The Pennsylvania Questionnaire combines in one document elementary and secondary attitudinal items which are intended to measure six of the ten goals of quality education for the state. Item groups include understanding others, interest in learning, citizenship, creativity, appreciation of human accomplishments, and preparation for the demands of a changing world. Each group of items in the questionnaire is accompanied by directions and is designated by a goal number, by "Elementary," "Secondary," or both, and by a brief definition of the subject area. Elementary items are designed for 5th graders and secondary items for 11th graders. Those items designated as both Elementary and Secondary are administered at both grade levels. A variety of supporting data is available on request, including reliabilities, validity, item and factor analyses, and percentile distributions. (Author/LR)
THE PENNSYLVANIA QUESTIONNAIRE

Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

December 1970

Page 1 of 1
INTRODUCTION

The Pennsylvania Questionnaire brings together in a single document elementary and secondary attitudinal items developed by Pennsylvania Department of Education personnel. The items are intended to measure in six of the ten goals of quality education in Pennsylvania. For statewide assessment purposes, the items are combined with items developed outside of the Pennsylvania Department of Education in machine-scorable booklets -- the Pupil Questionnaire for elementary pupils and the Student Questionnaire for secondary students.

Each group of items in the Pennsylvania Questionnaire is designated by a goal number, "Elementary," "Secondary" or both and a brief definition of the area. Elementary items were designed especially for 5th graders. Secondary items were designed especially for 11th graders. Elementary and secondary items are administered at both grade levels.

The goal numbers refer to the following goals of quality education:

II. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

IV. Quality education should help every child acquire a positive attitude toward the learning process.

V. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

VII. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

IX. Quality education should help every child understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

X. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.
The following additional information is available upon request:

1. Procedures for Scoring
2. Reliability Coefficients
3. Validity Results
4. Rationales for Measurement
5. Item Analyses and Factor Analyses
6. Percentile Distributions, Means and Standard Deviations
   Based on Mean Scores from 355 Pennsylvania Elementary
   Schools and 73 Pennsylvania High Schools
7. Regression Coefficients Based upon Pupil Background,
   School, Staff and Community Variables

No portion of the Pennsylvania Questionnaire should be reproduced without
permission from the Pennsylvania Department of Education.

Joan S. Beers
Office of Research and Statistics
ACKNOWLEDGMENTS

The following individuals were responsible for inventory development in the following areas:

- Ernest L. Peters: Citizenship
- T. J. Rookey: Creative Tendency
- Paul B. Campbell & Joan S. Beers: Things People Do
- Joan S. Beers: Appreciating Human Accomplishments
- James F. Hartzog: Understanding Others - Secondary
- Patrick F. Toole: Preparing for a Changing World

The ideas basic to the remaining inventories originated with Educational Testing Service under contract with the Pennsylvania Department of Education. Paul B. Campbell, J. Robert Coldiron, James F. Hartzog and Joan S. Beers were responsible for developing inventories using these ideas.
<table>
<thead>
<tr>
<th>Inventory</th>
<th>Grade Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Others</td>
<td>Elementary and Secondary</td>
<td>1</td>
</tr>
<tr>
<td>Understanding Others</td>
<td>Secondary</td>
<td>3</td>
</tr>
<tr>
<td>Interest in School</td>
<td>Elementary and Secondary</td>
<td>4</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Elementary and Secondary</td>
<td>5</td>
</tr>
<tr>
<td>Creative Tendency</td>
<td>Elementary</td>
<td>8</td>
</tr>
<tr>
<td>Creative Potential</td>
<td>Secondary</td>
<td>10</td>
</tr>
<tr>
<td>Creative Output</td>
<td>Secondary</td>
<td>13</td>
</tr>
<tr>
<td>Things People Do</td>
<td>Elementary</td>
<td>15</td>
</tr>
<tr>
<td>Appreciating Human Accomplishments</td>
<td>Secondary</td>
<td>23</td>
</tr>
<tr>
<td>Preparing for a Changing World</td>
<td>Elementary and Secondary</td>
<td>25</td>
</tr>
</tbody>
</table>
GOAL: ELEMENTARY AND SECONDARY UNDERSTANDING

DIRECTIONS: Each question has two parts. First, you are to choose what ACTION you are most likely to take in the particular situation. Next, look at REASONS for the ACTION you choose and pick the REASON that is most like yours. For each question, blacken only the circle for the ACTION you have chosen under the ACTION you plan to take. For each question, block the REASON that is most like yours. For each question, look at REASONS for the ACTION in the particular situation. There are three possible ACTIONS numbered I, II, III. Next, look at REASONS for the ACTION you have chosen under the ACTION you plan to take. First, you are to choose what ACTION you are most likely to take in the particular situation. Each question has two parts.

