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The Attitudes and Behavior of a Group of Students at Roosevelt High School Toward Classroom Dishonesty

Jean Morgan
Incarnate Word College

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THE ATTITUDES AND BEHAVIOR OF A GROUP OF
STUDENTS AT ROOSEVELT HIGH SCHOOL
TOWARD CLASSROOM DISHONESTY

by

Jean Morgan
"

A Project

Submitted to the Faculty of the Division of Graduate Studies
of Incarnate Word College in Partial Fulfillment of the
Requirements for the Degree of

Master of Arts

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CHAPTER I

INTRODUCTION

In recent years, at both the high school and college levels, cheating has become increasingly flagrant and widespread. Some educators have expressed the view that many of today's students are cheating openly, brazenly, and almost, it would seem, "proudly." (It is as though they were making a "game" of it, while daring their teachers to catch them.) Many others are employing more subtle, sophisticated tactics, and their tricks often require tedious and laborious preparation on their part and constant surveillance on the part of their teachers. Examples are: the pasting of answers inside the bows of eyeglasses, rolling crib scrolls inside watches and ballpoint pens, and pinning cheat notes to panty hose or other inner garments.¹

On many college campuses, the term-paper business is booming and lucrative. One college instructor comments that it has become so prevalent that "students are no longer able to see the difference between a borrowed paper and one they've

¹John Nassivera, "The Race for Grades," Seventeen, May 1975, p. 41.

worked on themselves."² Some university authorities admit that "stolen" examination transactions on their campuses have developed into full-scale rackets. A weekly magazine recently publicized a cheating ring at the University of Florida which involved burglary, theft, bribery, and the illicit exchange of drugs.³

The Problem

Why is dishonesty among students of all ages increasing in startling and alarming proportions? Why do many of today's students cheat openly and brazenly? Which students (or groups of students) are likely to cheat? Under what conditions is cheating more or less likely to take place? Are future teachers less likely to cheat than other college students? In answer to these and other related questions, many opinions have been voiced, and several extensive studies have been made. This researcher uncovered some forty related articles and studies, ten of which she used in writing. It is the purpose of this study to examine the attitudes and behavior toward classroom dishonesty of a group of students

²Phyllis Zagano, "I Wonder Who's Writing Them Now," New York Times Magazine, 18 May 1975, p. 103.

³"Cheating in Florida," Time, 10 March 1975, p. 73.

at one secondary public school, Roosevelt High School, in San Antonio, Texas.

Statement of the Hypothesis

This study will pose the questions, "Why do Roosevelt High School students cheat?" and "Are parents and teachers inadvertently encouraging student dishonesty?" It will be hypothesized that the attitudes and behavior of the students at Roosevelt High School toward classroom dishonesty are a reflection of greater society's changing values.

Assumptions and Limitations

The students whose attitudes and behavior will be examined number fifty-five, and they comprise two regular classrooms at Roosevelt High School. Their backgrounds, interests, talents, and abilities vary and range widely. However, those students categorized by the school Guidance and Counseling Office as "slow learners" or "gifted" are not generally included in the regular classroom. (These students are normally screened and placed in "basic" or "enriched" classes where their needs may be more fully and adequately met.)

Definition of Terms

The terms "cheating" and "classroom dishonesty" will be used interchangeably. However, "classroom dishonesty" may also be used to denote other dishonest classroom acts (lying, stealing, etc.), as well as dishonest practices which actually take place out of the classroom but affect behavior there (the stealing of examinations, sale of research papers, etc.).

Review of Related Literature

Several studies reveal the high percentages of students who, in the absence of the likelihood of detection, cheat when provided the opportunity. Ellenburg reports that 80 percent of the ninth-grade students involved in his experiments cheated, and Zastrow found that the percentage of cheaters among the graduate students included in his study at the University of Wisconsin, Madison, was some 40 percent. Zastrow concluded that cheating at the graduate level is as extensive as at the undergraduate level.⁴

⁴F. C. Ellenburg, "Cheating on Tests: Are High Achievers Greater Offenders than Low Achievers?," Clearing House 47 (March 1975): 427; Charles H. Zastrow, "Cheating Among College Graduate Students," Journal of Educational Research 64 (December 1970): 157.

Concerning the factors which cause an individual to cheat, the most extensive study done to date is that conducted by Hartshorne and May at Columbia University in 1928-30. (Several recent interpretations of their work have been made.) It was not possible to divide children into groups of cheaters and noncheaters, Hartshorne and May found, nor was it possible (with any degree of reliability) to predict cheating in any given situation. Moral belief had little apparent influence on moral conduct, and noncheaters were simply more cautious, rather than more honest, than cheaters. Hartshorne and May concluded that the factors which cause a child to cheat are determined by the situation, rather than by internal moral values. Honest (or dishonest) behavior is largely influenced by expediency and group approval.⁵

More recent studies made by Kohlberg (in 1964, 1966, 1967, and 1970) and Kohlberg and Turiel (in 1971) support a developmental concept of moral character as a causative factor. According to the findings and conclusions of these researchers, a specific act of conduct, such as cheating, is determined by situational factors, but it is also related to

⁵Encyclopedia of Education, 1971 ed. S.V. "Psychological View of Moral Education," by Lawrence Kohlberg.

the personality development of the perpetrator. Kohlberg describes six stages in personality development which may influence moral choices. When children (or adolescents) reach the fifth and sixth stages in their development, he concludes, they show a consistent tendency not to cheat. However, some never reach these stages, which would tend to discourage cheating because of the undesirable prospect of self-condemnation.⁶

Based on her findings in a study in which she attempted to determine the relationship between values and behavior, Henshel expressed the opinion that, "Morality is not simply a matter of internalizing what is right or wrong, but also a matter of knowing or feeling what is desirable. What one feels desirable may be perceived as wrong, according to prevalent norms." Henshel believes that situation affects behavior largely through the values the individual holds toward the various situational factors he perceives. Thus, she concludes, behavior may be related to values other than moral ones.⁷

⁶Ibid., p. 401.

⁷A. M. Henshel, "Relationship Between Values and Behavior: A Developmental Hypothesis," Child Development 42 (December 1971): 2003.

An opinion voiced by columnist Ann Landers appeared to bear out Henshel's conclusion. Landers is quoted: "Behavior by the government's highest officials has caused the younger generation to view dishonesty as okay if it's for a higher purpose."⁸ Lander's opinion and one expressed by the author of an article in U.S. News & World Report appear to support this writer's hypothesis that the attitudes of today's high-school students toward classroom dishonesty are a reflection of society's changing values. The author of the article believes that political scandals, questions raised by the Vietnam War, racial strife, and the influences of television all have contributed to the alteration of America's moral values.⁹

Other studies (and opinions) blame teachers, teaching methods, and parents for the high incidence of classroom dishonesty. Thielens reports that when 5,400 students from 99 American colleges were asked about the prevalence of student dishonesty during the preceding semester, twice as many incidents were reported in lecture-type courses as in seminar or

⁸Nassivera, "Race for Grades," p. 48.

⁹"What's Happening to American Morality?," U.S. News & World Report, 13 October 1975, p. 40.

discussion-type courses.¹⁰ Zagano says that:

It is the system which requires good marks for graduate schools. Professors have, purposely or not, made things easier. In some classes papers are not required; in some, they are not read. When will administrators admit that it is a bit ridiculous to have seventy percent of each graduating class graduated with honors? When will parents stop force-feeding baccalaureate degrees to their children? Does the chicken or the egg come first?¹¹

In summary, studies and opinions indicate that cheating is not necessarily the result of lack of moral values. It may reflect immature personality development, and it may also be a reaction on the part of the cheater to a given situation which he views as more important than his "built-in" moral beliefs (e.g., peer approval). Many forces, influences, changes, and pressures are at play in today's society, and they all may affect a cheater's actions or his reactions to a situation.

¹⁰Encyclopedia of Education, 1971 ed. S.V. "Teacher-Student Interactions: Lecture Courses," by Wagner Thielens, Jr.

¹¹Zagano, "I Wonder Who's Writing Them Now," p. 104.

CHAPTER II

ROOSEVELT HIGH SCHOOL

Theodore Roosevelt High School is one of four senior high schools in the North East Independent School District of San Antonio. (The district's fifth high school, James Madison, is scheduled to open at the beginning of the 1976-77 school year.) Roosevelt opened officially in the fall of 1966.

Roosevelt is the largest high school in the North East Independent School District, and one of the largest in the greater San Antonio area. Student enrollment for the 1975-76 school year was just under 3,200, and the faculty and professional staff number 174. The dispersion of ethnic groups at Roosevelt for that year was as follows: white (not of Hispanic origin), 82 percent; Hispanic, 12.2 percent; Black (not of Hispanic origin), 4.3 percent; Asian or Pacific Islanders, 1 percent; and American Indian or Alaskan native, .5 percent.

Roosevelt students generally come from middle- and upper-middle class backgrounds. A significant number come from homes where the parents are engaged in professional

occupations. Some 28 percent of Roosevelt students are categorized as "federally connected." This term is used to refer to those students for whom the Federal Government subsidizes the local school district (House Bill 874). Parents of these students are employed on federal property which is exempt from state and local taxation, and they are usually members of the armed forces or Civil Service employees. Another sizable number of students at Roosevelt (not included in the "federally-connected" group) are those whose fathers are retired from military service. Thus, it may be concluded that as a result of their military connections, a significant number of Roosevelt students have lived and traveled widely, both within the continental United States and abroad.

At the beginning of the 1973-74 school year, the North East Independent School District went off the semester organizational plan and adopted the quarter plan. As a result, credit is now awarded in quarter units rather than in the traditional Carnegie units. (A quarter unit is defined as fifty-five clock hours of instruction.)

