negro female high school students. The sex variability did not seem to hold true for the Negro race. It was found in the analysis of variance in Tables XXVI through XXI on pages 64 through 66 that only two values showed a sex difference at the 5% level of confidence—viz., social and theoretical. Further evidence of this is found in Table XIII which shows that the standard deviations were quite homogeneous within the groups and for both groups. The religious values for the Negro female were the most homogeneous of all the values measured, the standard deviation being 4.42.

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12 Allport, Vernon and Lindzey, op. cit., p. 9.
TABLE XIII

A COMPARISON OF THE MEANS AND STANDARD DEVIATIONS OBTAINED BY THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR NEGRO MALE HIGH SCHOOL STUDENTS OF LOUISIANA WITH NEGRO FEMALE HIGH SCHOOL STUDENTS OF LOUISIANA

<table>
<thead>
<tr>
<th>Values</th>
<th>Male Norms</th>
<th>Negro Norms</th>
<th>Female Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 100</td>
<td>N = 128</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Sigma</td>
<td>Mean Sigma</td>
<td></td>
</tr>
<tr>
<td>Theoretical</td>
<td>43.77 6.38</td>
<td>41.80 6.63</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td>34.32 5.81</td>
<td>33.85 5.49</td>
<td></td>
</tr>
<tr>
<td>Aesthetic</td>
<td>33.37 7.20</td>
<td>32.91 6.12</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>44.00 7.22</td>
<td>45.99 5.00</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td>38.33 5.46</td>
<td>38.39 5.24</td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>46.21 6.53</td>
<td>47.06 4.42</td>
<td></td>
</tr>
</tbody>
</table>
3. ANALYSIS OF THE VALUE SCORES IN THE LOUISIANA SAMPLE

In order to discover systematic differences in races, schools, sexes, and localities all the scores of all the subjects were subjected to an analysis of variance. Because of the experimental design it was impossible to analyze race differences simultaneously with geographical, sex, and school differences. This necessitated a separate analysis for white students to determine sex, school, and geographical differences and a separate analysis of Negro students for sex and geographical differences. Each test value had to be subjected to a separate analysis of variance in each of the three categories because each value was a separate score. The fact that the total score of each test was equal becomes meaningless except for insurance of correct scoring.

In the following tables the customary 5% level of confidence was used as a basis of indicating significant differences. In the tables, "n. s." indicates that the differences would have occurred by chance in more than 5 cases out of 100, and was considered as not being significant.

**Analysis of the total sample for sexual and racial differences.** Tables XIV through XIX on pages 56 through 58 show the results of the analysis of the 1128 scores of the composite population for racial and sexual differences in all six values measured by the Davis High School Edition. The differences between the scores of the white students and the
### TABLE XIV

ANALYSIS OF VARIANCE OF THE THEORETICAL VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>499</td>
<td>499</td>
<td>12.00</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>8703</td>
<td>8703</td>
<td>209.31</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>46773</td>
<td>4158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>55975</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XV

ANALYSIS OF VARIANCE OF THE ECONOMIC VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>771</td>
<td>771</td>
<td>23.32</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4123</td>
<td>4123</td>
<td>124.71</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>37190</td>
<td>3306</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>42084</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XVI
ANALYSIS OF VARIANCE OF THE AESTHETIC VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>343</td>
<td>343</td>
<td>7.55</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>3212</td>
<td>3212</td>
<td>70.72</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>51093</td>
<td>45.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>54648</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XVII
ANALYSIS OF VARIANCE OF THE SOCIAL VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>2642</td>
<td>2642</td>
<td>73.61</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4907</td>
<td>4907</td>
<td>136.72</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>40378</td>
<td>35.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>47927</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XVIII

**ANALYSIS OF VARIANCE OF THE POLITICAL VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>18</td>
<td>18</td>
<td>.593</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>980</td>
<td>980</td>
<td>32.03</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>31131</td>
<td>30.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>35129</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XIX

**ANALYSIS OF VARIANCE OF THE RELIGIOUS VALUE FOR LOUISIANA HIGH SCHOOL STUDENTS**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Negro</td>
<td>1</td>
<td>1006</td>
<td>1006</td>
<td>24.25</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>3854</td>
<td>3854</td>
<td>92.89</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>1125</td>
<td>46676</td>
<td>41.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>51536</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Negro students were found to be significant at the one percent level of confidence for the theoretical, economic, aesthetic, social and religious values. There were no significant differences in the political values for Negro and white students. The political value score for the White students was 38.05 and 38.06 for the Negro students. The standard deviation for the political value for white students was 5.64 and 5.35 for the Negro students. Not only did there seem to be little difference in the political value for the two races but they were very similar in this sample. As previously pointed out these tables indicate significant sex differences in all six values at the one percent level of confidence. After searching the literature no study was found that used this method of determining the sex differences independent of all variables for the Study of Values.

Analysis of variance of the white high school sample. Tables XX and XXV on pages 60 through 62 show the results of the analysis of the 900 white high school students' scores for locality and sexual differences in all six values measured by the Davis High School Edition. The difference between white students who attended school in the northern part of the state and those who attended school in the southern part of the state was significant at the one percent level of confidence for the theoretical, economic, political, and religious values. There was no significant difference found
### TABLE XX

**ANALYSIS OF VARIANCE OF THE THEORETICAL VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>1150</td>
<td>1150</td>
<td>32.17</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>9853</td>
<td>9853</td>
<td>275.61</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>2002</td>
<td>333.67</td>
<td>9.33</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>31886</td>
<td>35.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>899</td>
<td>44891</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXI

**ANALYSIS OF VARIANCE OF THE ECONOMIC VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>278</td>
<td>278</td>
<td>7.53</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4596</td>
<td>4596</td>
<td>124.79</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>951</td>
<td>158.5</td>
<td>4.3</td>
<td>5%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>32848</td>
<td>36.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>899</td>
<td>38673</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXII

**ANALYSIS OF VARIANCE OF THE AESTHETIC VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>136</td>
<td>136</td>
<td>3.11</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4486</td>
<td>4486</td>
<td>102.47</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>637</td>
<td>106.17</td>
<td>2.43</td>
<td>5%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>39049</td>
<td>43.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>899</td>
<td>44308</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXIII

**ANALYSIS OF VARIANCE OF THE SOCIAL VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4424</td>
<td>4424</td>
<td>124.66</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>570</td>
<td>95.00</td>
<td>2.68</td>
<td>5%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>31654</td>
<td>35.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>899</td>
<td>36648</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXIV

**ANALYSIS OF VARIANCE OF THE POLITICAL VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>772</td>
<td>772</td>
<td>27.44</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>1277</td>
<td>1277</td>
<td>45.40</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>1477</td>
<td>146.17</td>
<td>8.75</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>25038</td>
<td>28.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>899</td>
<td>28614</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXV

**ANALYSIS OF VARIANCE OF THE RELIGIOUS VALUE FOR ALL WHITE HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>454</td>
<td>454</td>
<td>13.91</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>4800</td>
<td>4800</td>
<td>14.99</td>
<td>1%</td>
</tr>
<tr>
<td>Schools</td>
<td>6</td>
<td>5903</td>
<td>983.83</td>
<td>3.07</td>
<td>1%</td>
</tr>
<tr>
<td>Within</td>
<td>892</td>
<td>28570</td>
<td>320.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>899</td>
<td>43727</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
between the North-South white students in the aesthetic and social values. The religious difference might have been explained by the fact that the schools of the northern part of the state were predominantly Protestant and the schools of the southern part of the state were predominantly Catholic. The difference in the theoretical value might have been affected by the large number of boys in the sample of the southern section. (See Table VIII p. 46.) The difference in the political value and in the economic value could not be accounted for by the writer.

The difference between white male scores and white female scores was significant at the one percent level of confidence for all six values.

The differences among the seven high schools attended by the 900 white students in the sample were found to be significant at the one percent level of confidence for the theoretical, political, and religious values. The differences among the seven schools were significant at the five percent level of confidence for the economic, aesthetic, and social values. There seemed to be significant differences between and among the schools in terms of the introjected value systems of the students.