SAMPLE: A new course in mathematics is being offered in your high school this year. You would:

ACTION I

Offer to help the pupil because

ACTION II

Wait to see what the pupil is like first because

ACTION III

Stay away from the new pupil because

ACTION I

Because you like people

ACTION II

Because you like people only if they are not different from the new pupil

ACTION III

Because you need friends

The Second Reason of Action I has been blackened in the sample question.
2. A new student comes to your class on Monday morning. You find out at lunch time that he has religious beliefs which are quite different from yours. What would you do?

**ACTION I**
Try to get to know him or her better

**REASON**
You like people

**ACTION II**
Wait to see what he or she is like before

**REASON**
One should be nice to everyone

**ACTION III**
Stay away from the new student because

**REASON**
You are afraid to meet new people

3. A classmate has invited you home to visit. Your classmate lives in another section of town in a house which is very different from your own. Would you

**ACTION I**
Accept the invitation because

**REASON**
You need friends

**ACTION II**
Try to get out of going because

**REASON**
You like people only if they are not too different.

**ACTION III**
Not accept the invitation because

**REASON**
He or she might be a bad influence

DIRECTIONS: READ EACH QUESTION CAREFULLY AND DECIDE HOW YOU FEEL ABOUT IT. THERE ARE FIVE POSSIBLE ANSWERS TO CHOOSE FROM. BE SURE TO ANSWER EACH QUESTION. BLACKEN ONLY ONE CIRCLE FOR EACH QUESTION.

4. How would you feel about it if a person whose skin color is different from your own wanted to become a close friend?

(A) I wouldn't mind it
(B) I would like it
(C) I would like it if I were told there is a person whose skin color is different from your own
(D) I would rather not
(E) I cannot say

5. How would you feel about playing on the same team with a person whose skin color is different from your own?

(A) I would like it
(B) I would accept the invitation because
(C) I would dislike it
(D) I would rather not
(E) I cannot say
6. How would you feel about sitting in class next to a person whose skin color is different from your own?

7. How would you feel about having as a test friend a person whose ideas about God are very different from your own?

(A) Strongly agree (B) Agree (C) Not certain (D) Disagree (E) Strongly disagree

8. How would you feel about playing on the same team with a person whose ideas about God are very different from your own?

(A) Strongly agree (B) Agree (C) Not certain (D) Disagree (E) Strongly disagree

9. How would you feel about sitting in class next to a person whose ideas about God are very different from your own?

10. How would you feel about having as a best friend a person whose family is much poorer than yours?

11. How would you feel about playing on the same team with a person whose family is much poorer than yours?

12. How would you feel about sitting in class next to a person whose family is much poorer than yours?

13. Employers should be required to hire a person if he is qualified for a job regardless of his color or religion.

14. Pupils of all races should attend school together everywhere in this country.

15. Families of any race should be allowed to live in any neighborhood they wish.

16. Religious belief and worship should not be restricted by laws.

17. Some religious groups should be prevented from living in certain sections of cities.

18. Some religious groups should be allowed the same basic freedoms that citizens have.

19. Some religious groups should not be allowed the same freedoms that citizens have.
DI7, ECTIONS: TO ANSWER QUESTIONS 20-25, TRY TO PLACE YOURSELF IN THE TWO IMAGINARY SITUATIONS. BLACKEN THE CIRCLES WHICH BEST DESCRIBE HOW YOU THINK YOU WOULD FEEL IF YOU ACTUALLY WERE IN EACH OF THE IMAGINARY SITUATIONS. PLACE MORE THAN ONE CIRCLE IF YOU WISH.

SITUATION: A group of 11th grade students from throughout the State have been selected to tour the United States. They are to perform a dance and have invited other high school students from the same school districts. Each boy will choose his partner by drawing her name from a barrel.

20. Which of the following students would you ask not to have as your roommate?
   (You may mark more than one answer.)
   ( ) A black student
   ( ) A white student
   ( ) An Oriental student
   ( ) An Indian student
   ( ) Makes no difference

21. Which of the following students would you ask not to have as your roommate?
   (You may mark more than one answer.)
   ( ) A Jewish student
   ( ) A Catholic student
   ( ) A student with a religion not mentioned above
   ( ) Makes no difference

22. Which of the following students would you ask not to have as your roommate?
   (You may mark more than one answer.)
   ( ) A Protestant student (such as Baptist, Methodist, etc.)
   ( ) A Jewish student
   ( ) A Catholic student
   ( ) A student with a religion not mentioned above
   ( ) Makes no difference

23. With which of the following students would you not like to dance?
   (You may mark more than one answer.)
   ( ) An Indian student
   ( ) A black student
   ( ) An Oriental student
   ( ) A white student
   ( ) Makes no difference

24. With which of the following students would you not like to dance?
   (You may mark more than one answer.)
   ( ) A student whose parents are very rich
   ( ) A student whose parents buy him or her most everything
   ( ) A student whose parents buy him or her some things
   ( ) A student whose parents are very poor
   ( ) Makes no difference
I cannot say.