Roosevelt offers two major plans for graduation, one designed to meet the needs of college-bound students, and the other designed for those students who may elect to enter

the work-world immediately following graduation. The latter plan may prepare the student for a career in business or in a vocational field, or it may provide him with skilled technical training. All candidates for graduation must complete twelve quarter units in English, six in mathematics, nine in social studies, six in science, and two in health. Normally, seven units in physical education are required, but in some instances (e.g., where a student is enrolled in a vocational program in which he is earning six or more units of credit) physical education is not required.

Vocational occupations which Roosevelt students may choose are Automobile Mechanics, Auto Paint and Body, and Cosmetology, each of which provides the student with actual on-campus shop or laboratory experiences. Other vocational-cooperative courses (e.g., Distributive Education, Home Economics Coop, Industrial Cooperative Training, and Vocational Office Education) provide actual on-the-job training. Another Roosevelt offering provides vocational education to selected handicapped students who are eligible for the district's Special Education program.

Roosevelt offers a diversified extracurricular program. Students may choose to be active in band, pep squad,

student council, choir, drama, R.O.T.C., etc., or they may elect to participate actively in the school's well-rounded athletic program. In addition, they may choose from some forty clubs and organizations, those which are most compatible with their own special interests.

Academically, North East Independent School District schools rank high, both in the state and in the nation. According to district administrators, at the present time when there is a publicized national decline in test averages, testing results in the district reveal a stable maintenance of standards, and even a rise in certain ability areas. Some 70 percent of the district's 1975 graduates indicated plans to attend college, and \$624,186 was offered in scholarships and grants to Roosevelt graduates alone (although only \$352,970 was actually accepted).¹²

Based upon the above facts and figures, it may be concluded that, generally speaking, Roosevelt High School students are educationally "privileged." These young people enjoy the broad experiences and material benefits made possible by their better-than-average socioeconomic backgrounds

¹²"Focus and Achievement," North East Report (San Antonio, Tex.: North East Independent School District, February, 1976), n.p.

and the further opportunities afforded by a progressive curriculum. In addition, many of them have been endowed with another, equally important, educational advantage--that of having been reared in homes where education is accorded high value.

CHAPTER III

SURVEY OF A GROUP OF ROOSEVELT STUDENTS

The writer of this research report has availed herself of the opportunity to examine the attitudes of a group of high-school students toward classroom dishonesty, while at the same time satisfying the requirements for a Master's Degree in Secondary Education. She has been a public school teacher at both the junior and senior high levels for fourteen years and has observed with interest and somewhat dismay the rapidly changing values of secondary-school students concerning classroom dishonesty. She remembers a time (not many years past) when a group of her junior high-school students literally cried "tears of remorse and shame" because it had been discovered that they had "looked at" a "misplaced" examination. Cheating then was still socially unacceptable (if not downright disgraceful). In contrast today, students appear tolerant, nonchalant, and/or approving in their attitudes toward classroom dishonesty, and many seem to condone and actually to employ dishonesty as a means to gaining status among their peers.

The instrument by which the researcher attempted to

survey student attitudes was an opinionnaire consisting of ten questions with varying numbers of possible responses. To some questions, students were asked to respond with one answer only; to others, with as many responses as they deemed appropriate.

The opinionnaire was administered to fifty-five students, comprising two high-school Government classes. Of this group, thirty were classified as juniors and twenty-five as seniors. Their classroom teacher holds a Master's Degree in Secondary Education and state certification in Guidance and Counseling, and he shares this researcher's interest in and concern for the changing values of today's youth. He kindly consented to administer the opinionnaire, copies of which he distributed on the same day to each class at the beginning of the period. Each copy included a cover sheet which explained the purpose of the survey, emphasized the fact that no identification was required, and solicited students' cooperation. Respondents were given as much time as was needed to complete the opinionnaire, and all forms were completed and returned within a ten or fifteen minute time span.

Responses were tabulated at a regular weekly meeting of the researcher's graduate class. Graduate students and the

instructor assisted in compilation.

Prior to the distribution of the opinionnaire, an attempt was made by the researcher and her colleague to sample the extent of cheating among Roosevelt students. Examination papers were taken up from three regular classes (one World History class and two Government classes), graded by the teachers (but not marked), and returned to the students, who were then instructed to grade the papers. In one class of twenty-nine (made up of sophomores and juniors), thirteen grades (approximately 45 percent) were higher when the students graded their own papers than when the teacher had graded them. Out of a class of twenty-five (juniors and seniors), ten grades (representing 40 percent) were higher when the papers were student-graded; and in another class of twenty-five (also juniors and seniors), four (16 percent) were higher when tests were handed out at random and students were instructed to grade another student's paper. In each class, it should be noted that one or two grades were lower when student-graded; therefore, allowances should be made for both student and teacher error. The results of these experiments indicate considerably less cheating (almost 50 percent less) at Roosevelt among sophomores, juniors, and seniors than

Ellenburg found among the ninth-grade students involved in his experiments. (See Chapter 1)

The first question of the opinionnaire was designed to discover the specific types of behavior which Roosevelt students considered to be (or not to be) cheating. Table 1 below shows the list of examples cited and the number of students who responded to each example. (Each choice was considered by the researcher to be a common "cheating" incident.)

TABLE 1

BEHAVIORS CONSIDERED CHEATING BY STUDENTS

Behavior	Number Responding
Including in a bibliography books you did not read or use in writing	31
Lending your homework to a friend	35
Getting a friend to write an English composition for you	42
Paying a student to write your term paper	45
Letting the girl behind you copy your answers on a test	40

Based upon the number of responses to each example, it can be seen that a majority of those responding considered

each type of behavior to be a "cheating" episode.

Further tabulations showed, however, that only twenty-three (about 42 percent) of those responding indicated that they considered all five examples listed to be cheating; seven (almost 13 percent) marked four choices; eight (nearly 15 percent) responded to three choices; six (not quite 11 percent) marked two choices; ten (approximately 18 percent) responded to one choice only; and one student (representing less than 2 percent) did not respond to any choice at all. These results, it appears to the researcher, raise still another question. Could the differences in the numbers who responded to each type of behavior indicate that the respondents felt that there are "degrees of cheating" (e.g., that some forms of cheating are worse than others)?

The purpose of Question 2 was to determine the frequency of cheating as observed by Roosevelt students. In answer to the question, "How much cheating do you observe among your classmates?", twelve respondents indicated that they observed "a great deal"; and twenty-one saw "quite a bit" of cheating going on around them. Fourteen observed "some" cheating, six saw "a little," and only one student said that he was aware of "very little" cheating among his classmates.

These results, showing 60 percent observing "a great deal" or "quite a bit" of cheating, bear out the researcher's own observations (and experimental findings) that cheating at Roosevelt High School is obvious and widespread.

A number of studies (including one by Ellenburg, mentioned in Chapter I of this report) have been made, in an effort to determine which academic types most frequently cheat. (Ellenburg found as much cheating among the high achievers as among the low achievers in his experimental group.) Question 3 of the opinionnaire asked, "Which type (academic) of students do you think frequently cheat?" Thirteen thought that "average" students are more likely to cheat, but thirty believed that "all types cheat with about the same frequency." Eight indicated their belief that "below average" students cheat more often, and one believed that "above average" students cheat more frequently. (Three did not respond, or invalidated their answers.) It should be remembered that at Roosevelt, "below" and "above" average students are generally placed in special "basic" or "enriched" classes; therefore, it is most probable that those responding to the questionnaire were themselves "average" students.

In Questions 4 and 5, the researcher sought to discover

specific reasons why Roosevelt students cheated. From a list of seven items, respondents were asked to choose "the most important reason" and "the second most important reason" why students cheat. (The reasons listed, and the number of students responding to them are show in Tables 2 and 3.)

TABLE 2

MOST IMPORTANT REASON FOR CHEATING

Reason	Number Responding
Lack of preparation	27
Need to win approval of friends	2
Fear of failure	16
Pressure to help a friend	2
Unfair or irrelevant tests	0
Attitudes of teachers	0
Parent expectations	4
No response or invalidation	4

TABLE 3

SECOND MOST IMPORTANT REASON FOR CHEATING

Reason	Number Responding
Lack of preparation	15
Need to win approval of friends	1
Fear of failure	26
Pressure to help a friend	0
Unfair or irrelevant tests	2
Attitudes of teachers	0
Parent expectations	10
No response or invalidation	1

Results clearly indicate "lack of preparation" and "fear of failure" as the first and second most important reasons for cheating, with "parent expectations" receiving the next highest number of responses. It might be argued, of course, that "fear of failure" stems (in part at least) from "parent expectations" and that "lack of preparation" and "fear of failure" are immediate (rather than underlying) causes, and should be included in a different category.

The researcher had expected that "pressure to help a friend" and the "need to win approval of friends" would weigh much more heavily as important reasons for cheating. Hartsthorne and May (as was reported in the related literature for this report in Chapter I) found "group approval" to have a major influence on honest and dishonest behavior. This, of course, does not necessarily mean that "group approval" was a reason for dishonest behavior. Only 5 percent listed "need to win approval of friends" and 4 percent, "pressure to help a friend," as first or second choices.

The remaining five questions of the opinionnaire were designed to bring to light parent, teacher, and student attitudes toward cheating. Question 8, "To what extent do you think that teachers are responsible for the cheating that

goes on among students?," was specifically designed to weigh teacher influence upon cheating. Question 6, "Which of the following do you think best represents the feelings of most students toward cheating?," was intended to induce the student to think about the attitudes of his peers; and Question 10, "Mark any of the following that represents your feelings regarding cheating," was aimed at bringing to light the respondent's own beliefs and values. Student responses to this part of the opinionnaire and the researcher's conclusions will be discussed in the following chapter.