Analysis of variance of the Negro high school sample. Tables XXVI through XXXI on pages 64 through 66 show the results of the analysis of the 228 Negro students' scores for
### TABLE XXVI

**ANALYSIS OF VARIANCE OF THE THEORETICAL VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>525</td>
<td>525</td>
<td>12.00</td>
<td>1%</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>218</td>
<td>218</td>
<td>4.98</td>
<td>5%</td>
</tr>
<tr>
<td>Within</td>
<td>225</td>
<td>9842</td>
<td>43.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td></td>
<td>10585</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXVII

**ANALYSIS OF VARIANCE OF THE ECONOMIC VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>85</td>
<td>85</td>
<td>2.751</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>12</td>
<td>12</td>
<td>.388</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within</td>
<td>225</td>
<td>6953</td>
<td>30.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td></td>
<td>7050</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXVIII

**ANALYSIS OF VARIANCE OF THE AESTHETIC VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>36</td>
<td>36</td>
<td>.814</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>12</td>
<td>12</td>
<td>.271</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within</td>
<td>225</td>
<td>9949</td>
<td>44.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td>9997</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXIX

**ANALYSIS OF VARIANCE OF THE SOCIAL VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>126</td>
<td>126</td>
<td>3.42</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>223</td>
<td>223</td>
<td>6.15</td>
<td>5%</td>
</tr>
<tr>
<td>Within</td>
<td>225</td>
<td>8288</td>
<td>36.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td>8637</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXX
ANALYSIS OF VARIANCE OF THE POLITICAL VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within</td>
<td>227</td>
<td>6497</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>6497</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXXI
ANALYSIS OF VARIANCE OF THE RELIGIOUS VALUE FOR ALL NEGRO HIGH SCHOOL STUDENTS IN THE LOUISIANA SAMPLE

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>MS</th>
<th>Estimated Variance</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-South</td>
<td>1</td>
<td>15</td>
<td>15</td>
<td>0.500</td>
<td>n.s.</td>
</tr>
<tr>
<td>Male-Female</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>1.334</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within</td>
<td>225</td>
<td>6748</td>
<td></td>
<td>29.99</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>6803</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
locality and sexual differences in all six values measured by the Davis High School Edition. Since geographical location and schools were confounded in the design of the Negro population it was impossible to make an estimate of the variance attributed to the schools. The difference between Negro students who attended school in the northern part of the state and those who attended school in the southern part of the state was significant at the one percent level of confidence for the theoretical value. As previously discussed, this difference might have been a function of different schools or of geographical differences.

Because of this lack of significant differences in five of the values, the Negro population in geographical areas and schools seemed to be homogeneous.

The difference between the male Negro scores and the female Negro scores was significant at the five percent level of confidence for the theoretical and social values. There were no significant differences found in the economic, aesthetic, political or religious values. Confer ante.

4. PROFILE PATTERNS OF THE VALUE SCORES IN THE LOUISIANA SAMPLE

The preceding analyses indicate that there were many significant differences in the mean scores for various sub-samples. Since a comparison of the total scores was useless, it was decided to take the following sub-samples and compare
the relative mean scores for each series of the six values measured by the test. It was recognized that this was only a first approximation of profile analysis. The results, however, will provide suggestions of differences that might exist as well as other areas for later research.

Profile comparison of boys and girls. Table XXXII shows a comparison of the mean scores of 584 male students and 544 female students ranked by schools in all six values of the Davis High School Edition. The rank order coefficient was .38 which indicated that the male-female patterns of large groups while not identical might be expected to be very similar for high school students. This table should be interpreted not as meaning that there were no differences between boys and girls but that the comparative strength of the six values was relatively the same for boys and girls. For example, we would not expect to find the highest value for the boys to be the lowest value for the girls. There were only two reversals in rank and these were for only one position. In general, boys and girls in Louisiana had the same patterns of values.

Profile comparison of seniors with other classes. Tables XXXIII, XXXIV, and XXXV on pages 71, 72, and 73 show the rank order of the values of the twelfth grade with the eleventh, tenth, and ninth grades. There were no profile differences between the twelfth and eleventh, or between the twelfth and the tenth grades. Rank order rho was equal to
TABLE XXXII

COMPARISON OF MEAN SCORES OF ALL HIGH SCHOOL MALE STUDENTS
AND ALL HIGH SCHOOL FEMALE STUDENTS IN THE SAMPLE

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Male Students N = 594</th>
<th>Female Students N = 544</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>Rank Order</td>
</tr>
<tr>
<td>Religious</td>
<td>47.51</td>
<td>1</td>
</tr>
<tr>
<td>Theoretical</td>
<td>44.33</td>
<td>2</td>
</tr>
<tr>
<td>Social</td>
<td>39.92</td>
<td>3</td>
</tr>
<tr>
<td>Political</td>
<td>38.68</td>
<td>4</td>
</tr>
<tr>
<td>Economic</td>
<td>37.32</td>
<td>5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>32.26</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order coefficient, rho equals .88
one in each comparison. When compared with the ninth grade, there were some differences found between the seniors and the freshmen. Rho was equal to .94 and only one reversal of rank was found. The comparison pattern between seniors and freshmen suggested no real differences. The slight differences found here did not compare with the differences found between college freshmen and college seniors. ¹⁴

Profile comparison of Negro-white students. Table XXXVI on page 74 shows the pattern of values held by Negro students and white students in the same North Louisiana town. There seemed to be a greater difference here in the pattern of caste than in any other area. Not only was the rank-order coefficient .77 the lowest found, but the cross caste differences showed means quite dispersed. There were three value reversals in the relative position of the values. It must be borne in mind that these profile differences might have been the result of socio-economic differences between the two schools. Care should be taken not to interpret these results as being purely Negro-white differences.

### TABLE XXXIII

**Comparison of the Mean Scores of Seniors and Their Mean Age with Juniors and Their Mean Age**

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Seniors</th>
<th></th>
<th>Juniors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Age 17.46</td>
<td>Mean Age 16.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 387</td>
<td>N = 388</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>49.36</td>
<td>1</td>
<td>49.26</td>
<td>1</td>
</tr>
<tr>
<td>Social</td>
<td>41.43</td>
<td>2</td>
<td>42.31</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical</td>
<td>40.71</td>
<td>3</td>
<td>41.10</td>
<td>3</td>
</tr>
<tr>
<td>Political</td>
<td>38.13</td>
<td>4</td>
<td>38.00</td>
<td>4</td>
</tr>
<tr>
<td>Economic</td>
<td>36.13</td>
<td>5</td>
<td>35.36</td>
<td>5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.21</td>
<td>6</td>
<td>33.97</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals 1.00
**TABLE XXXIV**

COMPARISON OF THE MEAN SCORES OF SENIORS AND THEIR MEAN AGE WITH SOPHOMORES AND THEIR MEAN AGE

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Seniors</th>
<th>Sophomores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Age 17.46</td>
<td>Mean Age 15.87</td>
</tr>
<tr>
<td></td>
<td>N = 387</td>
<td>N = 189</td>
</tr>
<tr>
<td>Religious</td>
<td>49.36</td>
<td>49.36</td>
</tr>
<tr>
<td>Social</td>
<td>41.43</td>
<td>43.24</td>
</tr>
<tr>
<td>Theoretical</td>
<td>40.71</td>
<td>41.43</td>
</tr>
<tr>
<td>Political</td>
<td>38.13</td>
<td>37.73</td>
</tr>
<tr>
<td>Economic</td>
<td>36.13</td>
<td>34.64</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.21</td>
<td>33.61</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals 1.00
### TABLE XXXV