It's very important.

It's quite important.

Its somewhat important.

It's not important.

HOW IMPORTANT IS IT TO YOU TO:

1. Do your homework well?

2. Recite or report before the class?

3. Do practice problems or drill?

4. Write a report on an assigned subject?

5. Prepare for an exam or tests?

6. Buy books and magazines?

7. Read a book on a brand new subject?

8. Join a group to learn something new.

9. I like to begin a new topic in class.

10. I like to discuss my schoolwork with a friend.

11. I like to talk with my teachers about my ideas.

12. Teachers help us when we need help.

13. I like the school.

14. School is a good place to make friends.

15. Our school building is nice to be in.

16. School is too much sitting.

17. My teacher uses my ideas.

18. I like to get back to school after vacation.

19. I like to be in school.

GOAL VELEMENTARY AND SECONDARY

CITIZENSHIP

N. Never

S. Sometimes

O. Often

A. Almost always

DIRECTIONS: READ EACH STATEMENT, THINK ABOUT WHAT YOU HAVE DONE IN THE PAST OR IF YOU WERE EVER FACED THE SITUATION AND MARK YOUR ANSWER BY FILLING IN THE CIRCLE.

IF YOU NEVER FACED THE SITUATION, TRY TO IMAGINE WHAT YOU WOULD DO. DON'T SPEND TOO MUCH TIME ON ANY ONE ITEM. BLANK ONLY ONE CIRCLE PER EACH ITEM.

1. I would sell something if my class were trying to raise money.

2. When my parents give me a job to do, I do it.

3. I would sell something if my class were trying to raise money.

4. I would help with a class project even if I did not like it.

5. When my parents give me a job to do, I do it.

6. I would sell something if my class were trying to raise money.
4. If I scratched a neighbor's car with a bicycle, I would keep quiet about it.

5. I listen to the news on radio or TV.

6. If my class or club wanted me to be an officer, I would give up some of my time for the group.

7. I clean the papers and other stuff off the table when I finish lunch even if some of it is not mine.

8. If the principal or a teacher asked me and some others to stay after school to put up a bulletin board, I would stay.

9. If we were "fooling around" when the teacher leaves the room, I would work with the teacher to have it stopped.

10. When my ideas differ from those of the teacher, I try to discuss them with her.

11. I would help the group leader even if I know I could do a better job.

12. If someone in my class wears odd clothes, I tease him about it.

13. If I thought a school rule was not good, I would talk to the teacher about it.

14. I would help anyone who asks me if I can.

15. I do my homework even if I know the teacher isn't going to collect it.

16. I like to "fool around" when the teacher leaves the room.

17. I like to be the leader.

18. I would help anyone who asks me, if I can.

19. If I lost my book, I would change the label in another book and use it as my own.

20. If I found a wallet with money in it, I would try to return it to the owner.

21. If my ideas differ from those of the teacher, I try to discuss them with her.

22. If someone wanted to borrow a book I was using, I would let him have it as soon as I could.

23. If I thought a school rule was not good, I would try to find out why we have it.

24. If a store clerk gave me too much change, I would return the extra money.

25. I try to find out about all sides of a story before I make up my mind.
26. People should have the right to join in a protest march.

27. A person should keep what he finds.

28. Groups who disagree with our government should be allowed to print a newspaper.

29. It does not pay to cheat.

30. A man should work and earn his own living if he can.


32. The best job is the easiest one.

33. A person who reports criminals to the police is doing a good deed.

34. People who write letters to the government are wasting their time.

35. If a person finds a wallet and there is no name in it, it is all right for him to keep it.

36. Negroes, Chinese, Indians, and Whites should all be able to get any job they can do.

37. It is often easier to get things done by joining a group.

38. A man should vote the same way his friends do.

39. A person who helps others if he can.

40. It's all right for people to cheat as long as they don't get caught.

41. It's okay to break a school rule if everyone else is breaking it.

42. A person would be foolish to admit he did something wrong if no one saw him do it.

43. People should not be allowed to say what they think.

44. News programs on television are a waste of time.
GOAL VII

DIRECTIONS: READ EACH STATEMENT CAREFULLY. BLACKEN THE CIRCLE MINH BEST TELLS HOW YOU FEEL ABOUT THE STATEMENT. FOR EACH ITEM BLACKEN ONLY ONE CIRCLE.