CHAPTER IV

WHAT ROOSEVELT STUDENTS THINK ABOUT CHEATING

Although not one respondent listed "attitude of teachers" as a first or second most important reason for cheating, nonetheless, when asked (in Question 8) "to what extent teachers are responsible for cheating," thirty-two (approximately 58 percent) answered "to some extent." Only eleven (20 percent) said "to very little extent." Apparently, as can be seen in Table 4 below, some 65 percent of the students surveyed believed that teachers--either to a great, or somewhat lesser degree--are responsible for the cheating that goes on among their students.

TABLE 4

EXTENT OF TEACHER RESPONSIBILITY FOR CHEATING

Extent	Responses
To a great extent	4
To some extent	32
To a little extent	6
To very little extent	11
Invalidated	2

These findings concur with the researcher's own hypothesis that teachers (though perhaps inadvertently) do significantly

contribute to the cheating that goes on around them.

Question 9, "Which of the following do you think best represents your teachers' attitudes toward cheating?" was intended to bring to light teacher attitudes toward cheating as interpreted by students. It was not designed to determine how teachers influence, or contribute to, cheating. (See Table 5 for attitudes and responses.)

TABLE 5

TEACHER ATTITUDES TOWARD CHEATING

Attitude	Number Responding
Don't appear to be concerned	7
Appear suspicious, try to catch people cheating	25
Consistently monitor class	25
Check homework	3
Make it easy to cheat	22
Make it impossible to cheat	18

In the review of related literature for this report (in Chapter I), the writer summarized the results of a study by Thielens in which that researcher blamed teaching methods (lecture versus discussion-type courses) for cheating. The opinions and conclusions of Zagano, who blamed (among other things) the "laxity" of professors, were also discussed. This researcher is in no position to pinpoint ways in which teachers

are responsible for cheating.

Perhaps the only clear conclusion that can be drawn from the responses to Question 9 is that a significant number of teachers do, indeed, make it easy for their students to cheat.

The responses to Question 7, which sought to examine parent attitudes toward cheating (as interpreted by the students), are seen in Table 6. They were surprising to the researcher. Thirty-six (65 percent) of those responding indicated that they believed that their parents "consider cheating to be dishonest--in the same category as lying and stealing"; and six (nearly 11 percent) said that they believed their parents "would rather they would fail than cheat." Only seven

TABLE 6

PARENT ATTITUDES TOWARD CHEATING

Attitude	Responses
They consider cheating to be dishonest	36
They don't think it's bad, but embarrassing	7
They would rather their children fail	6
They don't care	2
They would be madder at their children for getting caught	0
They think it's O.K. Everybody does it	1
Invalidated responses	3

(not quite 13 percent) said that their parents "do not think cheating is bad," but they would be embarrassed if their children got caught. Only one respondent said that his parents "think that cheating is O.K., because everybody does it."

These responses appear to the researcher to refute a rather common hypothesis--that parents, by "cheating" on their income taxes (and sometimes on each other)--set the example for their children to cheat in school. Perhaps, after all, children do not see the correlations.

Questions 6 and 10 were designed to bring to light student attitudes toward cheating. Question 6 specifically asked the respondent to "think about the attitudes of his peers." Table 7 shows the list of attitudes cited and the number of students who responded to each attitude.

By means of Question 10, the researcher sought to direct the thoughts of the respondents to himself and to his own personal attitudes and values. Students were asked to respond to the following question, "Mark any of the following that represents your feelings regarding cheating." Attitudes, and the number responding to each choice, are shown in Table 8.

TABLE 7

ATTITUDES OF PEERS TOWARD CHEATING

Attitude	Number Responding
Don't think it's wrong because it doesn't hurt anybody	18
Don't think it's wrong, unless they get caught	25
It's wrong for the person who copies, but not for the one who lets him copy	13
Cheating isn't bad, because everybody does it	26
Sometimes it's fun when the teacher is suspicious	6
Teacher is stupid not to know and deserves to have people cheat	14
People have to cheat all through life	10
It's morally wrong	5

The responses to Questions 6 and 10 appear to the researcher to be significant. Although thirty-five (over 63 percent) thought that "it's wrong to cheat because you really are cheating yourself," only five (less than 10 percent) thought that it is "morally wrong" to cheat; and only three (approximately 5 percent) said that they "would not cheat, no matter what other people do."

TABLE 8

PERSONAL ATTITUDES TOWARD CHEATING

Attitude	Number Responding
It's O.K. Everybody has cheated	11
It's wrong, because you're cheating yourself	35
I'd cheat but my friends would think less of me	7
It's wrong, and I would never cheat	3
It's O.K., if you're careful not to get caught	11
Nobody cares	8
No responses	3

Based upon responses to the opinionnaire, it may be concluded that a majority of Roosevelt students do not have "moral" feelings which deter them from cheating. They are not dissuaded by the disapproving attitudes of their parents, nor does their classroom dishonesty appear--to any significant degree--to be influenced by their peers. Their teachers may (and probably do) contribute to their dishonest behavior, but the underlying motive for classroom dishonesty at Roosevelt High School appears to be expediency.

CHAPTER V

SUMMARY AND CONCLUSION

This study was undertaken by the writer in order that she might fulfill, in part, the requirements for a graduate research course. As a public high-school teacher, she had for some time been concerned about the lax attitudes of students toward classroom dishonesty. Cheating has increasingly become a problem of profound concern to both high school and college authorities. It seemed feasible for the writer, as a subject for her research, to examine the attitudes of a group of students at her own school.

In this report, the questions, "Are parents and teachers inadvertently encouraging student dishonesty?" and "Why do students cheat?" were posed, and it was hypothesized that "the attitudes and behavior of the students at Roosevelt High School toward classroom dishonesty are a reflection of greater society's changing values."

In research, the writer discovered much related literature. Several studies were discussed and their findings were evaluated, and a number of opinions were quoted and commented upon. The related literature was primarily concerned with the

factors which contribute to classroom dishonesty. Pressure (by both parents and school) to make good grades, laxity of teachers, influences of group approval, influences of political scandals, and even the influences of television were suggested contributing factors. The study by Hartshorne and May in which those researchers concluded that moral values do not cause (nor deter) cheating; and another study by Kohlberg in which he describes "a developmental concept of moral character" as a causative factor for cheating were summarized. Another study by Henshel in which that researcher concluded that values, more important to the cheater than his moral beliefs, may cause him to cheat.

The results of this study indicate to the researcher that classroom dishonesty among Roosevelt students is largely influenced by expediency. If the classroom climate is right (e.g., if the chances of being caught are minimal) and if needed information is available, it seems (to the students) fitting and appropriate to cheat. This Machiavellian attitude, the writer believes, is a symptom of the times--"a reflection of greater society's changing values." As one educator has said:

Why should we teach students to be honest? As soon as they get out into the world, they will find that business

people generally are out to get all they can in any way they can. If we teach students to be honest, we're giving them a false orientation.¹³

If this reflects the thinking of educators (even some of them), it appears to this writer that, indeed, society's values have changed, and its young people, without any moral or ethical guidance, may well be the losers.

¹³James D. Pendleton, "Education for Honesty," Today's Education 64 (March-April 1975): 72.

APPENDIX

STUDENT ATTITUDES SURVEY

You are being asked to take part in a study which is being conducted at a local institution of higher learning. Its purpose is to examine the attitudes of high-school students toward cheating. You are not requested or expected to identify yourself in any way. Your thoughtful and honest responses will be appreciated in order that a valid study may be completed. If you do not consider any of the responses appropriate for any given question, you, of course, do not have to mark any answers. Thank you for your cooperation.

Please mark (by circling) one or more answers (as instructed) for each question.

1. Which of the following do you consider to be cheating?
(Circle as many responses as you feel are appropriate.)
 - A. Including in the bibliography of a research paper, books which you did not read or use in writing, because the teacher required that you read from a specific number of references.
 - B. Letting a friend borrow your homework because he didn't have time to do his, but only after he promises to change the words so that the teacher won't become suspicious.
 - C. Getting a friend to write an English composition for you, because writing is easy for him and hard for you.
 - D. Paying a student (who practically guarantees to produce an A paper) to write a term paper for you, because you are not going to have time to do it yourself.
 - E. Letting the girl behind you (whom you like a lot) look at your answers on the six-weeks' exam, because she's about to fail the course.
2. How much cheating do you observe among your classmates?
Circle one.
 - A. A great deal.
 - B. Quite a bit.
 - C. Some.
 - D. A little.
 - E. Very little.
3. Which type of students do you think frequently cheat?
Circle one.
 - A. Above average (academically) students.
 - B. Average students.
 - C. Below-average students.
 - D. All types with about the same frequency.
4. What do you think is the most important reason why students cheat? Circle only one.

- A. Lack of preparation.
 - B. Need to win approval of friends.
 - C. Fear of failure.
 - D. Pressure to help a friend.
 - E. Unfair or irrelevant tests.
 - F. Attitudes of teachers.
 - G. Parent expectations.
5. What do you think is the second most important reason why students cheat? Circle only one.
- A. Lack of preparation.
 - B. Need to win approval of friends.
 - C. Fear of failure.
 - D. Pressure to help a friend.
 - E. Unfair or irrelevant tests.
 - F. Attitudes of teachers.
 - G. Parent expectations.
6. Which of the following do you think best represents the feelings of most students toward cheating? (Circle more than one if you feel that it is appropriate.)
- A. They don't think that cheating is wrong, because it doesn't hurt anybody.
 - B. They don't see anything wrong with cheating except "getting caught."
 - C. They think it's wrong for the person doing the copying, but not for the person who lets them copy. After all, they're just trying to help a friend.
 - D. They think cheating can't really be bad, because everybody has done it sometime.
 - E. Sometimes they think it is kind of fun to cheat, especially when the teacher suspects and is trying so hard to catch somebody.
 - F. Sometimes they think that if the teacher is so stupid she doesn't know all that cheating is going on, maybe she doesn't care. Anyway, she deserves it.