**COMPARISON OF THE MEAN SCORES OF SENIORS AND THEIR MEAN AGE WITH FRESHMEN AND THEIR MEAN AGE**

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Mean Age 17.46</th>
<th>Mean Score</th>
<th>Rank Order</th>
<th>Mean Age 14.88</th>
<th>Mean Score</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td></td>
<td>49.36</td>
<td>1</td>
<td></td>
<td>47.21</td>
<td>1</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>41.43</td>
<td>2</td>
<td></td>
<td>42.87</td>
<td>3</td>
</tr>
<tr>
<td>Theoretical</td>
<td></td>
<td>40.71</td>
<td>3</td>
<td></td>
<td>44.13</td>
<td>2</td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td>38.13</td>
<td>4</td>
<td></td>
<td>36.00</td>
<td>4</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>36.13</td>
<td>5</td>
<td></td>
<td>34.61</td>
<td>5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>34.21</td>
<td>6</td>
<td></td>
<td>33.20</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .94
TABLE XXXVI
COMPARISON OF STUDENTS IN A NORTH LOUISIANA WHITE HIGH SCHOOL WITH STUDENTS IN A NORTH LOUISIANA NEGRO HIGH SCHOOL IN THE SAME TOWN

<table>
<thead>
<tr>
<th>Values</th>
<th>White High School Dawson High</th>
<th>Negro High School Eastland High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>Rank Order</td>
</tr>
<tr>
<td>Religious</td>
<td>51.44</td>
<td>1</td>
</tr>
<tr>
<td>Social</td>
<td>41.11</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical</td>
<td>39.77</td>
<td>3</td>
</tr>
<tr>
<td>Economic</td>
<td>37.09</td>
<td>4</td>
</tr>
<tr>
<td>Political</td>
<td>36.79</td>
<td>5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>33.79</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .77
Table XXXVII on page 76 gives a comparison of the value profile of white students in a South Louisiana high school with the value profile of Negro high school students in the same city. The mean scores were similar and only two of the values were not equally ranked. The rank-order coefficient was .94. There was only one reversal of rank for the relative position of the values. This certainly suggested that caste differences found in the northern town must be interpreted very cautiously, particularly since the results were confounded by urban-rural districts.

Profile comparison of urban and rural schools. Table XXXVIII on page 77 gives a profile comparison of the values held by white students in a North Louisiana urban high school with the profile values of white students in a North Louisiana rural school. There were three reversals of the relative value positions of the two groups. The means for the last three ranked values differed considerably and the rank-order correlation was .82. This seemed to indicate that there were some differences between the profiles of urban and rural schools but again it must be remembered that there were inferences of economic differences that might have been influencing the profiles. Care should be taken not to interpret the differences found as being purely urban-rural differences. Confer post Table XL, page 80.
**TABLE XXXVII**

COMPARISON OF STUDENTS IN A SOUTH LOUISIANA WHITE HIGH SCHOOL WITH STUDENTS IN A SOUTH LOUISIANA NEGRO HIGH SCHOOL IN THE SAME CITY

<table>
<thead>
<tr>
<th>Test Values</th>
<th>White High School</th>
<th>Negro High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Florence High</td>
<td>Imperial High</td>
</tr>
<tr>
<td></td>
<td>N = 225</td>
<td>N = 177</td>
</tr>
<tr>
<td>Religious</td>
<td>45.15 1</td>
<td>46.55 1</td>
</tr>
<tr>
<td>Theoretical</td>
<td>43.24 2</td>
<td>41.85 3</td>
</tr>
<tr>
<td>Social</td>
<td>40.42 3</td>
<td>45.52 2</td>
</tr>
<tr>
<td>Political</td>
<td>39.81 4</td>
<td>38.38 4</td>
</tr>
<tr>
<td>Economic</td>
<td>37.31 5</td>
<td>34.38 5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.06 6</td>
<td>33.32 6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .94
TABLE XXXVIII
COMPARISON OF THE MEAN SCORES OF A WHITE NORTH LOUISIANA URBAN HIGH SCHOOL WITH A WHITE NORTH LOUISIANA RURAL HIGH SCHOOL

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Northern Urban School Anderson High N = 102</th>
<th>Northern Rural School Dawson High N = 102</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>Rank Order</td>
</tr>
<tr>
<td>Religious</td>
<td>51.22</td>
<td>1</td>
</tr>
<tr>
<td>Social</td>
<td>40.19</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical</td>
<td>39.76</td>
<td>3</td>
</tr>
<tr>
<td>Political</td>
<td>38.44</td>
<td>4</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>36.39</td>
<td>5</td>
</tr>
<tr>
<td>Economic</td>
<td>34.00</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .82
Table XXXIX gives the comparative profiles of the values held by white students in a South Louisiana urban high school with the values of white students in a South Louisiana rural school. Rank-order who was .94. Even a cursory glance at the table shows that the difference between the mean scores of the second and third position was so small that for all practical purposes the value patterns were the same.

Profile comparison of North-South urban schools. Table XL on page 30 gives the results of a comparison of the value profile of a North Louisiana white urban school with the value profile of a South Louisiana white urban school. Rank-order correlation was .88. There were two reversals but the mean scores did not differ greatly. Therefore, the profiles suggested that there were some regional differences but that the quantitative differences were not large enough to be conclusive.

5. SUMMARY OF FINDINGS OF THE LOUISIANA SAMPLE.

The sample was satisfactory for general norms. The results of the Davis High School Edition compared favorably with established college norms. An analysis of variance showed rather conclusively that there were significant differences in the sample. A comparison of the various sub-sample profiles indicated that other factors might have been influencing these profile differences.
TABLE XXXIX

COMPARISON OF THE MEAN SCORES OF A WHITE SOUTH LOUISIANA URBAN HIGH SCHOOL WITH A WHITE SOUTH LOUISIANA RURAL HIGH SCHOOL

<table>
<thead>
<tr>
<th>Test Values</th>
<th>Southern Urban School</th>
<th>Southern Rural School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Florence High</td>
<td>Harwood High</td>
</tr>
<tr>
<td></td>
<td>N = 225</td>
<td>N = 128</td>
</tr>
<tr>
<td>Religious</td>
<td>45.20</td>
<td>47.80</td>
</tr>
<tr>
<td>Theoretical</td>
<td>43.20</td>
<td>42.00</td>
</tr>
<tr>
<td>Social</td>
<td>40.40</td>
<td>42.40</td>
</tr>
<tr>
<td>Political</td>
<td>39.80</td>
<td>38.50</td>
</tr>
<tr>
<td>Economic</td>
<td>37.30</td>
<td>36.00</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.10</td>
<td>33.40</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .94
TABLE XL

COMPARISON OF A NORTH LOUISIANA WHITE URBAN HIGH SCHOOL WITH A SOUTH LOUISIANA WHITE URBAN HIGH SCHOOL

<table>
<thead>
<tr>
<th>Test Values</th>
<th>North Louisiana Anderson High School N = 102</th>
<th>South Louisiana Florence High School N = 225</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>Rank Order</td>
</tr>
<tr>
<td>Religious</td>
<td>45.15</td>
<td>1</td>
</tr>
<tr>
<td>Theoretical</td>
<td>43.24</td>
<td>2</td>
</tr>
<tr>
<td>Social</td>
<td>40.42</td>
<td>3</td>
</tr>
<tr>
<td>Political</td>
<td>39.81</td>
<td>4</td>
</tr>
<tr>
<td>Economic</td>
<td>37.31</td>
<td>5</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>34.06</td>
<td>6</td>
</tr>
</tbody>
</table>

Spearman's rank-order correlation, rho equals .88
CHAPTER V

SUMMARY AND CONCLUSIONS

Design of the study. This study proposed to (1) modify the 1951 edition of the Study of Values for high school use, and (2) to determine value scores of high school students of Louisiana for: (a) local norms, (b) comparative study, (c) factors relevant to guidance and education and, (d) future study. The following summary presents conclusions reached concerning each of the phases of the study.

1. DEVELOPMENT OF THE DAVIS HIGH SCHOOL EDITION

Modification of the Study of Values. The parent test used in this study was modified by reducing the vocabulary load and simplifying the construction of some of the questions. The scoring, general format, interpretation and profiling were the same as the parent test. The new test was called the Davis High School Edition of the Study of Values.