ELEMENTARY (E)

1. Strongly agree
2. Strongly disagree
3. Disagree
4. Uncertain
5. Agree

1. Strongly agree
2. Strongly disagree
3. Disagree
4. Uncertain
5. Agree
19. I think I could make up stories as good as those in books,
20. You have to be grown up to think up a really good idea.
21. I don't like changes.
22. It's important to get the right answer even if I don't know how I got it.
23. I would rather play a game I know than learn a new one.
24. It would be fun to take a picture through a goldfish bowl.
25. The best way is the old way.
26. Pictures of grass could be painted any color.
27. I don't like to learn new words.
28. It is not much fun to visit new places.
29. I want to find out things that nobody else knows.
30. Games are not fun if you lose.
31. Lessons that have a lot of different ideas in them are really good.
32. The best friends are the ones who like the same things as I do.
33. The more pieces in a puzzle, the better I like it.
34. The more places in a puzzle, the better I like it.
35. I don't like to learn new words.
36. It is not much fun to visit new places.
37. I would rather copy poems from a book than make them up.
38. Making up stories is silly.
39. If the last page of a story is missing, you still make up the ending.
40. A good drawing has to look like the real thing.
41. News shows on TV are interesting to watch.
42. It would be fun to draw a picture while standing on your head.

43. New kids are not fun to meet.

44. It would be a waste of time to take a photograph through a fishbowl.

45. I think that it is foolish to copy other people's work.

| 1. How often have other interests (hobbies, extracurricular activities or sports) prevented you from obtaining the grades you would have gotten had you devoted some of this time to your schoolwork? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 2. How often do at least some of your friends think your ideas are impractical, if not a bit wild? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 3. How often do you like to fool around with new ideas, even if they turn out to be a total waste of time? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 4. How often does it bother you to work on a problem when you don't expect a clear-cut, definite answer? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 5. How often do your opinions or evaluations of people differ from those of your friends? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 6. In comparison with other students, how often are you doubtful about opinions that are expressed by teachers, such as explanations, interpretations or reasons for world events? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 7. While in high school, to what degree did you participate in so-called "rubes," such as belonging to certain clubs or wearing certain types of clothing? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

| 8. In making friends, how often do you find yourself drawn to people who are different from most others in their beliefs, interests, dress, etc.? |
|---|---|---|---|---|---|
| (A) Almost always | (B) Frequently | (C) Sometimes | (D) Rarely | (E) Never |

GOAL VII - CREATIVE POTENTIAL

SECONDARY

<table>
<thead>
<tr>
<th>(A)</th>
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<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
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</table>

IN THE CIRCLE THAT BEST DESCRIBES YOU. AN ANSWER IS CORRECT IF IT IS YOUR HONEST OPINION.

DIRECTIONS: READ EACH STATEMENT CAREFULLY. MARK YOUR ANSWER BY FILLING IN THE CIRCLE THAT BEST DESCRIBES YOU.

CREATIVE POTENTIAL

OVERALL AVERAGE
9. How do you rate your own drive in comparison with other students? In other words, to what extent do you see yourself as a person of high energy level?

10. How do you rate your own sensitivity in comparison with other students you have known at grasping ideas or emotions implied in literature or works of art? In other words, have you found that you respond more quickly and with more comprehension than most other students?

11. How do you rate your own ability as compared with that of other students you have known to think up and carry out your ideas in any sort of original work you have done? In other words, do you find yourself able to come up with new ideas and then carry them out?

12. In general, how well do you like stories, movies and plays in which the author does not make the ending clear? That is, does the author leave it up to you to decide which of two or more possible endings was the best?

13. How creative do you feel you are? That is, how able are you to come up with new ideas that work?

14. Is it easier for you to adapt to change or follow a routine?

15. How much reading did you do during the last year?

16. How fast do you usually work?

17. How do you evaluate your ability to express yourself? (Consider your ability to hold attention and to present opinions and thoughts in a clear and orderly way.)

18. How important is it to you that most of the people around you share pretty much the same values and ideas?
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>25. Whether or not you have competed in public contests or competitions</td>
<td>(A) Very little; don't compete for such things</td>
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<td></td>
<td>(B) Bested somewhat</td>
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<tr>
<td></td>
<td>(C) Bested</td>
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<tr>
<td></td>
<td>(D) Struggled severely</td>
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<td></td>
<td>(E) Struggled greatly</td>
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<td></td>
<td>(F) Struggled a great deal</td>
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In order to follow your own thoughts and interests:

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<tbody>
<tr>
<td>23. How often do you deserve to be alone for an hour or more</td>
<td>(A) Very little; don't deserve for such things</td>
</tr>
<tr>
<td></td>
<td>(B) Bested somewhat</td>
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Whether or not you have owned them have you wanted to own and use a certain scientific or cultural "tool" such as oil paints and canvases, musical instruments, slide rules, and so forth?

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<thead>
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</thead>
<tbody>
<tr>
<td>24. Whether or not you have owned them have you wanted to use them</td>
<td>(A) Very little; don't want to use for such things</td>
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<td></td>
<td>(B) Bested somewhat</td>
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Do you question your teachers on subject matter?

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<tr>
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<tbody>
<tr>
<td>22. In comparison with others in your classes to what extent</td>
<td>(A) Very little; don't question for such things</td>
</tr>
<tr>
<td></td>
<td>(B) Bested somewhat</td>
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Whether or not you have competed in public contests or competitions that you have not had before?