- G. They think that sooner or later people have to cheat in order to get ahead in life.
 - H. They think that, morally, it is wrong to cheat.
7. Which of the following would you say best represents the feelings of your parents toward cheating? Circle one.
- A. They consider cheating to be dishonest--in the same category as lying and stealing.
 - B. They don't think it's really bad to cheat, but they would probably be embarrassed if I got caught.
 - C. My parents would rather I would fail than cheat.
 - D. My parents don't care one way or the other.
 - E. They would probably be madder at me for getting caught than for cheating.
 - F. My parents think it's O.K. Everybody does it in one way or another--even after they get out of school.
8. To what extent do you think that teachers are responsible for the cheating that goes on among students? Circle one.
- A. To a great extent.
 - B. To some extent.
 - C. To a little extent.
 - D. To very little extent.
9. Which of the following do you think best represents your teachers' attitudes toward cheating? Circle more than one if appropriate.
- A. Most of them don't appear to be concerned with cheating.
 - B. Some of them are suspicious, and they always seem to be trying to catch somebody.
 - C. Most of them consistently monitor the class during a test.

- D. Most of them check our homework to see if we're copying from each other.
 - E. Some of them make it pretty easy to cheat.
 - F. Some of them make it almost impossible to cheat.
10. Please mark any of the following that represents your feelings regarding cheating. Circle more than one if appropriate.
- A. I think it's O.K., because everybody has done it sometime.
 - B. I think it's wrong to cheat, because you really are cheating yourself.
 - C. I'd probably cheat, but my friends would think less of me if they found out.
 - D. I think it's wrong to cheat, and I wouldn't do it, no matter what other people do.
 - E. I think it's O.K., if you're careful not to get caught.
 - F. I don't think that anybody really cares--students, teachers, or parents.

COURSE SELECTION INFORMATION

SUBJECT	GRADUATION REQUIREMENTS QUARTERS	MINIMUM REQUIREMENTS FOR COLLEGE ENTRANCE
English	12	12
Mathematics	6	6 (Algebra 3) (Geometry 3)
Science (Laboratory)	6	6
Social Studies	9	9
American History	3	3
World History or World Geography	3	3
American Government	3 (Roosevelt)	2
Health, Safety & First Aid	2	2
Phy. Ed1, Band, ROTC, Pep Squad, Drill Team or Athletics	7	7
Electives	18	18
Foreign Language		*
	Total 60	Total 60

*Check bulletins from the college of your choice for specific requirements.

DEFINITION: 1 quarter unit of credit is defined as 55 clock hours of instruction. 3 quarter units of credit are equivalent to 1 Carnegie unit according to former years of computing units of credit.

ACADEMIC UNITS: Of the 60 quarter units required for graduation, 48 quarter units must be academic units. Academic units are earned from all subjects except Physical Education, Health, Driver Education, ROTC, Pep Squad, Drill Team, Athletics, Conversational Spanish, Stage Band, Journalism III, Business Office Experience, Business Organization, and Problem Solving Math.

CLASSIFICATION: Students will be classified as Freshmen (9th grade), Sophomore (10th grade), Juniors (11th grade), or Seniors (12th grade) for grade advisory placement. A student will progress to the next classification each year he is in high school until his senior year. To be classified as a senior a student must have acquired 45 quarter units. A summer graduate may be placed in a senior advisory with 40 quarter units.

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

AHEAD

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

ROOSEVELT HIGH SCHOOL

PLAN NOW FOR YOUR FUTURE

Introduction

The High School Ahead at Roosevelt bulletin is prepared by the Roosevelt Guidance Office as a guide to students who are in the process of formulating and clarifying their personal goals to be attained in high school and beyond. The importance of students obtaining the best possible preparation for their future is brought into sharp focus by noting the level of academic performance necessary to achieve success in college and by the level of skill performance required by employers who seek to hire graduates from the high school vocational programs.

In order to promote careful and thoughtful selection of high school courses which will best prepare the student for his future, the authors feel this bulletin will offer valuable guidelines.

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The Quarter Plan

With the beginning of the 1973-74 school year, the North East I.S.D. initiated the quarter plan in place of the semester plan. Under this organizational plan, the school year is divided into three required 12-week quarters as well as an optional 8-week summer quarter. Courses which were formerly awarded credit in terms of Carnegie Units are now awarded credit in terms of quarter units. With the completion of one quarter in any given course and attaining a grade of "D" or better, the student will be granted one quarter unit of credit. Full year courses which formerly earned one unit of credit will now be equal to three quarter units.

Graduation Requirements

A summary of North East I.S.D. graduation requirements follows:

<u>Subject</u>	<u>Quarter Units</u>	<u>Years</u>
English	12	4
Mathematics	6	2
Social Studies		
American History	3	1
World History or World Geography	3	1
Government	3	1
Science	6	2
Health	2	3
Physical Education	7	
Electives	18	6
	<hr/>	<hr/>
Total	60	20

Courses minimum
in four years.

I. Points to Consider in Planning Your High School Program

The College Bound Plan vs. The Business-Technical-Vocational Plan

High School graduation is not an end in itself but should serve to prepare you for the goals you have in mind after graduating from high school. If you do not know exactly what to do after leaving high school, you should have a general idea whether college, a specialized school, a job, or the armed forces is the next step. Each of these goals requires specific personal qualities, academic abilities and preparation, skills, and financial resources. You should weigh all these factors seriously before selecting your goals, and all high school courses should be carefully chosen to assure graduation from high school and maximum readiness for your post-graduation objectives.

There are two plans of graduation at Roosevelt H. S. They are the College Bound Plan and the Business-Technical-Vocational Plan. The College Bound Plan includes the minimum admission requirements that have been established by many undergraduate colleges. The Business-Technical-Vocational Plan is primarily designed for students who wish to enter the world of work upon graduation; however, the Business-Technical-Vocational Plan meets the admission requirements of some colleges. You should become familiar with the requirements of these plans and select the plan best suited to your abilities and most likely to prepare you for what you want to do after graduating from high school.

II. Self Evaluation

As you begin setting your goals and planning for your future, it is vitally important to have as much information about yourself as possible. There are various means of gaining this information about your interests, your abilities and aptitudes and your activities.

Interests

You will remember that in most 8th grade English classes you were given an interest inventory, the Kuder Interest Inventory. You probably discovered that your score showed that you had several strong interests and very little interest in other areas. The interests were classified into such categories as mechanical, scientific, persuasive, artistic, social service, and clerical.

If you have not had the opportunity to take an interest test, you may want to analyze the activities that you enjoy in your spare time. You can discover a great deal about yourself by thinking about the books you read for pleasure, the hobbies you enjoy, the sports you take part in, the clubs you have joined, and what subjects you enjoy in school.

Aptitudes and Abilities

Your abilities are very important in planning your future as well as your interests. Language ability (the ability to understand ideas expressed in

words), quantitative ability (the ability to handle mathematical ideas and concepts), and reasoning ability (the ability to solve problems logically) are all important to success in academic subjects.

Standardized achievement and aptitude tests which have been administered to you in middle school and high school will give you valuable information in comparing your abilities with those of your peers. If you have not maintained a copy of the scores earned on standardized tests, see your counselor for interpretation of the scores.

Activities

In planning for high school and beyond you will want to try to develop any special abilities you might have by means of extracurricular activities and community activities. By actively taking part in athletics, band, pep squad, student government, and various clubs you may discover leadership abilities, special musical or artistic talents, physical or social talents. These special talents will be valuable in college admission recommendations or employment applications.

III. Preparing for the World of Work

As you recognize your strengths, your interests and your aptitudes, you will begin to set realistic life goals for yourself. As you explore the world of work opportunities, you will begin to recognize that certain work areas appeal to you more than others. With the guidance of your parents, teachers, and counselor, you will be making important decisions in regard to your future.

If you plan to go to work immediately after graduation from high school, you should receive career training in high school. Roosevelt offers vocational training in Cosmetology, Secretarial Training, Drafting, Auto Mechanics, Auto Paint & Body, Distributive Education, Vocational Office Education, Industrial Cooperative Training, Home Economics, Cooperative Education, Coordinated Vocational-Academic Education.

Auto-Mechanics, Auto Paint & Body Repair, and Cosmetology are two year programs which offer a student classroom and lab training for three hours per day for two years. These courses are usually taken in the eleventh and twelfth grades.

There are five work study programs offering the 11th and 12th grade students the opportunity to attend school 1/2 day and to work 1/2 day under the supervision of the employer and teacher. This student may be prepared for a job immediately after high school or he may continue his education in a junior college or other school of higher education.

Students who are interested in any of the vocational programs should contact the vocational counselor for full description of the courses and opportunities available.

Graduation Requirements and Electives

A student who chooses to take a vocational program is held responsible for fulfilling the minimum graduation requirements. However, he may wish to consider Business or Technical English instead of the regular high school English and will choose electives carefully. Students enrolled in the following vocational programs may wish to choose electives from the areas listed:

Auto Mechanics: Typing, Recordkeeping

Cosmetology: Typing, Recordkeeping, Art

Home Economics Cooperative Education: Typing, Bookkeeping, Homemaking, Sociology

Distributive Education: Recordkeeping, Typing, Speech

Vocational Office Education: Typing, Bookkeeping, Shorthand, Speech

Industrial Cooperative Training: Recordkeeping, General Shop

If a student is enrolled in a vocational program in which six or more quarter units of credit are earned, he is not required to also take Physical Education.

Career & Business Opportunities

Many major businesses offer financial assistance to continue your education by offering tuition or books, etc. If you are employed by a company, then the management could help pay for the cost of your education. When applying for a job, ask the interviewer about the continuing educational opportunities that are available through his company.