Reading levels of the college and high school test. The 1931 edition of the Study of Values had a reading grade placement of 11.3 by the Lewerenz formula. The 1951 edition of the Study of Values had a reading grade placement of 12.0, and required a grade 9 reading ability according to the Flesh formula. The Davis High School Edition of the Study of Values
had a reading grade placement of grade 8 and required a reading ability of grade 6 according to the Flesh formula. In actual use with 1128 subjects the writer found that less than 2% of the students questioned the meaning of any of the test items. About 20% of the subjects had some difficulty with the self-scoring procedures of the test.

The sample used for the estimated validity and reliability. The 108 students selected for this sample were junior and senior students of above average reading ability from Garland High School. There were 40 males and 68 females in this sample. The students selected had an average age of 16, an I.Q. of 106.8, and an average grade placement of 11.9.

The estimated validity and reliability. The Davis High School Edition and the 1951 edition of the Study of Values were administered to the 108 subjects on the same day. Pearson's product-moment correlation of the two tests for each of the values showed the following coefficients: (1) theoretical .76, (2) economic .88, (3) aesthetic .84, (4) social .78, (5) political .73 and (6) religious .73. The estimated reliability was based on the test re-test method. The test was administered a second time five weeks from the date of the first administration. Pearson's product-moment correlation between the test scores in the two administrations for each of the six values showed the following coefficients: (1) theoretical .89, (2) economic .89, (3) aesthetic
The estimated validity and reliability were considered satisfactory. If so, the **Davis High School Edition of the Study of Values** measures whatever the 1951 edition of the **Study of Values** measures, and does it consistently. Further proof of the useability and validity of the modified test should come from larger samples selected specifically for this purpose.

**II. STANDARDIZATION OF THE DAVIS HIGH SCHOOL EDITION**

**The standardization sample.** The sample was selected from nine schools which represented various geographical regions, various sub-cultures, various types of schools, various socio-economic classes and various races. There were 1128 subjects ranging from grade nine through grade twelve, from the average age of 14.9 through 17.5, from urban to rural schools, from industrial to farming communities, from select schools to consolidated schools, and from Negro and white schools.

**Tentative general norms.** The means and standard deviations of all the scores in all the values were computed. These norms compared favorably with college norms (Table IX p. 48). The high school scores had less variability than the college scores. This seemed to indicate that the high school group was under the influence of some factors that kept them bound closer together, possibly the home or limited
experiences. The high religious scores and low aesthetic scores seemed to indicate that factors other than the school had been responsible for producing values introjected by the students. Possibly the major source of these factors was the parents. If this was the case, then there appeared to be a neglect of the aesthetic value and an over-emphasis of the religious value in the homes of Louisiana. The high religious scores seemed to indicate that there was no foundation for the charges made by some critics that public high school students were godless and irreligious.

**Tentative white high school norms.** The establishment of white high school norms and sex norms seemed to be justified by the evidence found in the analysis of variance (Tables XIV through XIX on pages 56 through 58). These different norms were designed specifically for use when the instrument was to be used in reference to the identified groups. The norms for the white and Negro populations are found on page 49, Table X.

**Comparative norms of high school males and college males.** The differences between white high school boys and college boys seemed to be more pronounced in the greater variability of college boys away from the means rather than the mean difference in the scores. This variability was probably due to many factors, such as maturity, education,
and the breaking of parental ties. The largest standard deviation was found for both groups in the religious value, which seemed to indicate that there was not only a diversity of values at the high school level, but that this spread tended to increase with age and/or education. In general, high school students tended to have a higher theoretical value than did college students. The writer would like to believe that the high theoretical value for high school students was a result of the emphasis being placed upon the scientific studies after the Second World War. However, the fact that the college student scores were lower than high school student scores might be explained in part by the fact that the liberal arts college students tested had no technical curricula.\footnote{Gordon W. Allport, Philip E. Vernon, Gardner Lindzey, \textit{Manual of Direction for Study of Values}, (New York: Houghton Mifflin Company, 1951) p. 8.}

High economic values held by college students were probably due to the shift of responsibility for earning and spending found between high school and college students. This again might have been a factor of parental influence more than anything else.

Comparison norms of white high school girls and college girls. The general pattern for high school girls followed the general pattern of high school boys; i.e., when the high school boys scored higher than college boys the high school girls also scored higher than did college girls.
The factors which caused these profile differences for females were probably the same as those which caused the profile differences for males.

The white high school female had a mean religious value of 51.53 which was five points above the white male, five points above the Negro male, and four points above the Negro female. This seemed to indicate that the white female had the highest religious value, but the fact that the religious value was so much higher might have been in part a function of introjected ideals of a cultural perfection; i.e., girls should do what is right and proper. How much of this can be interpreted as Spranger's meaning of religion is left up to the individual examiner.

... religious meaning is the relation of the value totality which culminates in the highest value. The meaning of the world; that is, the whole, can therefore only be experienced by the religious attitude. In religious terminology, God is that final being who is the meaning of the world...

Sex differences. A graphic representation of the profiles of white high school males and white high school females is shown in Figure 1, page 87, to better illustrate these differences. It will also be noted that Tables XI through XIX on pages 56 through 58 in the analysis of

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2 Eduard Spranger, Types of men, translated by Paul W. Pigors, (Max Niemeyer Verlag: Halle (Salle) Germany, 1928) p. 211.
FIGURE I

VALUE COMPARISON PROFILE OF WHITE MALE STUDENTS AND WHITE FEMALE STUDENTS OBTAINED FROM THE MEAN SCORES OF THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR THE LOUISIANA SAMPLE
variance show a significant sex difference in all six values. The sex differences have been noted by Hartmann, 3 Pintner, 4 and Allport-Vernon-Lindzey. 5 The same general pattern has been found in all these studies—viz., that boys held higher theoretical, economic, and political values and lower aesthetic, social, and religious values than did girls.

This study did not find the same sex differences among Negroes. The only significant differences between Negro boys and Negro girls were in terms of their social and theoretical values (Tables XXVI through XXXI, pages 64 through 66). The Negro group in the sampling needed further study, especially in view of the fact that segregation in this state was threatened.

Tentative Negro norms in the sample. General norms and male-female norms have been presented in the study. The homogeneity of this group seemed to be its outstanding characteristic. The causes of these common values seemed to be

a function of socio-economic factors and a common cultural heritage not found in the white sample. Since the schools, as a general rule, furnished a common curriculum and generally reflected the culture of the community (analysis of school differences, p. 63), we must look in other areas in an attempt to explain the lack of sex differences between male and female in the Negro population.

III. ANALYSIS OF THE SAMPLE

Analysis of the total sample. The analysis of variances of the total sample showed significant differences in all six values for males and females at the one percent level of confidence. The analysis also showed that Negro and white students scored significantly different in five of the values but there was no significant difference in the political value. This is illustrated in Figure II, page 90, for the comparison of the two groups as well as for reference in the profile study. The differences between the sexes has already been discussed and followed the findings of other studies for the last twenty years. The differences between the two races has not been explored extensively in any of the literature. These differences seemed to be caused by parental influence, cultural background, and socio-economic factors.

Analysis of white students in the sample. The analysis of variance of the white population in the sample showed that
**PROFILE OF VALUES**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>N. = 900 White Students</th>
<th>Raw Score</th>
<th>N. = 228 Negro Students</th>
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**FIGURE II**

VALUE COMPARISON PROFILE OF WHITE STUDENTS AND NEGRO STUDENTS OBTAINED FROM THE MEAN SCORES OF THE DAVIS HIGH SCHOOL EDITION OF THE STUDY OF VALUES FOR THE LOUISIANA SAMPLE
there were significant differences at the one percent level for male-female scores in all six values. The differences found between and among the seven schools were significant in all six values. This was probably a function of the home, the social mores, and socio-economic factors which were reflected in the schools, their administration, and their general philosophy. The analysis of northern schools in comparison to southern schools showed significant differences in the theoretical, economic, political, and religious values. There were no significant differences in the aesthetic and social values. The causes of the differences in geographical regions were probably these same factors operating in the schools, because the schools seemed to reflect the community that they served. Confer ante.