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<tr>
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<th>Options</th>
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</thead>
<tbody>
<tr>
<td>21. Which of the following describes the type of teacher you like best</td>
<td>(A) Cannot say. It depends on the subject</td>
</tr>
<tr>
<td></td>
<td>(B) Proceeding properly</td>
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<tr>
<td></td>
<td>(C) Explains clearly what is to be done, but you need to decide how to do it</td>
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<tr>
<td></td>
<td>(D) Gives specific enough instruction so that there is little question as to what should be done and how</td>
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<tr>
<td></td>
<td>(E) Is specific as to what must be done and makes periodic checks to see if you are proceeding</td>
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</table>

I should not have it that way.

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</thead>
<tbody>
<tr>
<td>20. Which of the following describes the type of teacher you like best</td>
<td>(A) Not at all</td>
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<td></td>
<td>(B) Not all important</td>
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<tr>
<td></td>
<td>(C) Slightly important</td>
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<td></td>
<td>(D) Moderately important</td>
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To what extent are you the kind of individual who becomes so absorbed in his own work and interests that he does not have time for friends?

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>19. To what extent are you the kind of individual who becomes so absorbed</td>
<td>(A) To a very small extent</td>
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<td></td>
<td>(B) To a small extent</td>
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<td></td>
<td>(C) To some extent</td>
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<tr>
<td></td>
<td>(D) To a great extent</td>
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<td></td>
<td>(E) To a very large extent</td>
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Which of the following describes the type of teacher you like best?

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To what extent are you the kind of individual who becomes so absorbed in his own work and interests that he does not have time for friends?

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. How often do you try new food dishes that you have never eaten before</td>
<td>(A) Every chance I get</td>
</tr>
<tr>
<td></td>
<td>(B) Frequently</td>
</tr>
<tr>
<td></td>
<td>(C) Occasionally</td>
</tr>
<tr>
<td></td>
<td>(D) When I cannot avoid it</td>
</tr>
<tr>
<td></td>
<td>(E) Never</td>
</tr>
</tbody>
</table>

To what extent are you the kind of individual who becomes so absorbed in his own work and interests that he does not have time for friends?
### GOAL VII-0 SECONDARY CREATIVE OUTPUT

DIRECTIONS: Carefully read each item. If your answer is no, blacken N and proceed to the next item. If your answer is yes, blacken Y and one or more of the circles to the right of Y according to the following directions:

- **Award**: If your work received a prize or an award, blacken A.
- **Publication/Performance**: If your work or an article about your work was published in other than a school publication, or your work was used in repeated performance or exhibition, blacken P.
- **Income**: If your work was used for income for yourself or for an organization, blacken I.
- **No Special Recognition**: If your work did not qualify for A, P, or I, blacken N.

### A. OTHER THAN AS A SCHOOL ASSIGNMENT, HAVE YOU EVER WRITTEN:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Poetry?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>B. Nonfiction (news items, editorials, essays, book reviews, etc.)?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>C. Fiction (plays or short stories)?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>D. An original poem, fiction or nonfiction work in a foreign language?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>E. A letter to a public official expressing your opinion?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>F. A letter to a friend or a business firm?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>G. A translation of a poem from a foreign language into English poetic form?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>H. A letter to a friend or to a business firm?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>I. A speech or a public address in which you stated or expressed your opinion?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>J. An article, an essay, or a review: Does any of the following apply?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>K. Fiction (plays or short stories)?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>L. Poetry?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
</tbody>
</table>

### B. BEFORE AN AUDIENCE OTHER THAN A CLASSROOM GROUP, HAVE YOU EVER:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Sung using a style all your own?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>9. Played a musical instrument producing music in an unusual way?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>10. Given a speech that you have prepared?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>11. Performed in a dance routine that you have worked out?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>12. Performed a dance routine that you have worked out?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>13. Performed in a musical instrument producing music in an unusual way?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>14. Conducted a band, orchestra or other musical group?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>15. Participated in athletic competition in which you used your own style of modality?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
<tr>
<td>16. Participated in athletic competition in which you used your own style of modality?</td>
<td>(Y)</td>
<td>(N)</td>
</tr>
</tbody>
</table>

### DIRECTIONS:
Carefully read each item. If your answer is no, blacken N and proceed to the next item. If your answer is yes, blacken Y and one or more of the circles to the right of Y according to the following directions:
C. USING YOUR OWN IDEAS AND DESIGN, HAVE YOU EVER: 

20. Sculpturing?  
21. Interior decorating?  
22. Cartooning?  
23. Choreography?  
24. Handicraft, such as making jewelry, pottery, handwoven materials, leather work or ceramics (without a kit)?  
25. Painting (without a number set) in oil or water colors?  
26. Printmaking or graphic design?  
27. Music composition, arrangement or improvisation?  
28. Layout work for yearbooks, newspapers or advertisements?  