Extra Curricular Activities

Many prospective employers give consideration to the extra curricular activities to which a student participated during high school. This involvement gives an indication of leadership, cooperation, resourcefulness, as well as the ability to work with one's peers.

Private Vocation Trade School

Always remember that you do not get something for nothing. No matter how glamorous the promises for good jobs, high salaries, or exotic employment may be, the hard facts remain that you must consider the cost of the school as compared to its benefits. Do not make hasty decisions. Thoroughly check on the truth of the statements made to you by salesmen from private and vocational schools before you sign the contract. Check with your school counselors, administrator, Better Business Bureau, The Federal Trade Commission, or other groups which may be able to provide information before signing a contract with a private vocational or trade school.

Armed Services Training

When you choose Armed Services, you know you're getting the best. The Armed Services today need only the best trained men to operate and maintain the new equipment that is necessary to the modern Armed Services, i.e., guided missiles, radar, helicopters, atomic weapons, the newest electronic gear, computers, the latest in motor transport. To be sure of selecting the right men to use this equipment, the Armed Services train its own. One is guaranteed his choice of training before he enlists.

One should also be aware of the fact that the U. S. Air Force, Army, and Navy have training programs for which one may receive college credits. This is an outstanding opportunity that should be investigated.

Career Information

Much information is available to you through the guidance library as well as in the school library. Before selecting an area of vocational studies, you should read and study about it, talk to other students presently participating in the course. You should ask him about the strong as well as the weak points of the program. Talk to your counselor and read from available occupational information that is available, such as the SRA (Science Research Associates) Occupational Exploration Kit which contains briefs describing pertinent facts about many different occupations as well as the requirements, benefits, and expectations of the occupation. You should refer to the Dictionary of Occupational Titles which classifies the many different jobs.

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SAMPLE PLANS: ROOSEVELT HIGH SCHOOL - BUSINESS-TECHNICAL-VOCATIONAL

Sample 1. If you presently do not plan to enter college, you may consider this sample high school program which will prepare you for the world of work following graduation.

	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
Required:	<u>/ENGLISH I/</u>	<u>/ENGLISH II/</u>	<u>/ENGLISH III T/</u>	<u>/ENGLISH IV T (or)/</u>
Required:	<u>/HEALTH I/</u>	<u>/P.E. or equiv./</u>		<u>/BUSINESS COMM./</u>
	<u>/P.E. or equiv./</u>	Math	Math	Elective
	American History	Lab Science	Lab Science	Government
		World History	Vocational Training (3 Periods)	Vocational Training (3 Periods)
	Elective*	Elective		
	Elective			

*NOTE: We strongly recommend that each student take TWO electives.

Sample 2. If you are not certain whether you will enter college or go directly into employment after you graduate, you may consider a plan which will prepare you for either alternative.

	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
Required:	<u>/ENGLISH I/</u>	<u>/ENGLISH II/</u>	<u>/ENGLISH III/</u>	<u>/ENGLISH IV/</u>
Required:	<u>/HEALTH /</u>	<u>/ENGLISH II /</u>	<u>/ENGLISH III/</u>	<u>/ENGLISH IV/</u>
	<u>/P.E. or equiv./</u>	<u>/P.E. or equiv./</u>		
	Intro. Alg. 1-2	Algebra II	Geometry	Elective
	American History	Lab. Science	Lab. Science	Government
	*Elective	World History	Vocational	Vocational
		*Voc. Elective	Train. (3 per.)	Train. (3-per.)

NOTE: We strongly recommend that each student take at least one elective.

 Boxed Courses are Required

V. Preparing for College: Your Achievements and Skills

If you have a college preparatory high school plan mapped out, the big job lies ahead. College success can, to a large extent, be determined in high school by your success here.

Grades

First, it will be important to maintain a good grade average. As colleges become more crowded they examine more carefully the grades their applicants make in high school. Straight A's are not required, but C's and D's aren't likely to impress college admission officers, especially in the last two years of high school. Few of us work at full capacity, but it is essential to work conscientiously to establish a good record.

Class Rank

Many colleges consider class rank to be important in making admissions decisions. Your high school rank shows how well you have done in high school as compared with others in your class. If your high school performance is poor, it is unlikely that you will improve in college. Of course, there are cases of students who have done far better in college than in high school, perhaps because of added interest or because they have overcome some of the problems that stood in the way of high school success. These cases, however, are rare; if you haven't done well in high school, even though you have the capacity, your background for college work is probably weak. Ordinarily, you should rate in the upper half of your class in order to be successful in college. If you rate in the upper 25 per cent, your chances for success in college are good. A ranking in the lower half indicates that you may be a poor risk for college, although admissions officers sometimes overlook a poor rank if the applicant manages to bring up his grades considerable in the last year or two of high school.

Bonus Points

When a student has been placed in accelerated courses or has worked for bonus point contracts (in classes where applicable) the grade is recorded on the transcript with a small (e). This indicates that the grade will be averaged as one letter grade higher when the class rank is figured. For example, a B^e in English is equivalent to an A in a regular class when the rank is averaged. Thus the student who is in accelerated courses and excels has the opportunity to achieve better than an A average and raise his rank status.

Attendance

High school attendance is important to your preparation for college. Self-discipline must be developed during your teen years and will remain with you throughout your life. A great deal of self-discipline is required in all facets of college life. This is significant to the subject of attendance; as good or bad attendance habits will follow you in your future, either in classes or your job. Your presence in classes is important to gain the benefit of class discussion, teacher lecture, skill drills, visual aids and other means of learning.

Credit by Examination or Performance

The North East I.S.D. plans to make provision for those students who feel they have mastered the knowledge of a particular course by offering Credit by Examination.

or Performance. When a student has done extensive personal reading and research, has taken classes or private lessons elsewhere in a subject, he will have the opportunity to have high school credit for his competency. The student should see his counselor or the department chairman for further information on this testing program.

Summer School, Night School, and Correspondence Study

High school credit may also be earned by attending an accredited summer school or night school. The student should have prior approval of his Roosevelt counselor, in order to ensure his being able to transfer the credit to Roosevelt. Correspondence study in one of three approved institutions can also earn credit toward a Roosevelt diploma. The correspondence schools are the University of Texas, Texas Tech University, and the U. S. Armed Forces Institute. A student must also have prior approval by his counselor to enroll in correspondence study. The North East I.S.D. has set a limit on the number of quarter units that may be applied to your graduation requirements.

Early Graduation

A student who wishes to complete high school in less than four years may do so under the policy of the N.E. I.S.D. The student and his parents should carefully consider the advantages and disadvantages of such a plan. With your parents' approval you may plan to take a full academic load of six courses for three years and one course in summer school for two summers. By this plan, the student may graduate in August after his junior year. You should get the details of this plan from your counselor and be sure you follow correctly the procedure for Application for Early Graduation established by the Board of Trustees of the N.E. I.S.D. Early graduates must meet the N.E. I.S.D. graduation requirements.

Sample 1. Successful completion of this program will prepare you for entrance to most state colleges. When you have made your tentative college selection, you should check the college's bulletin for specific requirements.

<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
Required: <u>/ENGLISH I/</u>	<u>/ENGLISH II/</u>	<u>/ENGLISH III/</u>	<u>/ENGLISH IV/</u>
Required: <u>/HEALTH I/</u> <u>/P.E. or equiv./</u>	<u>/P.E. or equiv./</u>		
*Algebra I *American History *Elective *Physical Science	Geometry Biology World History Typing(elective)	Algebra II Government Foreign Language Elective Elective (Speech)	Chemistry Soc.Studies Elect Foreign Lang. Elective Elective

*Select 3 subjects (We strongly recommend that each student take at least one elective subject)

SAMPLE 2. If your school record indicates you are capable of handling a stronger academic program, you may wish to consider this high school plan. This should prepare you for entrance into most colleges & universities.

Required: <u>/ENGLISH I/</u>	<u>/ENGLISH II/</u>	<u>/ENGLISH III/</u>	<u>/ENGLISH IV/</u>
Required: <u>/HEALTH I/</u> <u>/P.E. or equiv./</u>	<u>/P.E. or equiv./</u>		
*Algebra I *Physical Science *American History *Elective(Typing)	Geometry Biology World History Foreign Lang.	Algebra II Chemistry Government Foreign Language Elective	Trig/EMA Physics Speech (Elective) Foreign Lang. Elective

*Select 3 subjects - We strongly recommend that each student take at least one elective subject.

Sample 3. This is an example of an enriched or accelerated program. Students are enrolled in this program through recommendations of faculty, Counselors, and past academic performance.

Required: <u>/ENGLISH I/</u>	<u>/ENGLISH II/</u>	<u>/ENGLISH III/</u>	<u>/ENGLISH IV/</u>
Required: <u>/HEALTH I/</u> <u>/P.E. or equiv./</u>	<u>/P.E. or equiv./</u>		
*Geometry <input type="checkbox"/> *Biology <input type="checkbox"/> *Am. History *Foreign Language	Algebra II Chemistry World History Foreign Lang.	Trig/EMA Physics Government Foreign Lang. Elective	Calculus Advanced Science Social Studies Elective For. Language

*Select 3 subjects - We strongly recommend that each student take at least one elective subject.

- ☐ Students taking Geometry or Biology should have taken Algebra I or Physical Science in 8th grade.

 Boxed Courses are Required

VII. Admission to College

College Entrance Tests

Today colleges and universities, with very few exceptions, require College Entrance Examinations as a basic part of their college entrance requirements. The two testing services most frequently used by colleges are:

COLLEGE ENTRANCE EXAMINATION BOARD (C.E.E.B.) Princeton, N. J.

AMERICAN COLLEGE TESTING PROGRAM (ACT) Iowa City, Iowa

These two tests are both administered five to seven times a year at various designated test centers throughout the city. These tests are NOT a part of the Roosevelt testing program; rather, they are an independent contract between the student and the testing service. The college's catalogue will indicate which test is used by the college or your counselor can give you the information. The Guidance Office supplies the test applications and information booklets for both testing services. From this point, each student proceeds to deal directly with the testing service required.