Analysis of the Negro students. The only significant differences found in the Negro males and females were the theoretical and social values. The writer was not able to explain the high theoretical score of this sub-sample. The social value was extremely high. This may have been a result of sub-cultural differences or economic differences. The study was not designed to determine the causes definitively. The lack of differences in four values was probably not due to the instrument, because it was very sensitive when used with the white population, but to those factors which caused the white population to be different—viz., parental influence,
cultural background and a large spread of socio-economic factors. The only significant difference between the northern and southern school was in the theoretical value. This was not interpretative since locality and schools could not be separated.

IV. PROFILE PATTERNS OF SUB SAMPLES

Profile patterns of boys and girls in the sample. Profile patterns were made to determine whether or not there might be differences in general patterns of sub-groups in the sample. In constructing the profile for boys and girls the mean values of the school were averaged for boys and girls. The pattern of boys and girls, Figure 1, page 87, is typical of the patterns found in this section of the study. The patterns of boys and girls were found to be generally the same. Rank-order rho was equal to .88 and there were only two reversals in ranks for one position. This does not mean that boys and girls were alike but that they followed a general pattern of values. When boys were low in one value, the girls were low in the same value, but not to the same extent. This was exemplified in the relative strength of their aesthetic value where boys' mean score was 32.41 and the girls' mean score was 35.93 (see Figure 1, page 87).

Profile patterns of grade levels. The profile patterns of grades compared the twelfth grade with the eleventh, tenth and ninth grades. These profiles were also in a sense age
comparisons. The rank-order correlations for grade twelve with grades eleven and ten were one, and for grade twelve with grade nine .94. There seemed to be no apparent changes of relative strength of values for students as they went through their high school career. This seemed to indicate that their pattern of values was fairly well established at the elementary level with only a change in the intensity of the values, not in the profile pattern.

Profile patterns of two races. The northern Negro-white profile pattern of values showed the most significant differences. The rank-order coefficient was .77 with three value reversals and the mean scores were quite dispersed. The profile difference was probably not only a function of value differences but also of socio-economic factors, cultural background, and parental influence. The southern Negro-white profile patterns were similar. The rank-order coefficient was .94, and there was only one reversal. This seemed to indicate that in urban areas where the two races were thrown in closer contact there was more similarity than in rural areas where the segregation was more pronounced.

Profile patterns of urban and rural schools. There seemed to be some differences in the patterns of North Louisiana urban-rural schools but none in South Louisiana urban-rural schools. A study of the schools selected in the North Louisiana school comparison induced the writer to believe that the
profile differences might have been caused by socio-economic factors. In the urban school, Anderson, the social classifications were listed as upper-upper and lower-lower; whereas, the rural school, Dawson, was classified as lower-middle and upper-lower. The occupations noted in the description of the sample indicated the type of homes of the subjects. Knowing these facts, it seemed fair to believe that the urban subjects had low economic values and the rural subjects had high economic values. This was true of the sample, p. 77. The higher aesthetic value of the urban subjects may have been caused by the same factors.

Profile patterns of northern and southern schools. This pattern was based on two urban schools, one in the northern part of the state and one in the southern part of the state. Although the rank-order coefficient was .38 the mean differences in those values which were reversed were not greatly different. It seemed safe to conclude that there were no great regional differences in the two urban schools.

V. SUMMARY DIGEST

The study was designed to prepare an instrument suitable for measuring values of high school students. The Davis High School Edition of the Study of Values was a modified version of the Allport-Vernon-Lindzey Study of Values. The reading level of the new instrument required sixth grade reading
ability. The validity was based upon the relation of the modified version with the original test and the reliability was based on the test-retest method.

The Davis High School Edition was used on a selected sample of 1128 Louisiana high school students. Tentative norms were presented for general high school populations, for white male-female populations, for general Negro populations and for Negro male-female populations.

An analysis of variance of the Louisiana sample showed significant differences between Negro students and white students in all values except the political value. The analysis also showed some differences between northern and southern schools. There were no significant sex differences for the Negro sub-sample in the religious, aesthetic, political, and economic values. The Negro sample was the most homogeneous group recorded to date by the writer or by other investigators in the field.

Profile patterns illustrated the approximate differences found in and among the schools and sub-sample groups of the study. The most significant profile differences were found in the comparison of Negro and white students of the same town, whereas there were little profile differences found in the comparison of Negro and white students in the same city.

The Davis High School Edition of the Study of Values was a satisfactory instrument to use with high school students.
It should be a valuable tool for individual counseling as well as for group research for large populations which heretofore have been denied the use of the values test because of its difficulty.

VI. RECOMMENDATIONS

The study of the values of Louisiana students has prompted the writer to suggest other areas for future use and investigation.

Recommended studies. The study of the Davis High School Edition suggested problems in the following areas--

1. A correlation study between interests, values, and elective courses in high school.
2. A correlation study between interests, values, and occupational choice.
3. A study of the socio-economic level of a community and the relative values produced because of these factors.
4. A study of sectional differences to determine the effect of socio-economic factors on values.
5. A study to compare other interest and attitude scales with this scale.
6. A study of the values of superior students as compared with inferior students.
7. A study of the differences of values caused by the various cultures or castes, particularly the Negro.
8. A study of the effect of parents and teachers on
the values of students.

9. A study of other state samples to compare with Louisiana.

10. A study to establish national norms.

11. A study similar to this to be made ten years from now to see if the values of the total school population are changing.

**General recommendations.** The *Davis High School Edition* of the *Study of Values* should be found to be helpful--

1. In guiding the individual in the selection of an occupation or a course of study in much the same way as the parent test.

2. In determining the relative balance of values for the individual for counseling.

3. In counseling adults who have not had more than a high school education.

4. In aiding the counselor to gain initial impressions of the individual for future interviews.

5. In determining curriculum revisions based upon interests and values in a school.

6. In studying high school graduates to produce objective evidence of the relative values that some critics claim today's students have lost.

7. In studying cross cultures in this and other countries.
SELECTED BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Edmonson, James B., "Do the Public Schools Emphasize Moral and Spiritual Values?" Louisiana Schools, 31:4-5, December, 1953.


Harris, D., "Group Differences in Values Within a University," Journal of Abnormal and Social Psychology, 29:95-102, April, 1934.


C. UNPUBLISHED MATERIALS


D. GOVERNMENT PUBLICATIONS

APPENDIX
APPENDIX A
PART I

Answer each question. If you do not have strong feelings about a question, answer it as if you had to make a choice between two things you did not care for very much. If the questions seem of equal importance please try to make some choice. For each question you have 3 points. You may answer by giving 3 points and 0 points or by giving 2 points and 1 point.

Mark 3 points for like very much and 0 for dislike.  
Mark 2 points for like and 1 point for like a little.

Sample

Do you like: (a) big cities, or (b) small towns?

(You may score in four possible ways.)

1. If you like (a) very much- --------
2. If you like (b) very much- -------
3. If you like (a) but also like (b) a little  
4. If you like (b) but also like (a) a little

Do not use any other group of numbers. There is no time limit. Do not linger. Do not hesitate. Make quick answers. Do not skip if you can possibly answer question.

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2Modified with permission of the authors for development and study.
DO NOT MARK MORE THAN A TOTAL OF 3 POINTS FOR EACH QUESTION

1. People study science mainly:
   (a) to discover facts and truths about unknown things;  
   (b) to discover useful things for everyday living.

2. We should think of the Bible as:
   (a) many beautiful stories well written by famous people;  
   (b) a book that shows us the word of God.

3. Who has helped the progress of man more:
   (a) Einstein, the famous math man;  
   (b) Abraham Lincoln, the lover of mankind.