D. HAVE YOU EVER DESIGNED:  

29. Buildings, landscapes or models of structures?  
30. Window displays or stage sets?  
31. Clothing or textiles?  
32. Electronic equipment?  
33. Mechanical equipment?  
34. Other scientific or technical equipment?  
35. Useful items, such as furniture, tools, sports equipment, etc.?  
36. Decorative items for use in the home such as wall plaques, figurines, etc.?  
37. Modern architecture or technical equipment?  
38. Graphic or technical design?  
39. Models or mockups for exhibition, competition or sale?  
40. Corrected or instructed a sport?  
41. Organized a business?  
42. Taken photographs or movies for exhibition, competition or sale?  
43. Attended a workshop, a design or other building?  
44. Applied for a student loan?  
45. Spent time discussing or discussing with a public official?  
46. Addressed a public concern or issue with a public official?  
47. Built or trained animals for competition?  
48. Raised plaits for exhibition or competition?  
49. Constructed useful objects, such as furniture, sports equipment, tools, etc.?  
50. Constructed electronic or mechanical equipment without a kit?  
51. Constructed something for exhibition or competition?
52. Directed a play or produced a movie which was performed for an audience larger than a school class or club? (N) (Y) (A) (P) (1) (N)

53. Prepared meals involving unusual recipes? (N) (Y) (A) (P) (I) (N)

54. Conducted an original scientific experiment in the natural sciences? (N) (Y) (A) (P) (I) (N)

55. Conducted an original scientific experiment in the physical sciences? (N) (Y) (A) (P) (I) (N)

56. Modified discarded items, according to plans of your own, to make them useful? (N) (Y) (A) (P) (I) (N)

57. Been on a debate team? (N) (Y) (A) (P) (I) (N)

58. Composed written material for business such as letters to clients or ad copy? (N) (Y) (A) (P) (I) (N)

59. Organized or directed a recreational or service program? (N) (Y) (A) (P) (I) (N)

60. Taken a hike or boat trip without a guide or scout leader? (N) (Y) (A) (P) (I) (N)

61. Devised a new method of raising money for a club or organization? (N) (Y) (A) (P) (I) (N)

62. Arranged flowers for exhibition or competition? (N) (Y) (A) (P) (I) (N)

63. Conducted a scientific experiment using things such as kitchen tools, household items or equipment designed for a different purpose? (N) (Y) (A) (P) (I) (N)

64. Used mechanical or electronic devices to include motion or change in an art object? (N) (Y) (A) (P) (I) (N)

65. Played music on something other than a recognized musical instrument? (N) (Y) (A) (P) (I) (N)

66. Used some type of machine to produce a part of a sculpture or sculpture? (N) (Y) (A) (P) (I) (N)

67. Played music on something other than a recognized musical instrument? (N) (Y) (A) (P) (I) (N)

68. Arranged or composed music for a new purpose? (N) (Y) (A) (P) (I) (N)

69. Arranged an electronic display for a new purpose? (N) (Y) (A) (P) (I) (N)

70. Designed a scientific experiment using things such as kitchen tools, household items or equipment designed for a different purpose? (N) (Y) (A) (P) (I) (N)

71. Designed crossword puzzles? (N) (Y) (A) (P) (I) (N)

72. Made clothing, drapes or other cloth products? (N) (Y) (A) (P) (I) (N)

73. Conceived a model of a vehicle, machine or structure? (N) (Y) (A) (P) (I) (N)

74. Designed a crossword puzzle that was to be published? (N) (Y) (A) (P) (I) (N)

75. Competed in an ordinary scientific experiment in the physical sciences? (N) (Y) (A) (P) (I) (N)

76. Proposed an original scientific experiment in the natural sciences? (N) (Y) (A) (P) (I) (N)

77. Proposed a new type of musical instrument? (N) (Y) (A) (P) (I) (N)

78. Composed written material for business such as letters to clients or ad copy? (N) (Y) (A) (P) (I) (N)

79. Directed a play or produced a movie which was performed for an audience larger than a school class or club? (N) (Y) (A) (P) (1) (N)

80. Designed a crossword puzzle that was to be published? (N) (Y) (A) (P) (I) (N)

81. Competed in an ordinary scientific experiment in the physical sciences? (N) (Y) (A) (P) (I) (N)

82. Proposed an original scientific experiment in the natural sciences? (N) (Y) (A) (P) (I) (N)

83. Proposed a new type of musical instrument? (N) (Y) (A) (P) (I) (N)

84. Directed a play or produced a movie which was performed for an audience larger than a school class or club? (N) (Y) (A) (P) (1) (N)

85. Competed in an ordinary scientific experiment in the physical sciences? (N) (Y) (A) (P) (I) (N)

86. Proposed an original scientific experiment in the natural sciences? (N) (Y) (A) (P) (I) (N)

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97. Competed in an ordinary scientific experiment in the physical sciences? (N) (Y) (A) (P) (I) (N)

98. Proposed an original scientific experiment in the natural sciences? (N) (Y) (A) (P) (I) (N)

99. Proposed a new type of musical instrument? (N) (Y) (A) (P) (I) (N)
1. Would you like to watch or listen to one or more of these kinds of political activities?