If you are unable to decide on one college choice at an early date, it is suggested that you take both tests and be prepared with whichever you might need. It is further suggested that you take the test in the spring or summer of your junior year or the earliest test date in your senior year and thus complete this admission requirement as soon as possible.

Application for Admission

The college application form may be secured from the Office of Admissions of the college of your choice. Read it through carefully at least once before you begin to complete it. Remember, it will be consulted at each stage of the college's consideration of you as a prospective student. A sloppy application form is a poor recommendation. Write neatly. If a typewriter is available, type your answers, unless the form states that you are to answer the questions in your own handwriting.

Housing

You will be responsible for arranging for your college housing. Residence on campus in college housing is required of freshmen at most colleges. In the majority of universities and state colleges, arrangements for housing must be made through the Office of Housing at the campus. An Application for Housing must be secured and returned with a room deposit. In order to obtain your desired dormitory arrangements you should make your reservation early. You may have your room deposit refunded if you should change your mind within the deadline.

Costs

The cost of going to college depends on many things - mainly whether you choose a very selective private college, a state university, or a community college. How far you live from the college will of course make a difference in your travel expenses. The kinds of housing available will affect college costs. At some colleges you will be able to live in inexpensive, approved, off-campus

housing; other colleges have co-operative room and board facilities. The values of the other students at the college make a difference too. If expensive cars and clothing are the rule, you might be unhappy without them; on the other hand, if you don't mind not conforming, you will be able to get along on a great deal less money than your classmates spend.

The costs of each college will be specifically explained in the college catalogue.

References

Very likely the college to which you are applying will ask you for references. Teachers will be the first references that will come to your mind. You should ask the teachers who know you the best and are most interested in you as a person to complete the reference form for you. Most universities and the more selective colleges will also include a Personality Check List to be completed by the counselor.

Transcripts

Before admission procedures can be completed at a college, the high school transcript must be reviewed by the Admissions Office. The transcript contains a cumulative record of all high school grades since the ninth grade, all standardized test results, high school activities, and attendance.

The applicant must come to the Guidance Office and request in writing that his transcript be sent to a certain college. The initial request is completed at no cost, and all following requests are \$1.00 each.

Scholarships and Financial Aid

Qualified students who might be unable to continue their education beyond high school because of financial need may now attend college through financial aid in the form of scholarships, loans, grants, or work-study. There are several sources from which financial aid may be secured. All colleges and universities maintain scholarship and aid programs. Many service clubs, civic, fraternal, or professional organizations, and corporations also provide specific scholarships.

Scholarships may be awarded on the basis of outstanding talent in a specific area, athletic process, or special scholarship test results; however, increasingly, financial need is the deciding factor in granting a scholarship and determining the amount of the award. In order to establish the financial need of applicants, the college will require that a questionnaire be completed by the parents. Known as the Parents' Confidential Statement, it contains pertinent information about the financial status of the family. The questionnaire is carefully and impartially evaluated by the College Scholarship Service, then the evaluation is furnished to the Financial Aid Office of the college where the student requests that it be sent.

Appointment to one of the United States Service Academies is an outstanding educational opportunity for those interested and qualified students. The application process should begin in the student's junior year in high school; see your counselor. The ROTC Scholarship Program is also a very valuable scholarship.

opportunity and one of the few that does not consider family financial need in the award. It covers tuition and expenses plus \$100.00 per month stipend for four years of college in return for a service obligation. This opportunity has recently been opened to girls also.

Generally speaking, financial aid information should be secured from the Financial Aid Office of the colleges where the student is considering applying for admission. The best financial offers will most likely come directly from the college.

College Credit By Examination

Each college will publish its Credit by Examination Policy in the catalogue. The prospective student should be familiar with that policy. Proficiency in subjects studied in high school will often earn the student college credit by his taking certain tests. Colleges may use the College Board Achievement Tests, the College Board Advanced Placement Tests, or the College Level Examination Program or a combination of these tests. Consult your counselor and the college catalog for further details.

College Catalogues

The Roosevelt Guidance Office maintains a Guidance Library for the benefit of the college-bound student. There are catalogues of out-of-state junior colleges and four-year colleges, Texas junior colleges, and Texas four-year colleges and universities. These books and pamphlets are available for use during free time at school or they may be checked out on an over-night basis. All grade-levels of students are welcome to browse and check out the available catalogues. Thus, the student has the opportunity to research a college before he writes the Admissions Office for his own catalogue.

VIII. How Your Administrators and Counselors Can Be of Assistance to You

Making College Choices

One of the most difficult and certainly one of the most important decisions you will make in your junior and senior years in high school will be your choice of a college or school of higher education - difficult because you must select one institution from the hundreds of possibilities, important because your decision will affect your entire future.

Your choice of a college should be based on facts about yourself and about many different schools. A fair amount of work is required to gather, organize, and evaluate these facts. So don't expect to make your final choice of a college in a day or a week.

Below are some important points to consider about each school as you investigate possibilities, organize your plans, and obtain detailed information about each college:

Size of the Institution
 Student-Faculty Ratio
 How supported? -public, independent, or denominational?
 Admission Requirements
 Location
 Types of Programs
 Expenses
 Accreditation

Begin your research by visiting your Guidance Office and having a discussion about college possibilities with your counselor.

Dispensing Information

The Guidance Office has many volumes which contain information in college selection. Specific information concerning admission and financial aid at Texas colleges and many other colleges across the country is available there.

College Night

Each fall there is an evening set aside for College Night for the benefit of high school students and their parents who are "shopping" for a college. At this evening program, there will be college representatives from over 75 different schools from Texas and across the nation. The student will have the opportunity to visit with three different representatives during the three sessions during the evening.

This annual program is held on an alternation schedule among the high schools in the immediate vicinity. Watch the newspapers and the bulletins from the Guidance Office for the exact time and place.

College Representatives

From time to time, college representatives will visit on the Roosevelt campus to talk with prospective or interested students. Juniors and seniors should take every available opportunity to visit with these representatives. You are under no obligation to the representative, but instead, he is assisting you in accumulating facts in your research of choosing a college. Listen to the morning announcements for details.

Recommendations and Letters

Your administrators and counselors will assist you by writing letters of recommendation and completing personality reference forms when necessary. There are many financial aid applications, scholarship applications, special awards, and selective colleges that require such information.

Study Techniques

There is something else you should consider in preparing for college. What kind of study habits are you developing in high school? College deans and faculty members estimate that 4 out of 5 beginning freshman are deficient in study skills. Do not allow yourself to fall into that 80 per cent majority. Improve your chances of success in college by improving your study skills now. See your counselor for How-To-Study Guides which you may check out.

THEODORE ROOSEVELT TENTATIVE HIGH SCHOOL PLANNING SHEET

NAME _____

DATE _____

This can be very useful in planning your years in high school. Give it careful thought. If you or your parents have questions, please see your counselor.

AT ROOSEVELT, ALL 9TH GRADE STUDENTS WILL BE REQUIRED TO TAKE ENGLISH, HEALTH, AND P.E. OR EQUIV.

SUBJECT AREA	GRADE 9	GRADE 10 **	GRADE 11	GRADE 12
ENGLISH	ENGLISH I	ENGLISH II	ENGLISH III	ENGLISH IV
	HEALTH I			
	P.E. OR EQUIV.			
*				
**				
*				

* 9th Grade Options at Roosevelt. Please select 3 optional courses to complete your 6th period day.

Options: Social Studies Science Study Hall
Math Elective(s) (one or two)

**10th Grade Students desiring to take Drivers Education during the school day MUST SIGN up for a Study Hall.

OCCUPATIONAL EDUCATION & TECHNOLOGY

INTRODUCTION

Vocational-Technical Education is on the move in North East Independent School District. Each year more of our students graduate with a high school diploma in one hand and a salable skill in the other. With careful planning students can have their college entrance requirements and occupational skill training or work experience upon completion of their high school career.

Counselors and teachers are helping to introduce students to many new opportunities in the working world. As students approach high school, they will be able to start making plans to experience technical training and working opportunities. The following is a list of Vocational-Technical Occupations that are taught in the schools of the North East Independent School District.

VOCATIONAL-INDUSTRIAL

Automobile Mechanics - 3 units of credit for 3 hours of shop experiences. Course content includes training with principles and practices for the maintenance and repair of automobiles, trucks, tractors and other vehicles with combustion engines. Grades 10, 11, 12. (Churchill, Lee and Roosevelt)

Auto Paint and Body - 3 units of credit for 3 hours of shop experiences. A preparatory course in auto paint and body repairs. Grades 10, 11, 12. (Roosevelt)

Building Trades - 3 units of credit for 3 hours of shop experiences. Introduces the students to construction occupations in wood, metal, masonry, electrical and finishing. Students construct a house from beginning to finished product. Grades 10, 11, 12. (Churchill)

Cosmetology - 3 units of credit for 3 hours of laboratory experiences. Manicuring, facials, hair styling and services, make-up and shop management. Grades 10, 11, 12. (Churchill, Roosevelt)

Drafting - 3 units of credit for 3 hours of instruction. Sketching, lettering, drawing, construction materials and principles. Grades 10, 11, 12. (MacArthur)

Electrical Trades - 3 units of credit for 3 hours of instruction. Comprehensive study of electrical theory, planning and installing residential and commercial wiring, and installing and servicing electrical control systems. Grades 10, 11, 12. (MacArthur)

Electronics (Industrial) - 3 units of credit for 3 hours of instruction. The fundamentals and principles of electrical physics, mathematics, circuitry and testing procedures. Preparation for the second-class Federal Communications Commission License. Grades 10, 11, 12. (MacArthur)

Environmental Technology - (Lee)

- Phase I Orientation - 1 unit of credit for 1 hour of instruction. Exploration in woodworking, metal working and development of patterns and plans. Grade 9
- Phase II Plumbing and Pipefitting - 3 units of credit for 3 hours of instruction. Pattern development, installing of pipe systems, use of foundry, welding and accessory equipment. Grades 10, 11, 12.
- Phase III Heating and Cooling - 3 units of credit for 3 hours of instruction. Heating, refrigeration, and electrical controls. Grades 10, 11, and 12.

Motor Transportation - 1 unit of credit for 1 hour of instruction. The course is exploratory in nature and deals with occupations and shop procedures in the automotive industry. Grade 9 (Churchill)

Offset Printing - 3 units of credit for 3 hours of instruction. Composition, make up, typography, offset press work, photo-lithography and production practices. Grades 10, 11, and 12. (Churchill)

Pre-Law Enforcement - 1 unit of credit for 1 hour of instruction. The students are introduced to all aspects of law enforcement and crime prevention. Local, state and national laws are studied. Grade 12 (Churchill and Lee)

Radio-TV Repair - 3 units of credit for 3 hours of instruction. Training in the fundamentals and principles for maintenance and service of radio, television, phonographs, high fidelity, tape recorders and public address systems. Grades 10, 11, and 12. (Lee)

Refrigeration and Air-Conditioning - 3 units of credit for 3 hours of instruction. Principles of electricity and electric control devices of air conditioners, heat flow and air comfort standards, installation inspection, testing and servicing. Grades 10, 11, and 12. (MacArthur)

Welding - 3 units of credit for 3 hours of instruction. Related technical instruction and shop practice in various types of welding, fabrication, silver brazing, construction practices and testing methods. Grades 10, 11, and 12. (MacArthur)

VOCATIONAL COOPERATIVE COURSES

Students enrolled in Vocational Cooperative Courses usually take 2 or 3 academic courses, plus 1 hour classroom instruction and on-the-job training for 3 or more hours per day and receive 3 units of credit. Grades 11 and 12.

Distributive Education - Employment in marketing and distribution. (Churchill, Lee, MacArthur and Roosevelt)

Health Occupations - Employment in health related occupations. (Churchill, Lee and MacArthur)

Home Economics Coop - Employment in home economics related occupations. (Churchill, Lee, MacArthur and Roosevelt)

Industrial Cooperative Training - Employment in industry. (Churchill, Lee, MacArthur and Roosevelt)

Vocational Office Education - Employment in office related occupations. (Churchill, Lee, MacArthur, and Roosevelt)

CVAE Cooperative - Training experience on semi- or single skill type jobs. High school students 16 years of age or older are eligible to enter the program provided they have an interest in and a vocational need for such training. Acceptance shall be based on training objective, aptitude, interest, need, physical and mental competence, and other qualifications essential to successful employment. (Churchill, Lee, MacArthur and Roosevelt)

PRE-EMPLOYMENT LABORATORY COURSES

The following are courses where skills are taught in the Junior and/or Senior year (unless otherwise specified) with some exceptions, as preparation for work experience.

Data Processing - 2 units of credit for 2 hours of instruction. Develop skills in the operation of accounting machines, sorters, card-punch machines, computers, and computer languages. (MacArthur)

Distributive Education - 2 units of credit for 2 hours of instruction. Designed to provide technical instruction and practical experience for sophomores, juniors or seniors preparing to enter employment in distributive occupations. (Churchill)

Health Occupations - 1 unit of credit for 1 hour of instruction. Medical terminology, investigation of paramedical fields, physiology and hospital techniques. (Churchill, Lee and MacArthur)

Vocational Office Education - 2 units of credit for 2 hours of instruction. Business office techniques, including filing, calculating machines, dictation and transcription, communications, business English and spelling, and office procedures. (Churchill, Lee, MacArthur and Roosevelt)

HOMEMAKING

Useful and Consumer Homemaking Education - 1 hour of classroom instruction per day. (Churchill, Lee, MacArthur, and Roosevelt)

Homemaking Sequence Courses I, II, and III - 1 to 3 quarter unit course. Includes child care, foods, clothing, health, housing and home management, and consumer education. Grades 9, 10, 11, and 12.

Homemaking I - Adult Living - 1 quarter unit course. Concentrated course for the preparation of young single adulthood, which includes selection and management of an apartment, selection of inexpensive furnishings, money management, planning and preparation of nutritious meals. Grade 12.

Home and Family Living - 2 or 3 quarter unit course. Provides the students with the proper understanding of family relationships and the family as a changing social institution. Grades 11 or 12.

Consumer Education - 1 quarter unit course. Will help the students realize their responsibility as a knowledgeable consumer covering such areas as housing, stocks and bonds, insurance and consumer buying. Prerequisite: Home & Family Living. Grade 11 or 12.

Child Development - 1 quarter unit course. Preparation for parenthood, development of the infant and young child, care and guidance of the infant and young child. Grade 11 or 12.

Housing & Home Furnishings - 1 quarter unit course. Factors that make for convenient and comfortable home living, principals of design in furnishings, decorations, color, and arrangement of rooms; selection, use and care of furniture and accessories; landscaping. Grades 11 or 12.

Home Management - 1 quarter unit course. Responsibilities of making a home, housing conditions in the community, planning for effective use of leisure time, care and repair of the home and its furnishings, use of personal abilities. Grades 11 or 12.

VOCATIONAL EDUCATION FOR THE HANDICAPPED

Building Maintenance for the Handicapped - 3 units of credit for 3 hour course. Designed to provide basic skills in building maintenance for handicapped students who are eligible for Special Education program. Age 14-21. (Roosevelt)

Food Services for the Handicapped - 3 units of credit for 3 hours of instruction. Food preparation and food service techniques for selected handicapped students. (Roosevelt)

Vocational Orientation for the Handicapped - Vocational orientation job awareness is taught in the middle and high schools to selected students. Counselors and Student Resource personnel select the students.

COORDINATED VOCATIONAL ACADEMIC EDUCATION

Selected 9th through 12th grade students are recommended to this program by school counselors. 2 units of credit for 2 hours of instruction.

Construction Trades - Building various structures. (Churchill, MacArthur, and Roosevelt)

Food Services - Food services and preparation techniques. (Lee)

General Mechanical Repair - 2 cycle engines, outboard motors, etc. (Lee)

Office Duplicating Machines - Typing, duplicator and mimeograph functions. (Churchill and MacArthur)

INDUSTRIAL ARTS

(Offered at Churchill, Lee, MacArthur & Roosevelt High Schools)

General Shop I - The course surveys four phases of modern industry - woods, metal, drafting, and electricity. Students are given instruction in basic electricity, machine woods, foundry, sheet metal, and pattern development; gas and electric welding, shop plan development and drafting. Grade 9.

General Shop II - Students work in one or two areas performing complicated machine operations. In depth studying and problem solving is emphasized the second year. Grades 10, 11, and 12.

General Drafting - Students develop an understanding and the basic skills of drafting. Grades 9, 10, 11, and 12.

Architectural Drafting - The course provides guidance in the technical skills for students interested in the field of Architecture and Engineering. Grades 9, 10, 11, and 12.

MIDDLE SCHOOLS

Pre-Vocational Industrial Arts - 1 quarter credit for 1 quarter of instruction. This is a laboratory oriented course which provides exploration and investigation into various industrial occupations and procedures. Grades 7 and 8.

● Focus on Achievement

North East School District employs many methods of testing and evaluation to assure our students the finest instructional opportunities we can offer. The support of our parents and our patrons makes this possible. This report is provided as a record of our students' progress and achievements in the various programs we offer for their educational fulfillment.

Dr. Ivan W. Fitzwater
Superintendent of Schools

Achievement — A Double Value

Nationally recognized achievement by students in the North East Independent School District has double meaning. Not only are a significant number of North East students attaining heights of accomplishments accepted as outstanding, but they are doing so through the instructional program offered by the North East district. These two educational facts — each an outgrowth of the other — provide justification for the district's continuing evaluation, fortification and directional purpose of its comprehensive curricular offerings.

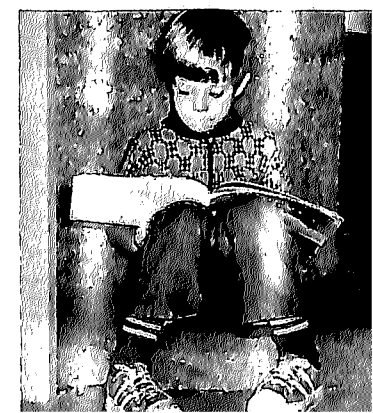
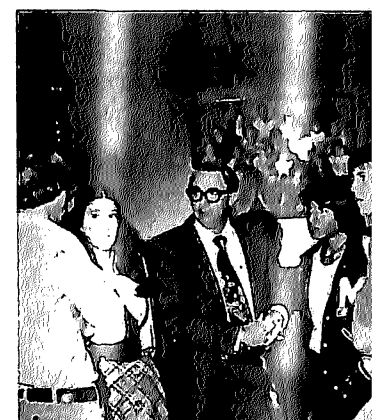
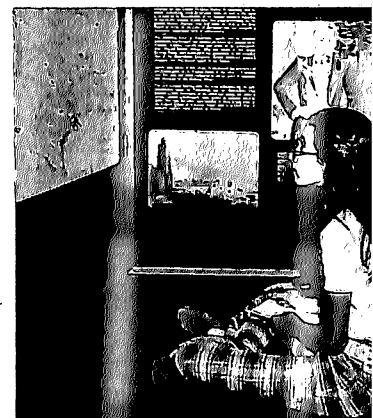
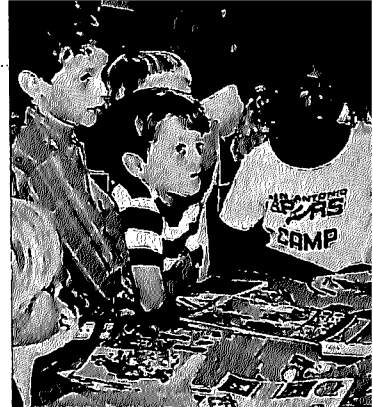
Foremost among the many academic testing programs administered North East students each year are the National Merit Scholarship Qualifying Tests. Given each fall to high school juniors across the nation, the National Merit tests are considered by educators to be one of the most valid evaluation tools of scholastic achievement available to students. Results of the tests are announced each fall, when

those tested are seniors, and eligible for recognition accorded them by the nation's outstanding colleges and universities. Only the top half of one percent of those students tested in a state are declared National Merit Semifinalists — a rank traditionally achieved by a total number of North East students which is one of the highest in the area, and even the state and the nation.

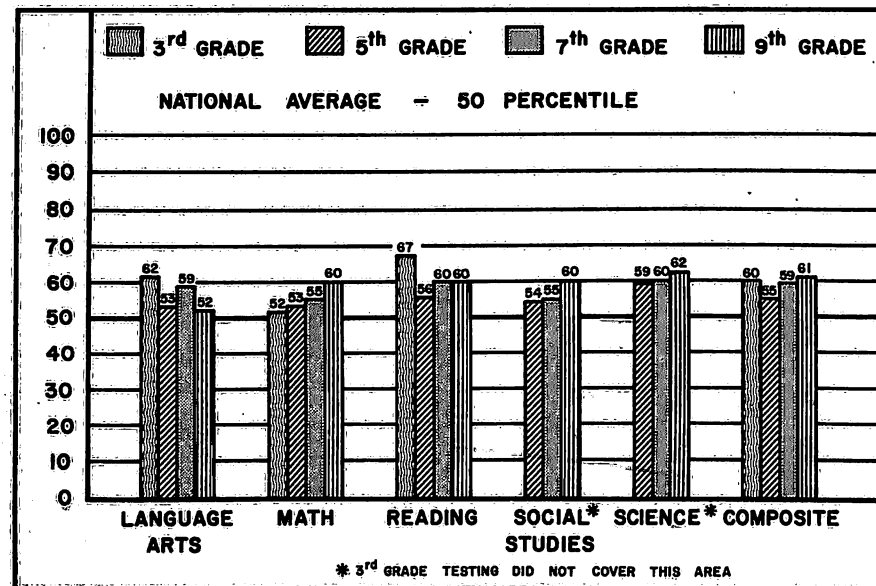
NATIONAL MERIT SCHOLARSHIP TESTS

	Semi-finalists	Final-ists	Commendations
1975-76			
Churchill	14		15
Lee	5		8
MacArthur	7		10
Roosevelt	8		9
District Total	34		42
1974-75			
Churchill	8	8	18
Lee	6	5	8
MacArthur	14	13	18
Roosevelt	6	5	14
District Total	34	31	58
1973-74			
Churchill	5	5	13
Lee	13	10	15
MacArthur	10	9	20
Roosevelt	8	7	16
District Total	36	31	64

Letters of Commendation are awarded those students who score immediately below the top ranking. Additional testing, and leadership, character and financial qualifications are considered in determining the Finalist rating, yet to be announced for this year.



1975 NEISD ACHIEVEMENT SERIES SCORES



Performance Update — Success Indicators

Measures of academic value, tailored to the varied programs offered in the district's 32 schools, are administered annually through selected testing programs, this year to a record 32,300 scholastics enrolled for the 1975-76 school term.

When students are in the third, fifth, seventh and ninth grades, the evaluation of their educational progress is undertaken through special coordinated, standardized achievement tests.

Students' interests, performances and eventual achievements can be credited in part to the professional dedication and guidance of their teachers — almost 1,800 in the North East School District whose direct influence can be seen in the marks of accomplishment of North East's educational products — students prepared to attain greater goals in higher education and careers framed from informed choices.

SCHOLARSHIPS AND GRANTS CLASS OF 1975

School	Offered	Accepted
Churchill	\$ 440,246	\$ 249,575
Lee	552,638	257,726
MacArthur	761,090	378,730
Roosevelt	624,186	352,970
District Totals	<u>\$2,378,160</u>	<u>\$1,239,001</u>

The ultimate value of these accomplishments is inestimable, but the more immediate value can be calculated each spring in the offerings of several million dollars worth of scholarships and grants to North East's graduating seniors. Discounting the duplicate and even triplicate offers which many seniors must choose from, the total value of scholarship aid which is accepted easily tops one million dollars — another measure of educational worth which is returned to the community in the form of college assistance funds.

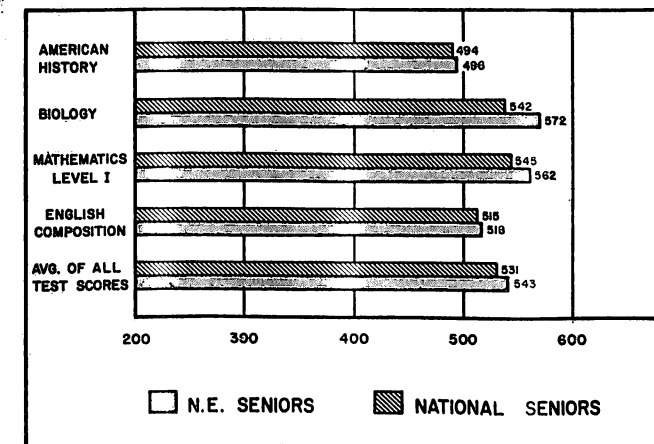
Career Charting — Now in Progress

Among the tests administered high school students are those given as part of the Admissions Testing Program of the College Entrance Examination Board. There are three parts to this program: Scholastic Aptitude Tests (verbal and mathematical abilities), Achievement Tests (subject area knowledge and college exemptions), and Student Descriptive Questionnaires (personal interests and career inclinations).

In addition to the standardized achievement testing programs, the district administers the Differential Aptitude Tests (published by Psychological Corporation of New York) at the tenth grade level, to assist students in career planning through the interpretation of interests and

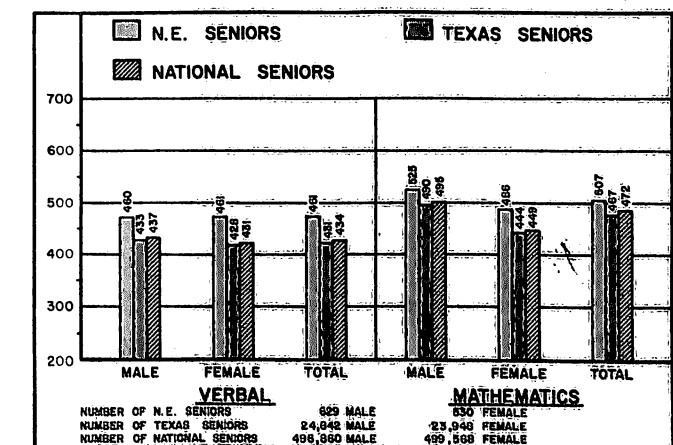
activities in relation to abilities and scholastic aptitude.

Indepth examination by North East administrators studying testing results at all levels reveals a stable maintenance of standards, with a rise in certain ability areas. This level of achievement, compared with a publicized national decline in test averages, substantiates the district's continuing effort for an effective program of quality education. Many factors which may contribute to apparent downward trends are receiving appropriate consideration by the educational community. By providing increasingly worthwhile programs to a larger and more diverse segment of young people, educators are now able to stem a tide of societal problems inherent in an unmotivated, unskilled drop-out decade.



ACHIEVEMENT TEST SCORES 1974-75

SCHOLASTIC APTITUDE TEST SCORES 1974-75



SUMMARY OF SENIOR SURVEYS

	1972		1973		1974		1975	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL NUMBER OF GRADUATES	2189		2296		2421		2635	
ATTEND COLLEGE	1603	73.2	1613	70.3	1650	68.2	1865	70.7
<i>Attend 4-year colleges</i>	1014	46.3	1028	44.8	1048	43.3	1155	43.8
<i>Attend 2-year colleges</i>	589	26.9	585	25.5	602	24.9	710	26.9
ATTEND TRADE, TECHNICAL OR BUSINESS SCHOOLS	48	2.2	99	4.3	140	5.8	106	4.0
ENTER ARMED FORCES	58	2.6	57	2.5	81	3.3	65	2.5
ENTER FULL-TIME JOBS	257	11.7	393	17.1	494	20.4	526	20.0
MISCELLANEOUS PLANS (Travel, Marriage, etc.)	112	5.1	76	3.3	144	5.9	118	4.5
NO STATED PLANS or DID NOT RESPOND	111	5.1	58	2.5	76	3.1	88	3.3

NOTE: Since many students make dual plans, that is, attend college and work full-time, the total does not equal 100 percent.

Opportunity Education — It's for Now

Students seeking productive and fulfilling life choices are given guidance and direction throughout their student careers, beginning with introductions to various fields at the elementary level. Middle school students are provided ample opportunities to sample career and study areas through mini-courses and a variety of electives, including pre-vocational shop programs being piloted this year. These experiences lead into channels of high school study which will prepare students for further progress at institutions of higher learning or advancement in occupations requiring skills and technology which they have already acquired.

Comprehensive programs housed in special facilities at the high schools accommodate over 4,500 students enrolled in some 30 different occupational and technical program areas. In the planning stage is the district's first production agriculture component,

expected to take its place alongside new, innovative offerings such as pre-law enforcement, motor transportation, and building trades.

These programs, and more, make it possible for all North East graduates to realize lasting benefits from their educational accomplishments, and to assure productive contributions to the world of the future.

North East Report

February 1976

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