4. If you had one wish would you choose to be:
   (a) a banker;  
   (b) a politician.

5. Is it fair for famous actors like Charlie Chaplin, Leo "Lip" Durocher, Rita Hayworth, to be selfish and neglect the feelings of others:
   (a) yes;  
   (b) no.

6. In the end what will be more important for mankind:
   (a) mathematics;  
   (b) the study of God.

7. What is more important for leaders:
   (a) to be practical and do things;  
   (b) to get others to think about the rights of others.

8. When watching a great ceremony as when a king, a president, a bishop, a college president is put in office do you think:
   (a) of the color and beauty of the affair;  
   (b) the power and strength of the group.

Total must equal 24

R S T X Y Z
9. Which of these traits do you think of as better:
   (a) high ideals and respect of God;
   (b) to be helpful and kind.

10. If you were a high school teacher would you like to teach:
    (a) poetry;
    (b) science and physics.

11. What would you like to read better, a news story on:
    (a) church leaders meet for unity;
    (b) market methods improve.

12. What would you like to read better:
    (a) Supreme Court makes ruling;
    (b) science gives the world a new idea.

13. When you visit a large church how do you feel:
    (a) close to God and ready to pray;
    (b) happy to see the stained glass windows, great art, and fine workmanship.

14. What would you like to do with your spare time if you had a choice:
    (a) improve one of your best skills;
    (b) do free work for society or free public service.

15. At a fair (or exposition) which would you like better to see:
    (a) new things just manufactured;
    (b) models of the discovery of the electric light, radio, nylon, etc.

16. If you were given the choice, would you like to start:
    (a) a new debating team (discussion group);
    (b) a classical orchestra.

---

Total must equal 24
17. The aim of the churches today should be:

(a) to lead people to charity and unselfish deeds;
(b) to lead people to spiritual worship and being close to God.

18. If you had some time to spend in a waiting room and you had to choose one of these magazines to read, would you get:

(a) Scientific Age;
(b) Arts and Decoration,

19. Would you choose to hear a talk on:

(a) Kinds of Government in the United States and England;
(b) The Growth of Different Religious Faiths.

20. Why do we need education:

(a) to learn a trade and earn money;
(b) to learn to live with others and help others.

21. Would you choose to read the life and works of:

(a) men who did things like Napoleon and Roosevelt;
(b) men who discovered new ideas like Einstein.

22. Would you rather live in an age of:

(a) our present day with all the new inventions; factories; unions;
(b) an age of beauty and art like the Greeks.

23. If you had your choice would you like to be:

(a) a counselor, who talks to people about their problems;
(b) a boss in the office, directing other people.

Total must equal 21
24. Given your choice of two books to read, would you take:
   (a) The Story of Religion in America;  □  □
   (b) The Growth of Factories in America.

25. Would people benefit more to:
   (a) know the rights and welfare of others;  □  □
   (b) know the laws that make people behave as they do.

26. If you could, would you choose to:
   (a) help mold (change) public opinion;  □  □
   (b) help raise the standards of living.

27. What interests you most, a talk on:
   (a) social service work for poor people;  □  □
   (b) famous painters who live today.

28. There is no need to say that God made the world, or that there is an Almighty purpose because there is proof to show that the world in its universe has become as it is by natural laws.
   (a) I agree with this statement;  □  □
   (b) I disagree with this statement.

29. In a large Sunday paper, which story would you choose to read:
   (a) Prices and Wages Go Up;  □  □
   (b) Greatest Painter to be Here with Ten Famous Pictures.

30. Would you consider it more important for you or your child to be trained in:
   (a) religion;  □  □
   (b) athletics.

Total must equal 21
PART II

Each of the statements or questions is followed by four (4) possible answers. Put these answers in the order of your choice. Mark first choice with 4 points, second choice with 3 points, third choice with 2 points and fourth choice with 1 point. Remember, the statement you like best gets 4 points. Put the 4 in the box to the side of the statement.

Sample

Of the days of the week, I like Sunday most because:

(a) I do not work. (1st choice)
(b) People go to church. (4th choice)
(c) We have a good meal. (3rd choice)
(d) We have company. (2nd choice)

You may think of answers which you would like better than the ones listed but you must mark the ones that are listed. Be sure to give 4 points to the statement you like best and 1 point to the statement you like least. Do not mark more than one 4, one 3, one 2, and one 1 for any question.
DO NOT MARK MORE THAN A TOTAL OF 10 POINTS FOR EACH QUESTION

1. Do you think that a good government should aim chiefly at:

   (a) getting more aid for the poor, sick and old;
   (b) getting more aid for manufacturing and trade;
   (c) getting more honesty and ideals in its operation and dealings with others;
   (d) getting a high rank and high respect among nations.

2. How do you think a man who works in business all week can best spend Sunday:

   (a) trying to educate himself by reading serious books;
   (b) trying to win at golf, or racing;
   (c) going to a band or orchestra concert;
   (d) hearing a really good sermon (preacher).

3. If you could change the educational plans of some public school, would you:

   (a) have more study and work in fine arts and music;
   (b) have more study of social problems;
   (c) have more labs for the study of science;
   (d) have courses put on a practical level.

4. Do you like a friend of your own sex who:

   (a) is efficient, thrifty and of a practical turn of mind;
   (b) is serious about thinking out his own way of life;
   (c) is a leader and has ability to organize;
   (d) is inclined to have strong feelings for art and music.

5. If you lived in a small town and had more money than you needed would you:

   (a) buy a factory or large store;
   (b) help local religious groups;
   (c) give it for scientific study in your town (city);
   (d) give it to the Family Welfare Society.

Total must equal 50

R S T X Y Z
DO NOT MARK MORE THAN A TOTAL OF 10 POINTS FOR EACH QUESTION

6. When you go to a theater do you, as a rule, enjoy most:
   (a) plays about the lives of great men;
   (b) dancing ballets and fantasy plays;
   (c) plays that deal with human suffering and love;
   (d) plays that point out some way of life, or some ideal.

7. If you had the ability for each of the jobs and the salaries were the same, what would you choose:
   (a) mathematician;
   (b) sales manager;
   (c) clergyman (preacher);
   (d) politician.

8. If you had the time and money would you choose to:
   (a) make a collection of paintings and statues;
   (b) build a hospital for the feeble-minded (insane);
   (c) become a senator or advisor of the President;
   (d) buy a business or factory of your own.

9. When you are with your close friends of the same sex, do you like to talk about:
   (a) the meaning of life;
   (b) new developments in science;
   (c) literature, books and authors;
   (d) social improvement and welfare of the people.

10. What would you like to do if you had time, money and ability:
    (a) study a rare animal and write a report of this study;
    (b) stay in a quiet part of the country and enjoy the fine scenery;
    (c) enter a local tennis, golf, or other athletic play-off;
    (d) get experience in some new business.

Total must equal 50
11. Do great adventures and discoveries such as Columbus's, Byrd's and Lindberg's become important because:

   (a) they are the success of man over nature;
   (b) they add to our knowledge of geography, nature and science;
   (c) they bring closer together people of the world and world brotherhood;
   (d) they add to an understanding of the great world we live in and why we are living.

12. Should we guide our conduct and our loyalties toward:

   (a) our religious faith;
   (b) our ideals of beauty;
   (c) our unions, job associations and friends;
   (d) our ideals of charity.

13. To what amount do the following famous people interest you:

   (a) Florence Nightingale (famous nurse);
   (b) Napoleon (famous French leader);
   (c) Henry Ford (famous car producer);
   (d) Galileo (famous scientist).

14. Men, for a mate should you choose a woman who:

   (a) can be a social big wig, demand admiration, and get respect;
   (b) likes to help other people;
   (c) is saintly, holy, or spiritually inclined;
   (d) is an artist or likes things of art.

   Women, for a mate, should you choose a man who:

   (a) is successful in his job, gets respect from his friends;
   (b) likes to help other people;
   (c) is saintly, holy, or spiritually inclined;
   (d) is an artist or likes things of art.