2. Would you like to take part in one or more of these kinds of political activities?

3. I think voting at these are
   A. very important.   B. somewhat important.   C. not important.
1. Would you like to participate in one or more of these kinds of science activities?

5. Would you like to participate in one or more of these kinds of science activities?

6. I think scientists

   A. are important   B. somewhat important   C. are unimportant


---

22
SPORTS  Group C

1. Would you like to see one or more of those types of sports events?

2. Would you like to be aware of more of these kinds of sports events?

3. I think spectators:
   A. very important
   B. somewhat important
   C. not important

DO NOT WRITE ANY NAMES IN THE BOOKLET
10. Would you like to visit libraries and book stores?

11. Would you like to read your book?

12. I like reading and writing stories.

A. Very important,  B. somewhat important,  C. not important.
13. Would you like to visit a museum to see paintings and sculpture?

14. Would you like to do art work such as painting and sculpture?

15. I think art is

A. very important,   B. somewhat important,   C. not important.
16. Would you like to be involved in one or more of these kinds of musical activities?

17. Would you like to take part in one or more of these kinds of musical activities?

18. I think music is
   A. very important,  B. somewhat important,  C. not important,
18. Would you be interested in attending a theater play?

19. Would you like to take part in any of these kinds of theater activities?

21. I think plays are:
   A. very important.
   B. somewhat important.
   C. not important.
SECONDARY DIRECTIONS: FOR EACH NAME, CHOOSE THE ROLE THAT BEST DESCRIBES THAT PERSON.

SAMPLE ITEMS:

President (D)
Doctor (C)
Singer (B)
Dancer (A)

Elvis Presley (A) (C) (D)
Richard M. Nixon (A) (B) (C) (H)

Senator
Congressman
Governor
Singer
Actor
Poet
Dancer
Scientist
Scientist
Statesman
Artist
Singer
Scientist
Governor
Congressman
Fashion Designer
Basketball Star

Notice that singer for Elvis Presley has been marked.

President for Richard M. Nixon has been marked.

APPRECIATING PUMAS ACCOMPLISHMENTS

Jim Ryun (A) (E)
Neil Armstrong (A) (B) (C) (D) (E) (F) (G) (H)
Everett Dirksen (A) (B) (C) (D) (F) (P) (C) (H)
Godfrey Cambridge (A) (B) (C) (D) (F) (P) (G) (H)
John Updike (A) (B) (C) (D) (F) (P) (G) (H)
Alexander Calder (A) (B) (C) (D) (F) (P) (G) (H)
Arthur Miller (A) (B) (C) (D) (F) (P) (G) (H)

Notice that singer for Elvis Presley has been marked.

President for Richard M. Nixon has been marked.

Do items 1-21 the same way as the sample items. There is one extra circle for each set of names.

Mark only one circle for each item.
DIRECTIONS: FILL.

Ti H77
muTr1_1 BEST DESCRIBES YCUP, NS ,ER (N)

Nu (B)
MAYBE

IF YOU HAD THE OPPORTUNITY WOULD YOU LIKE TO:

(Y)

22. See a ballet?
23. Attend a symphony concert?
24. Visit an art museum?
25. See a play in New York?
26. Attend a live TV program?
27. Read a best selling book?
28. Visit a science museum?
29. Attend a fashion show?
30. Attend an opera?
31. Attend a baseball game?
32. Spend time in a library?
33. Attend a boxing match?
34. Attend a political rally?
35. Attend a sports event?
36. Attend an art program?
37. See a movie?
38. See a concert?
39. See a play?
40. Attend an opera?
41. See a display of sculpture?
42. See a film about our space program?
43. See a play?
44. Attend a political rally?
45. Attend an art program?
46. Hear a Presidential press conference on TV or radio?
47. See a talk by a famous writer?
48. Learn about a new scientific discovery?
49. Learn about a new scientific discovery?
50. Learn about a new scientific discovery?
51. Learn about a new scientific discovery?
52. Learn about a new scientific discovery?
53. Learn about a new scientific discovery?
54. Learn about a new scientific discovery?
55. Learn about a new scientific discovery?
56. Learn about a new scientific discovery?
57. Learn about a new scientific discovery?
58. Learn about a new scientific discovery?
59. Learn about a new scientific discovery?
60. Learn about a new scientific discovery?

HOW DO YOU FEEL ABOUT THE FOLLOWING STATEMENTS?

DISAGREE (D)

CAN'T SAY (C)

AGREE (A)

1. It's enjoyable to read the sports news.
2. Most works of art are too difficult to understand.
3. A play is a play, it doesn't matter who the actors are.
4. Some music can put me in a daze.
5. I would like to be able to vote in a state or national election.
6. Join a political group?
7. Be on an athletic team?
8. Take an art course?
9. Build your own library of books?
10. See a film about our space program?
11. See a display of sculpture?
12. Attend an art program?
13. Read a best selling book?
14. Hear a talk by a famous writer?
15. Join a political group?
16. Be on an athletic team?
17. Take an art course?
18. Build your own library of books?
19. See a film about our space program?
20. See a display of sculpture?
21. Attend an art program?
22. Read a best selling book?
23. Hear a talk by a famous writer?
24. Join a political group?
25. Be on an athletic team?
26. Take an art course?
27. Build your own library of books?
28. See a film about our space program?
29. See a display of sculpture?
30. Attend an art program?
31. Read a best selling book?
32. Hear a talk by a famous writer?
33. Join a political group?
34. Be on an athletic team?
35. Take an art course?
36. Build your own library of books?
37. See a film about our space program?
38. See a display of sculpture?
39. Attend an art program?
40. Read a best selling book?
41. Hear a talk by a famous writer?
42. Join a political group?
43. Be on an athletic team?
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47. See a display of sculpture?
48. Attend an art program?
49. Read a best selling book?
50. Hear a talk by a famous writer?
51. Join a political group?
52. Be on an athletic team?
53. Take an art course?
54. Build your own library of books?
55. See a film about our space program?
56. See a display of sculpture?
57. Attend an art program?
58. Read a best selling book?
59. Hear a talk by a famous writer?
60. Join a political group?

IF YOU HAD THE OPPORTUNITY WOULD YOU LIKE TO:
Some people say that in order to keep up in the fast-moving world, it will be important to keep learning and studying all our lives. Other people say that once a person finishes school, he should be able to handle anything that comes our way. What do you think you will have to keep learning and studying in order to:

1. Keep up in your job?
2. Keep up in your career?
3. Keep up in your family?
2. cp a happy home?
3. nake good decisions in voting?
4. Enjoy paintings, plays and books?
5. Understand what is going on in the world?
6. 6ring up your children well?
7. Take part in community interests and events?

DIRECTIONS: To answer items 8-30, try to place yourself in the following situation:

before school began one morning, you and a group of classmates were having a talk about the year 1939 and you were trying to imagine yourselves going to school in 1989. items 8-24 are some of your classmates ideas.

8. There will be IA, morning, recitals and plays which pupils can use by themselves.
9. Schools will be open 12 months of the year. Vacations can be taken during any season.
10. Schools will be open 24 hours each day. Pupils can use the buildings at any time.
11. There will be no required subjects. Pupils can take any subjects they wish to take.
12. There will be no attendance rules. Pupils can use the school buildings as many days each year as they wish. Pupils can come and go any time.
13. Pupils will not be together by age. Ten year olds and six year olds could take the same subjects.
14. Adults will also use the school. Sixty year olds could be in the same classes with 10 year olds.
15. Pupils will have discussion groups.
16. Pupils will also use the school. Sixty year olds could be in the same classes with 10 year olds.
17. Pupils will talk over their work with their teachers as often as they like.
18. There will be no marks and no report cards.
19. Pupils will have the use of a computer for arithmetic and many other things.
20. There will be TV, motion pictures, records and tapes which pupils can use by themselves.
21. All the latest and best reading materials will be quickly available through a computer.
22. Pupils will work with teachers alone or in small groups.
23. Pupils will have discussion groups.
24. Pupils will talk over their work with their teachers.

I accept it
I cannot say
I do not accept it

Directions: To answer items 8-30, try to place yourself in the following situation:

Before school began one morning, you and a group of classmates were having a talk about the year 1989 and you were trying to imagine yourselves going to school in 1999. Items 8-24 are some of your classmates ideas.
21. To learn about the language of another country, pupils will spend some time living in foreign countries.

22. To learn about different people in this country, pupils will spend time living in different sections of the U.S.

23. Pupils will learn in factories, laboratories, hospitals, museums, theaters and offices. Pupils will visit these places if they wish to learn about them and about the people in them.

24. Pupils will talk with others all over the world by way of satellite.

25. Life will be very different. Work hours will be different and vacations will be longer.

26. Kids who can do the job and who want to work can go to work even if they are only ten years old.

27. Anyone will be able to travel anywhere, any time and for any reason without even a passport.

28. Kids who can do the job and who want to work can go to work even if they are only ten years old.

29. The way things are changing so fast, a person can't help but worry about being able to keep up with and fit into the world of 1989.

30. Those people all over the world who are among the better educated will also be among the happier, the more peaceful and the more content.