15. Looking at Leonardo da Vinci's picture "The Last Supper" would you think of it as:

   (a) an expression of spiritual and religious belief;
   (b) as a priceless picture worth millions of dollars;
   (c) as a result of a famous mind's work and study;
   (d) as a great masterpiece of artistic beauty.

Total must equal 50.
SCORE SHEET FOR THE STUDY OF VALUES

Directions:

1. First make sure that every question has been answered.
   Note: If you have found it impossible to answer all the questions, you may give equal scores to the alternative answers under each question that has been omitted; thus,
   Part I. \(1\frac{1}{2}\) for each alternative. The sum of the scores for (a) and (b) must always equal 3.
   Part II. \(2\frac{1}{2}\) for each alternative. The sum of the scores for the 4 alternatives under each question must always equal 10.

2. Add the vertical columns of scores on each page and enter the total in the boxes at the bottom of the page.

3. Transcribe the totals from each of the foregoing pages to the columns below. For each page enter the total for each column (R,S,T, etc.) in the space that is labeled with the same letter. Note that the order in which the letters are inserted in the columns below differs for the various pages.

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4. Add the totals for the six columns. Add or subtract the correction figures as indicated.
5. Check your work by making sure that the total score for all six columns equals 240.
6. Plot the scores by marking points on the vertical lines in the graph on the next page. Draw lines to connect these six points.

Name

Age

Grade

Sex

Name of School

Date
### Profile of Values

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**High and low scores.** A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50 per cent of all scores for that value, i.e., 1 Probable Error. (These ranges are approximate since each Probable Error is rounded to the nearest whole number.)

- **Theoretical**: 34-46
- **Economic**: 34-46
- **Aesthetic**: 27-53
- **Social**: 35-45
- **Political**: 35-45
- **Religious**: 33-47

**Outstandingly high and low scores.** A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82 per cent of all scores for that value, i.e., exceed 2 Probable Errors.

- **Theoretical**: 29-51
- **Economic**: 29-51
- **Aesthetic**: 27-53
- **Social**: 30-50
- **Political**: 31-49
- **Religious**: 25-55

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**Name**

**Age**          **Grade**          **Sex**

**Name of School**  **Date**
DIRECTIONS: A number of controversial statements or questions with two alternative answers are given below. Indicate your personal preferences by writing appropriate figures in the boxes to the right of each question. Some of the alternatives may appear equally attractive or unattractive to you. Nevertheless, please attempt to choose the alternative that is relatively more acceptable to you. For each question you have three points that you may distribute in any of the following combinations.

If you agree with alternative (a) and disagree with (b), write 3 in the first box and 0 in the second box, thus

If you agree with (b); disagree with (a), write

If you have a slight preference for (a) over (b), write

If you have a slight preference for (b) over (a), write

Do not write any combination of numbers except one of these four. There is no time limit, but do not linger over any one question or statement, and do not leave out any of the questions unless you find it really impossible to make a decision.
1. The main object of scientific research should be the discovery of truth rather than its practical applications. (a) Yes; (b) No.

2. Taking the Bible as a whole, one should regard it from the point of view of its beautiful mythology and literary style rather than as a spiritual revelation. (a) Yes; (b) No.

3. Which of the following men do you think should be judged as contributing more to the progress of mankind? (a) Aristotle; (b) Abraham Lincoln.

4. Assuming that you have sufficient ability, would you prefer to be: (a) a banker; (b) a politician?

5. Do you think it is justifiable for great artists, such as Beethoven, Wagner and Byron to be selfish and negligent of the feelings of others? (a) Yes; (b) No.

6. Which of the following branches of study do you expect ultimately will prove more important for mankind? (a) mathematics; (b) theology.

7. Which would you consider the more important function of modern leaders? (a) to bring about the accomplishment of practical goals; (b) to encourage followers to take a greater interest in the rights of others.

8. When witnessing a gorgeous ceremony (ecclesiastical or academic, induction into office, etc.), are you more impressed: (a) by the color and pageantry of the occasion itself; (b) by the influence and strength of the group?
9. Which of these character traits do you consider the more desirable? (a) high ideals and reverence; (b) unselfishness and sympathy.

10. If you were a university professor and had the necessary ability, would you prefer to teach: (a) poetry; (b) chemistry and physics?

11. If you should see the following news items with headlines of equal size in your morning paper, which would you read more attentively? (a) PROTESTANT LEADERS TO CONSULT ON RECONCILIATION; (b) GREAT IMPROVEMENTS IN MARKET CONDITIONS.

12. Under circumstances similar to those of Question 11? (a) SUPREME COURT RENDERS DECISION; (b) NEW SCIENTIFIC THEORY ANNOUNCED.

13. When you visit a cathedral are you more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass? (a) Yes; (b) No.

14. Assuming that you have sufficient leisure time, would you prefer to use it: (a) developing your mastery of a favorite skill; (b) doing volunteer social or public service work?

15. At an exposition, do you chiefly like to go to the buildings where you can see: (a) new manufactured products; (b) scientific (e.g., chemical) apparatus?

16. If you had the opportunity, and if nothing of the kind existed in the community where you live, would you prefer to found: (a) a debating society or forum; (b) a classical orchestra?
17. The aim of the churches at the present time should be: (a) to bring out altruistic and charitable tendencies; (b) to encourage spiritual worship and a sense of communion with the highest.

18. If you had some time to spend in a waiting room and there were only two magazines to choose from, would you prefer: (a) SCIENTIFIC AGE; (b) ARTS AND DECORATIONS?

19. Would you prefer to hear a series of lectures on: (a) the comparative merits of the forms of government in Britain and in the United States; (b) the comparative development of the great religious faiths?

20. Which of the following would you consider the more important function of education? (a) its preparation for practical achievement and financial reward; (b) its preparation for participation in community activities and aiding less fortunate persons.

21. Are you more interested in reading accounts of the lives and works of men such as: (a) Alexander, Julius Caesar, and Charlemagne; (b) Aristotle, Socrates, and Kant?

22. Are our modern industrial and scientific developments signs of a greater degree of civilization than those attained by any previous society, the Greeks, for example? (a) Yes; (b) No.

23. If you were engaged in an industrial organization (and assuming salaries to be equal), would you prefer to work: (a) as a counselor for employees; (b) in an administrative position?
24. Given your choice between two books to read, are you more likely to select: (a) THE STORY OF RELIGION IN AMERICA; (b) THE STORY OF INDUSTRY IN AMERICA?

25. Would modern society benefit more from: (a) more concern for the rights and welfare of citizens; (b) greater knowledge of the fundamental laws of human behavior?

26. Suppose you were in a position to help raise standards of living, or to mould public opinion. Would you prefer to influence: (a) standards of living; (b) public opinion?

27. Would you prefer to hear a series of popular lectures on: (a) the progress of social service work in your part of the country; (b) contemporary painters?

28. All the evidence that has been impartially accumulated goes to show that the universe has evolved to its present state in accordance with natural principles, so that there is no necessity to assume a first cause, cosmic purpose, or God behind it. (a) I agree with this statement; (b) I disagree.

29. In a paper, such as the New York Sunday Times, are you more likely to read: (a) the real estate sections and the account of the stock market; (b) the section on picture galleries and exhibitions?

30. Would you consider it more important for your child to secure training in: (a) religion; (b) athletics?
Part II

Directions: Each of the following situations or questions is followed by four possible attitudes or answers. Arrange these answers in the order of your personal preference by writing, in the appropriate box at the right, a score of 4, 3, 2, or 1. To the statement you prefer most give 4, to the statement that is second most attractive 3, and so on.

Example: If this were a question and the following statements were alternative choices you would place:

4 in the box if this statement appeals to you most.

3 in the box if this statement appeals to you second best.

2 in the box if this statement appeals to you third best.

1 in the box if this statement represents your interest or preference least of all.

You may think of answers which would be preferable from your point of view to any of those listed. It is necessary, however, that you make your selection from the alternatives presented, and arrange all four in order of their desirability, guessing when your preferences are not distinct. If you find it really impossible to state your preference, you may omit the question. Be sure not to assign more than one 4, one 3, etc., for each question.
1. Do you think that a good government should aim chiefly at — (Remember to give your first choice 4, etc.)
   a. more aid for the poor, sick and old
   b. the development of manufacturing and trade
   c. introducing highest ethical principles into its policies and diplomacy
   d. establishing a position of prestige and respect among nations
   
2. In your opinion, can a man who works in business all the week best spend Sunday in —
   a. trying to educate himself by reading serious books
   b. trying to win at golf, or racing
   c. going to an orchestral concert
   d. hearing a really good sermon
   
3. If you could influence the educational policies of the public schools of some city, would you undertake —
   a. to promote the study and participation in music and fine arts
   b. to stimulate the study of social problems
   c. to provide additional laboratory facilities
   d. to increase the practical value of courses
   
4. Do you prefer a friend (of your own sex) who —
   a. is efficient, industrious and of a practical turn of mind
   b. is seriously interested in thinking out his attitude toward life as a whole
   c. possesses qualities of leadership and organizing ability
   d. shows artistic and emotional sensitivity
   
5. If you lived in a small town and had more than enough income for your needs, would you prefer to —
   a. apply it productively to assist commercial and industrial development
   b. help to advance the activities of local religious groups
   c. give it for the development of scientific research in your locality
   d. give it to The Family Welfare Society
   
6. When you go to the theater, do you, as a rule, enjoy most —
   a. plays that treat the lives of great men
   b. ballet or similar imaginative performances
   c. plays that have a theme of human suffering and love
   d. problem plays that argue consistently for some point of view

Total

Page 7
7. Assuming that you are a man with the necessary ability, and that the salary for each of the following occupations is the same, would you prefer to be a—
   a. mathematician
   b. sales manager
   c. clergyman
   d. politician

8. If you had sufficient leisure and money, would you prefer to—
   a. make a collection of fine sculptures or paintings
   b. establish a center for the care and training of the feeble-minded
   c. aim at a senatorship, or a seat in the Cabinet
   d. establish a business or financial enterprise of your own

9. At an evening discussion with intimate friends of your own sex, are you more interested when you talk about—
   a. the meaning of life
   b. developments in science
   c. literature
   d. socialism and social amelioration

10. Which of the following would you prefer to do during part of your next summer vacation (if your ability and other conditions would permit)—
    a. write and publish an original biological essay or article
    b. stay in some secluded part of the country where you can appreciate fine scenery
    c. enter a local tennis or other athletic tournament
    d. get experience in some new line of business

11. Do great exploits and adventures of discovery such as Columbus's, Magellan's, Byrd's and Amundsen's seem to you significant because—
    a. they represent conquests by man over the difficult forces of nature
    b. they add to our knowledge of geography, meteorology, oceanography, etc.
    c. they weld human interests and international feelings throughout the world
    d. they contribute each in a small way to an ultimate understanding of the universe
12. Should one guide one's conduct according to, or develop one's chief loyalties toward —
   a. one's religious faith
   b. ideals of beauty
   c. one's occupational organization and associates
   d. ideals of charity

13. To what extent do the following famous persons interest you —
   a. Florence Nightingale
   b. Napoleon
   c. Henry Ford
   d. Galileo

14. In choosing a wife would you prefer a woman who — (Women answer the alternative form below)
   a. can achieve social prestige, commanding admiration from others
   b. likes to help people
   c. is fundamentally spiritual in her attitudes toward life
   d. is gifted along artistic lines

   (For women) Would you prefer a husband who —
   a. is successful in his profession, commanding admiration from others
   b. likes to help people
   c. is fundamentally spiritual in his attitudes toward life
   d. is gifted along artistic lines

   a. as expressing the highest spiritual aspirations and emotions
   b. as one of the most priceless and irreplaceable pictures ever painted
   c. in relation to Leonardo's versatility and its place in history
   d. the quintessence of harmony and design
SCORE SHEET FOR THE STUDY OF VALUES

DIRECTIONS:

1. First make sure that every question has been answered.

   Note: If you have found it impossible to answer all the questions, you may give equal scores to the alternative answers under each question that has been omitted; thus,

   Part I. 1½ for each alternative. The sum of the scores for (a) and (b) must always equal 3.
   Part II. 2½ for each alternative. The sum of the scores for the four alternatives under each question must always equal 10.

2. Add the vertical columns of scores on each page and enter the total in the boxes at the bottom of the page.

3. Transcribe the totals from each of the foregoing pages to the columns below. For each page enter the total for each column (R, S, T, etc.) in the space that is labeled with the same letter. Note that the order in which the letters are inserted in the columns below differs for the various pages.

<table>
<thead>
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<th>Page Totals</th>
<th>Theoretical</th>
<th>Economic</th>
<th>Aesthetic</th>
<th>Social</th>
<th>Political</th>
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<td>(S)</td>
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<td>(S)</td>
<td>(X)</td>
<td>(Y)</td>
<td>(R)</td>
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</table>

4. Add the totals for the six columns. Add or subtract the correction figures as indicated.

5. Check your work by making sure that the total score for all six columns equals 240. (Use the margins for your additions, if you wish.)

6. Plot the scores by marking points on the vertical lines in the graph on the next page. Draw lines to connect these six points.
PROFILE OF VALUES

High and low scores. A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50 per cent of all scores for that value, i.e., 1 Probable Error. (These ranges are approximate since each Probable Error is rounded to the nearest whole number.)

- Theoretical: 34-46
- Economic: 34-46
- Aesthetic: 34-46
- Social: 35-45
- Political: 35-45
- Religious: 33-47

Outstandingly high and low scores. A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82 per cent of all scores for that value, i.e., exceed 2 Probable Errors.

- Theoretical: 29-51
- Economic: 29-51
- Aesthetic: 27-53
- Social: 30-50
- Political: 31-49
- Religious: 25-55

The Manual of Directions, page 9, gives detailed norms for 1816 college students who served as the standardization group for the Study of Values.
APPENDIX B
Mr. Perry L. Davis
Bureau of Educational Materials
Louisiana State University
University Station
Baton Rouge 3, Louisiana

Dear Mr. Davis:

I know of no use of the Study of Values in the manner that you describe. So far as the authors of the test are concerned I am sure that you may revise the items for experimental purposes to suit the eighth grade level and to attempt to measure ideals of values. Of course if your research should get to the point where a standardized scale is offered for publication, then it would be necessary to take the matter up with Houghton Mifflin, the publishers of the test. I see no reason, however, why you should not make the changes you have in mind for the purposes of your dissertation.

With best wishes for your project,

Sincerely yours,

Gordon W. Allport
VITA

The writer was born in Bay St. Louis, Mississippi, on January, 25, 1912.

His schooling was completed at the following institutions: (1) Ponchatoula Elementary School, Ponchatoula, Louisiana, 1927, (2) St. Joseph High School, Metuchen, New Jersey, 1931, (3) St. Joseph Normal School, Metuchen, New Jersey, 1933, (4) Spring Hill College, Mobile, Alabama, 1940, B.S., (5) Mississippi Southern College, Hattiesburg, Mississippi, M.A., 1949.

The writer served in the Coast Guard Auxiliary from 1943 to 1946. He worked in industry in the following occupations: welder, shipfitter, glasscutter, and aircraft inspector. He taught night school at Delgado Trade School in New Orleans, Louisiana during the year 1943. He was retail salesman from 1946 to 1947.

The writer has had sixteen years of professional service, seven in parochial schools of New York, Mississippi, and Louisiana and nine in the public schools of Louisiana. He has served as principal of a junior high school for one year, and has directed the pilot guidance program for the State Department of Education of Louisiana, at Ponchatoula High School from 1949 to 1952. At present he is Counselor at Ponchatoula High School, Ponchatoula, Louisiana.
EXAMINATION AND THESIS REPORT

Candidate: Perry L. Davis

Major Field: Education

Title of Thesis: A Study of the Values of Public High School Students in Louisiana

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

[Signatures]

[Signatures]

Date of Examination: