

A STUDY OF COGNITIVE AND AFFECTIVE ELEMENTS
IN THE RELIGIOUS DEVELOPMENT OF ADOLESCENTS

VOLUME TWO

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**PAGE
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APPENDIX 1

(ref: Part Two, Chapter V, 4.)

TWO SONGS USED AS STIMULUS MATERIAL FOR GENERATING
STATEMENTS FOR THE CONSTRUCTION OF ATTITUDE QUESTIONNAIRES

What is the Meaning of Life?

What is the meaning of life my friend?
Is breath the beginning and death the end?
Why do men sorrow and why do men cry?
Why do men live? Why must men die?
Tell me is life just a lie?

See the mother with her child,
Her heart so loving, so giving, so mild,
There's a life that will grow a while,
Rewarded enough with her baby's smiles,
Love and life can't be bought.

Look above and see the sky,
Hear the wind as it whistles by,
See the grass and the flowers too,
Feel the rain and see the dew,
Making all things so new.

Life is free and the world is ours,
There's laughter in the wind; there's beauty in the flowers,
There's hatred and noise that give rise to wars,
When a baby's born then love is the cause,
Tell me, is life just a lie?

What is the meaning of life my friend?
Is breath the beginning and death the end?
Why do men sorrow and why do men cry?
Why do men live, why must men die?
Tell me is life just a lie?

This is the meaning of life my friend,
Breath's the beginning when love is the end,
Hatred and sorrow are only for now,
Giving and loving, tell us how
Life is not a lie,
Life is not a lie.

(Words and Music - Hugh Cullen.)

742.

APPENDIX 1 (cont.)

Streets of London

Have you seen the old man in the closed down market,
Kicking up papers with his worn-out shoes?
In his eyes you see no pride, and held loosely at his side
Yesterday's papers telling yesterday's news.

So how can you tell me you're lonely,
And say for you that the sun don't shine?
Let me take you by the hand and lead you
 through the streets of London -
I'll show you something, to make you change your mind.

In the all-night cafe at a quarter past eleven,
Some old man sitting there on his own,
Looking at the world over the rim of his tea cup,
Each cup lasts an hour, then he wanders home alone.

Have you seen the old girl who walks the streets of London,
Dirt in her hair and her clothes in rags?
She's no time for talking, she just keeps right on walking,
Carrying her home in two carrier bags.

Have you seen the old man outside the seaman's mission,
Memories fading with the medals that he wears?
In our winter city the wind cries a little pity
For one more forgotten hero and a world that doesn't care.

(Words and Music - Ralph McTell)

APPENDIX 2

(ref: Part Two, Chapter V, 4.)

INSTRUCTION SHEET USED AT W COMPREHENSIVE SCHOOLon 4th December, 1974

PLEASE COMPLETE AS MUCH OF THIS WORK AS YOU CAN, BUT IT DOES NOT MATTER IF YOU DON'T MANAGE TO GET IT ALL DONE

FIRSTLY:- Listen to the Song "The Streets of London." (There are many people today who are just like the old man and the woman in the song.) Also listen to the Song "What is the meaning of life, my friend?"

EITHER write a short essay on the subject "LONELY" (State what you think about loneliness, and what you think we ought to do to help lonely people.)

OR WRITE AN ESSAY ON THE SUBJECT: "What is the meaning of Life?"

- - -

SECONDLY

Write as many statements as you can about the following subjects. Each statement should be about your opinion. (you can write as many statements as you like about each subject). Begin each statement with "I think . . ." Write about the subjects in any order. Choose the subjects which interest you most, first.

- | | |
|--------------------------------------|-----------------------------|
| 1. war | 11. cruelty to animals |
| 2. rich people | 12. the mystery of death |
| 3. IRA terrorists | 13. the mystery of birth |
| 4. old people | 14. politicians |
| 5. people dying with cancer | 15. friends |
| 6. vandals who smash public property | 16. black people |
| 7. people who are shop-lifters | 17. being popular |
| 8. religious people | 18. enemies |
| 9. selfish people | 19. unemployed people |
| 10. unselfish people | 20. hungry people (poverty) |

THIRDLY (if you have time!)

Write a paragraph stating your opinion on this subject. How important is it to get on with people? Does it matter if you quarrel? Should you always stick to the truth even if you lose your friends? Are you likely to get on better in life if you get on well with other people?

P.S. THANK YOU FOR YOUR HELP.

APPENDIX 3

(ref: Part Two, Chapter V, 4.)

ONE HUNDRED AND FOUR STATEMENTS PROVIDED BY PUPILS
FROM W COMPREHENSIVE SCHOOL, FOR THE CONSTRUCTION
OF ATTITUDE SCALES

1. I believe in life after death.
2. The mystery of dying is terrifying to me.
3. In your life there is not a moment to waste.
4. Life seems a waste of time.
5. I cannot think of myself as dead.
6. There is something inside us that makes us want to live.
7. Life is something very precious to us.
8. Death is not something to make fun of.
9. The important thing in life is to have friends.
10. I think for people with cancer it must be hell.
11. Life is not just to be born and then to die after a few years.
12. Life is given to us so we can do things we like.
13. I think that being lonely must be one of the worst tortures in life.
14. The meaning of life is to be kind to someone who will be kind to you.
15. The mystery of death is interesting because one second you are alive and the next second you are dead.
16. The meaning of life is to have good friends.
17. The meaning of life is to be happy.
18. Birth is a mystifying thing.
19. Life is to live and enjoy.
20. The meaning of life is love.
21. You can live without love.
22. Death is the end of life on earth but it is the start of life in heaven.
23. It's bad luck if you are dying with cancer.
24. Loneliness is an awful thing for the young and the old.
25. Loneliness is when a week seems a year.
26. Loneliness is when you have no-one to love you.
27. People don't know what loneliness is until they are lonely themselves.
28. Loneliness is like a disease that is eating you up.
29. It's worse for younger people to be lonely because they have all their life to live.
30. Friends are not what they seem to be.

31. Friends should be able to keep their mouths shut about the things they have helped you out in.
32. It is important to get on with people.
33. Everybody gets on your nerves sometimes.
34. You should not quarrel with people because if you do things could be said which are not meant.
35. If you tell the truth you will be trusted.
36. I do not think quarrelling does any harm.
37. People who get hammered take it out on others.
38. Everybody needs friends.
39. If you treat your friends horribly they will treat you the same.
40. Being popular is a thing to be proud of.
41. We need friends to rely on.
42. No person can survive without friends.
43. Spoilt children cannot make friends.
44. It is not right to be popular for the wrong things.
45. Friends are people you can tell your troubles to.
46. Friends should love each other.
47. You will not be popular if you speak your mind.
48. Friends should not argue with each other.
49. Friends should stick together.
50. Friends urge you on when you are unhappy.
51. If you get on with people you will lead a happy life.
52. You can manage without friends if you have to.
53. War is senseless.
54. War is good because it makes the population lower.
55. War is wasteful.
56. War is wrong because it makes innocent people suffer.
57. I don't think there will be a solution to war in our lifetime.
58. Two sides should argue out their differences rather than obliterate each other.
59. Nations seem more eager to quarrel than make peace.
60. War solves no problems.
61. Old people should be killed of.
62. Old people are no different to young people: they were young once, and young people today grow old tomorrow.
63. I feel sorry for old people.
64. People who laugh at black people should look at themselves first.
65. What really gets me is why black people can't stay in their own country.
66. Darkies are nice.

67. Black people can be your best friends.
68. Just because someone is a different colour it doesn't mean to say he is abnormal.
69. Black people should go back where they came from.
70. Vandals should pay for the damage they do.
71. Vandals should be put away.
72. Vandals need their heads screwed on tight.
73. Vandals are stupid.
74. Vandals are selfish.
75. Vandals get satisfaction out of what they are doing.
76. Vandals try to look big in front of their friends.
77. Vandals should have their own homes smashed.
78. Vandals should be treated with sympathy.
79. Vandals are a nuisance.
80. Shoplifting is bad because you get a bad reputation.
81. I feel very sorry for people who are very poor and who have to resort to shoplifting.
82. People who have no need to shoplift should control themselves.
83. Shoplifters don't get enough at home.
84. If shop-lifters get caught it is just their hard luck.
85. People are too severe with shoplifters.
86. Shoplifters steal for fun.
87. Tighter security measures in shops would discourage shoplifters.
88. Shoplifting is wrong because it is stealing.
89. Shoplifters should be severely punished.
90. Shoplifters should be put in jail.
91. Money cannot buy love.
92. Rich people should share their money.
93. Rich people should buy food for poor people.
94. Terrorists should be hanged.
95. Terrorists should be given life-imprisonment.
96. Men who kill and torture others are evil.
97. Terrorists have a right to fight for what they believe in.
98. Terrorists should be kicked to death.
99. Terrorists should be shot on sight.
100. People who torture dumb animals must have hearts of stone.
101. There should be stricter laws to prevent cruelty to animals.
102. Cruelty to animals is one of the worst things in the world.
103. To think about the hungry people in this world brings sorrow to me.
104. Some hungry people would kill you even for a scrap of bread.

APPENDIX 4

(ref: Part Two, Chapter V, 6.)

ATTITUDE SCALE CONSTRUCTION - FIRST SORTING PROCEDUREINSTRUCTION SHEET GIVEN TO JUDGESFIRST SORTING PROCEDUREINSTRUCTIONS TO JUDGES

1. Here are 104 statements made by children aged 11 years to 15 years. The statements express their attitudes to various life problems.
2. Some of the statements show an attitude of extreme sensitivity to life problems (viz. matters of social concern, personal relationships, problems of life, death, suffering etc.) Other statements show an attitude at the opposite extreme, that is, an attitude of extreme insensitivity. Many of the statements, however, fall somewhere between these two extremes.
3. The purpose of this exercise is to sort the statements into a series of piles showing varying degrees of sensitivity. The boxes are numbered from A to K. The continuum is from Box A on the left (EXTREME INSENSITIVITY) to Box K on the right, (EXTREME SENSITIVITY.)

BOX A	BOX F	BOX K
EXTREME INSENSITIVITY	NEUTRAL	EXTREME SENSITIVITY

4. EXAMPLESBox A

Black people should go back where they come from.

(EXTREME INSENSITIVITY)

BOX K.

I think that for people with cancer it must be hell.

(EXTREME SENSITIVITY)

BOX F.

Everybody needs friends. (Neutral) i.e. somewhere between the two extremes, - precisely half way.

5. PLEASE SORT THE STATEMENTS. Your initial reaction is required. Once you have decided to put the statement in a particular box please do not change it. Try and use ALL the boxes. After completing the sorting please fill in the report form given to you with these instructions.

MANY THANKS T.J.M.

APPENDIX 5

(ref: Part Two, Chapter V, 6.)

ATTITUDE SCALE CONSTRUCTION - FIRST SORTING PROCEDURE

JUDGE'S REPORT FORM

T.J.M. RESEARCH PROJECT

THURSTONE TECHNIQUE: FIRST SORTING.

REPORT OF JUDGE NO.

(please fill in this report when you have completed your sorting procedure. Please note the statement numbers only but in ascending numerical order please. e.g. 1, 3, 19, 42 etc.)

Total number of slips

BOX A:

-----

BOX B:

-----

BOX C:

-----

BOX D:

-----

BOX E:

-----

BOX F:

-----

BOX G:

-----

BOX H:

-----

BOX I:

-----

BOX J:

-----

BOX K:

-----

Grand Total of Slips: 104

Please check that all 104 slips are reported.
Many thanks for your help.

APPENDIX 6

(ref: Part Two, Chapter V, 6.)

THE FIFTY-TWO ITFM QUESTIONNAIRE

PAGE 1.

C O N F I D E N T I A L

Name

Ageyears

Boy/Girl

Class

ATTITUDE QUESTIONNAIRE

Instructions:-

PLEASE READ EACH STATEMENT AND PUT A TICK (✓) AGAINST EACH STATEMENT TO SHOW HOW MUCH YOU AGREE/DISAGREE WITH IT.

Example:-

I enjoy my school holidays.

Strongly Agree	
Agree	✓
Slightly Agree	
Slightly Disagree	
Disagree	
Strongly Disagree	

PLEASE PUT ONLY ONE TICK FOR EACH STATEMENT.

1. Black people should go back where they came from.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	////
2. Old people should be killed off.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	////
3. I think for people with cancer it must be hell.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	////
4. I think that being lonely must be one of the worst tortures in life.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	////
5. Terrorists should be kicked to death.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	////

PAGE 2.

6. What really gets me is why black people can't stay in their own country.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
7. Everybody gets on your nerves sometimes.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
8. Tighter security measures in shops would discourage shoplifters.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
9. War is good because it makes the population lower.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
10. It is important to get on with people.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
11. Friends should stick together.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
12. People are too severe with shoplifters.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
13. If you get on with people you will lead a happy life.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
14. Loneliness is like a disease that is eating you up.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	
15. Shoplifting is wrong because it is stealing.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	

Page 3.

16. It's bad luck if you are dying with cancer.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
17. Vandals should have their own homes smashed.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
18. Life is something very precious to me.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
19. War is wrong because it makes innocent people suffer.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
20. Loneliness is when a week seems a year.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
21. Shoplifters don't get enough at home.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
22. You should not quarrel with people because if you do, things could be said which are not meant.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
23. You can manage without friends if you have to.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
24. Vandals are a nuisance.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
25. To think about the hungry people in this world brings sorrow to me.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Slightly Agree <input type="checkbox"/> Slightly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree

PAGE 4.

26. I feel very sorry for people who are very poor and who have to resort to shoplifting.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
27. The mystery of dying is terrifying to me.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
28. Terrorists should be hanged.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
29. Friends urge you on when you are unhappy.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
30. Life is not just to be born and then to die after a few years.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
31. The meaning of life is to have good friends.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
32. Being popular is a thing to be proud of.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
33. Shoplifters should be severely punished.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
34. Friends should not argue with each other.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
35. I do not think quarrelling does any harm.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

PAGE 5.

36. Vandals should be treated with sympathy.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
37. People don't know what loneliness is until they are lonely themselves.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
38. Friends should be able to keep their mouths shut about the things they have helped you out in.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
39. Friends are not what they seem to be.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
40. Loneliness is when you have no-one to love you.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
41. Shoplifters steal for fun.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
42. You will not be popular if you speak your mind.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
43. Vandals try to look big in front of their friends.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
44. Vandals should pay for the damage they do.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////
45. People who have no need to shoplift should control themselves.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree	////

PAGE 6.

46. Rich people should buy food for poor people.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
47. The meaning of life is to be happy.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
48. Loneliness is an awful thing for the young and the old.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
49. The mystery of death is interesting because one second you are alive and the next second you are dead.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
50. I feel sorry for old people.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
51. Terrorists should be shot on sight.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree
52. Two sides should argue out their differences rather than obliterate each other.	Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

-----0000000-----

THANK YOU FOR YOUR HELP.

PLEASE CHECK THAT YOU HAVE DONE ALL THE STATEMENTS - PAGE 1 to PAGE 6

APPENDIX 7

(ref: Part Two, Chapter V, 6.)

INSTRUCTIONS TO TEACHERS FOR ADMINISTLRING THE
FIFTY-TWO ITEM QUESTIONNAIRE AT W COMPREHENSIVE SCHOOL

ON 23rd APRIL, 1975

W COMPREHENSIVE SCHOOL, SCUNTHORPEWednesday 23rd April, 1975.PROCEDURE FOR ADMINISTERING ATTITUDE QUESTIONNAIRE

1. Distribute Questionnaire.
2. Ask pupils to fill in details in top right hand corner of page 1.
3. Go through the instructions and explain the example.
4. Ask pupils to work at their own pace and not to hurry.
5. Remind pupils to check that they have answered all the statements - i.e. 52 statements and 6 sides.
6. Check that questionnaires are complete when collecting them.

- - -

NOTES FOR GUIDANCE OF MEMBERS OF STAFF WHO ARE KINDLY HELPING ME IN THIS EXERCISE:Reference (1) above.Please ask pupils NOT to start until you tell them to.Reference (2) above.

The important details required are AGE, SEX, and CLASS. However, as the questionnaire is confidential, I have also asked for details of NAME. This is quite optional and I suggest that if any pupil raises the question about giving his name, respond by indicating that it does not matter provided that the other details are completed.

Reference (3) above.

Although the instructions are clear it would be helpful if the teacher would kindly go through the instructions (at the top of page one) with the whole class before they begin. I suggest the following procedure here.

- (i) Read the instructions (as printed).
- (ii) Discuss the example by indicating that a useful way of answering is:
 1. Read the statement,
 2. THINK - do I agree? or disagree?
 3. THINK - how much do I agree?
i.e. - do I agree strongly?
OR - do I just agree?
OR - am I not quite sure - do I slightly agree?
 4. Answer - place a tick in appropriate box.

(iii) In explaining the instructions USE THE EXAMPLE ONLY.
PLEASE DO NOT COMMENT IN ANY WAY ON THE ACTUAL 52
STATEMENTS IN THE QUESTIONNAIRE.

Reference (4) above.

It would be helpful if the pupils are given some other task to go on with as soon as the questionnaire is completed. This task could be given BEFORE the questionnaire forms are distributed.

APPENDIX 8

(ref: Part Two, Chapter V, 6.)

ATTITUDE SCALE CONSTRUCTIONTOTAL SCORES FOR 354 SUBJECTS IN RESPONSE TO52 ITEM QUESTIONNAIRE - SUMMATED RATINGS

<u>Year I 1 - 87 (87 subjects)</u>										
1	215	241	232	199	207	203	196	217	235	188
11	225	221	216	202	200	204	213	176	210	207
21	223	218	215	233	222	200	198	219	202	250
31	216	207	210	205	231	195	206	220	216	224
41	229	235	223	218	217	231	248	213	224	195
51	235	239	206	214	197	216	232	193	237	221
61	236	243	207	196	227	230	189	190	236	198
71	183	201	216	224	215	204	216	246	182	229
81	215	233	226	227	228	211	211			
<u>Year II 88 - 172 (85 subjects)</u>										
								220	220	213
91	217	225	225	199	237	231	245	218	218	212
101	212	209	218	204	210	234	231	212	205	217
111	207	220	216	193	221	221	203	227	206	214
121	209	224	194	190	201	222	211	228	209	210
131	217	231	201	218	218	219	206	210	200	226
141	235	223	224	210	210	212	233	212	213	242
151	203	201	227	237	196	231	226	200	203	228
161	220	207	194	220	221	229	227	219	233	237
171	218	212								
<u>Year III 173 - 258 (86 subjects)</u>										
			218	224	242	239	183	208	213	193
181	221	233	218	226	214	237	221	219	216	204
191	199	214	203	205	202	214	222	221	222	218
201	222	231	217	203	195	209	208	215	226	230
211	232	214	228	229	216	220	218	243	217	222
221	216	229	213	199	193	209	211	188	222	209
231	175	244	191	206	196	225	220	192	215	218
241	225	194	221	189	204	204	211	212	215	203
251	209	236	214	241	232	233	209	207		
<u>Year IV 259 - 354 (96 subjects)</u>										
									196	200
261	211	219	202	229	234	208	221	215	216	212
271	202	207	202	229	193	205	202	187	214	214
281	237	217	205	210	212	227	187	224	213	215
291	213	212	226	195	198	213	203	212	216	202
301	196	206	204	217	193	212	242	214	225	223
311	193	212	216	216	213	196	201	181	215	218
321	216	202	225	213	216	222	225	170	216	198
331	197	192	190	202	203	197	208	227	195	198
341	199	220	195	213	205	223	235	209	222	214
351	213	253	242	219						

APPENDIX 9

(ref: Part Two, Chapter V, 6.)

ATTITUDE SCALE CONSTRUCTIONFREQUENCY TABLES OF UPPER AND LOWER GROUPS USEDFOR DICHOTOMISATION OF WEIGHTINGS

Upper Group = 123 subjects (34.75%)

Lower Group = 123 subjects (34.75%)

FINAL SCALE PART I

State -ment No.	Statement	Response Categories	frequency Low Group	frequency High Group	Weightings
1.	Old people should be killed off.	1	0	0	0
		2	0	0	0
		3	5	1	0
		4	5	4	0
		5	47	19	0
		6	66	99	1
2.	Terrorists should be shot on sight.	1	35	23	0
		2	28	12	0
		3	27	36	1
		4	16	27	1
		5	16	16	1
		6	1	9	1
3.	Terrorists should be hanged.	1	49	33	0
		2	36	9	0
		3	21	35	1
		4	7	18	1
		5	7	14	1
		6	3	14	1
4.	Shoplifters should be severely punished.	1	23	12	0
		2	36	24	0
		3	31	47	1
		4	18	29	1
		5	12	7	1
		6	2	4	1

State -ment No.	Statement	Response Categories	frequency Low Group	frequency High Group	Weightings
5.	I do not think quarrelling does any harm.	1	1	4	0
		2	47	19	0
		3	27	27	0
		4	28	31	1
		5	16	27	1
		6	4	15	1
6.	Friends should be able to keep their mouths shut about things they have helped you out in.	6	12	35	1
		5	54	51	1
		4	31	29	0
		3	12	5	0
		2	12	2	0
		1	2	1	0
7.	Vandals try to look big in front of their friends.	6	41	66	1
		5	66	48	0
		4	12	6	0
		3	2	2	0
		2	1	1	0
		1	1	0	0
8.	Friends should not argue with each other.	6	6	14	1
		5	22	53	1
		4	31	34	1
		3	35	16	0
		2	23	5	0
		1	6	1	0
9.	It is important to get on with people.	6	22	71	1
		5	81	50	0
		4	13	1	0
		3	3	0	0
		2	2	0	0
		1	0	1	0
10.	Shoplifters don't get enough at home.	6	1	10	1
		5	16	25	1
		4	24	41	1
		3	28	22	0
		2	43	20	0
		1	11	5	0

State -ment No.	Statement	Response Categories	frequency Low Group	frequency High Group	Weightings
11.	I feel sorry for old people	6	14	71	1
		5	54	33	0
		4	34	15	0
		3	15	3	0
		2	3	1	0
		1	2	0	0
12.	You should not quarrel with people because if you do things could be said which are not meant.	6	7	24	1
		5	52	74	1
		4	40	20	0
		3	16	3	0
		2	4	2	0
		1	3	0	0
13.	Loneliness is when a week seems a year.	6	5	34	1
		5	46	63	1
		4	45	19	0
		3	11	4	0
		2	11	3	0
		1	5	0	0
14.	I think that being lonely must be one of the worst tortures in life.	6	10	42	1
		5	38	50	1
		4	32	24	0
		3	23	5	0
		2	16	2	0
		1	4	0	0
<u>FINAL SCALE PART II</u>					
1.	Black people should go back where they came from.	1	17	8	0
		2	31	10	0
		3	31	27	0
		4	17	24	1
		5	20	34	1
		6	7	20	1
2.	What really gets me is why black people can't stay in their own country.	1	15	14	0
		2	46	21	0
		3	25	24	0
		4	11	15	1
		5	22	34	1
		6	4	15	1

State -ment No.	Statement	Response Categories	frequency Low Group	frequency High Group	Weightings
3.	Vandals should have their own homes smashed.	1	19	25	0
		2	42	26	0
		3	23	27	1
		4	14	21	1
		5	19	17	1
		0	6	7	1
4.	Shoplifters steal for fun.	1	2	6	0
		2	21	14	0
		3	42	37	0
		4	25	26	1
		5	23	25	1
		6	10	15	1
5.	People who have no need to shoplift should control them- selves.	6	36	56	1
		5	72	60	0
		4	11	4	0
		3	2	1	0
		2	2	0	0
		1	0	2	0
6.	Friends are not what they seem to be.	6	1	7	1
		5	21	34	1
		4	46	35	0
		3	40	30	0
		2	13	12	0
		1	2	5	0
7.	You will not be popular if you speak your mind.	6	5	8	1
		5	16	34	1
		4	25	37	1
		3	45	26	0
		2	27	14	0
		1	5	4	0
8.	The meaning of life is to be happy.	6	17	36	1
		5	55	71	1
		4	42	13	0
		3	7	1	0
		2	2	1	0
		1	0		

State -ment No.	Statement	Response Categories	frequency Low Group	frequency High Group	Weightings
9.	Friends should stick together.	6	24	63	1
		5	48	50	1
		4	37	7	0
		3	11	3	0
		2	2	0	0
		1	1	0	0
10.	Rich people should buy food for poor people.	6	5	28	1
		5	18	31	1
		4	45	45	1
		3	28	9	0
		2	24	6	0
		1	3	4	0
11.	Vandals should be treated with sympathy.	6	0	2	1
		5	2	6	1
		4	5	8	1
		3	10	28	1
		2	52	36	0
		1	54	43	0
12.	Loneliness is when you have no-one to love you.	6	6	29	1
		5	36	48	1
		4	37	31	0
		3	27	10	0
		2	13	4	0
		1	4	1	0
13.	Loneliness is an awful thing for the young and the old.	6	15	64	1
		5	68	52	0
		4	30	6	0
		3	6	0	0
		2	3	1	0
		1	1	0	0
14.	I think for people with cancer it must be hell.	6	13	46	1
		5	50	42	0
		4	36	27	0
		3	14	2	0
		2	9	6	0
		1	1	0	0

APPENDIX 10

(ref: Part Two, Chapter V, 6.)

ATTITUDE SCALE CONSTRUCTION STAGE IIIDERIVATION OF DICHOTOMOUS WEIGHTINGS FOR TWO PARTS
OF ATTITUDE SCALE(c.f. A. L. Edwards: Techniques of Attitude Scale Construction,
Appleton, Century - Crofts, 1957, 212 - 213).

KEY:- SA = Strongly Agree SLDA = Slightly Disagree
 A = Agree DA = Disagree
 SLA = Slightly Agree SDA = Strongly Disagree

<u>PART I</u>							
State -ment No.	Statement	Weights to be assigned to Responses					
		1 SA	2 A	3 SLA	4 SLDA	5 DA	6 SDA
1.	Old people should be killed off	0	0	0	0	0	1
2.	Terrorists should be shot on sight.	0	0	1	1	1	1
3.	Terrorists should be hanged.	0	0	1	1	1	1
4.	Shoplifters should be severely punished.	0	0	1	1	1	1
5.	I do not think quarrelling does any harm.	0	0	0	1	1	1
6.	Friends should be able to keep their mouths shut about things they have helped you out in.	1	1	0	0	0	0

PART I (cont.)							
State -ment No.	Statement	Weights to be assigned to Responses					
		1 SA	2 A	3 SLA	4 SLDA	5 DA	6 SDA
7.	Vandals try to look big in front of their friends.	1	0	0	0	0	0
8.	Friends should not argue with each other.	1	1	1	0	0	0
9.	It is important to get on with people.	1	0	0	0	0	0
10.	Shoplifters don't get enough at home.	1	1	1	0	0	0
11.	I feel sorry for old people.	1	0	0	0	0	0
12.	You should not quarrel with people because if you do things could be said which are not meant.	1	1	0	0	0	0
13.	Loneliness is when a week seems a year.	1	1	0	0	0	0
14.	I think that being lonely must be one of the worst tortures in life.	1	1	0	0	0	0
PART II.							
1.	Black people should go back where they came from.	0	0	0	1	1	1
2.	What really gets me is why black people can't stay in their own country.	0	0	0	1	1	1

PART II. (cont.)							
State -ment No.	Statement	Weights to be assigned to Responses					
		1 SA	2 A	3 SLA	4 SLDA	5 DA	6 SDA
3.	Vandals should have their own homes smashed.	0	0	1	1	1	1
4.	Shoplifters steal for fun.	0	0	0	1	1	1
5.	People who have no need to shoplift should control themselves	1	0	0	0	0	0
6.	Friends are not what they seem to be.	1	1	0	0	0	0
7.	You will not be popular if you speak your mind.	1	1	1	0	0	0
8.	The meaning of life is to be happy.	1	1	0	0	0	0
9.	Friends should stick together.	1	1	0	0	0	0
10.	Rich people should buy food for poor people.	1	1	1	0	0	0
11.	Vandals should be treated with sympathy.	1	1	1	1	0	0
12.	Loneliness is when you have no-one to love you.	1	1	0	0	0	0
13.	Loneliness is an awful thing for the young and the old.	1	0	0	0	0	0
14.	I think for people with cancer it must be hell.	1	0	0	0	0	0

APPENDIX 11

(ref: Part Two, Chapter V, 6.)

ATTITUDE QUESTIONNAIRE (MARK) PART 1.

CONFIDENTIAL

Name

Ageyrsmths

Boy/girl Class

School

ATTITUDE QUESTIONNAIRE PART ONE

Instructions :-

PLEASE READ EACH STATEMENT AND PUT A TICK (✓) AGAINST EACH STATEMENT TO SHOW HOW MUCH YOU AGREE/DISAGREE WITH IT.

Example:-

I enjoy my school holidays.

Strongly Agree	
Agree	✓
Slightly Agree	
Slightly Disagree	
Disagree	
Strongly Disagree	

PLEASE PUT ONLY ONE TICK FOR EACH STATEMENT

1 Old people should be killed off.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
2 Terrorists should be shot on sight.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
3 Terrorists should be hanged.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
4 Shoplifters should be severely punished.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
5 I do not think quarrelling does any harm.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
6 Friends should be able to keep their mouths shut about the things they have helped you out in.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	

Page 2

7 Vandals try to look big in front of their friends.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
8 Friends should not argue with each other.	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
9 It is important to get on with people.	Disagree	
	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
10 Shoplifters don't get enough at home.	Slightly Disagree	
	Disagree	
	Strongly Disagree	
	Strongly Agree	
	Agree	
11 I feel sorry for old people.	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
	Strongly Agree	
12 You should not quarrel with people because if you do, things could be said which are not meant.	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
13 Loneliness is when a week seems a year.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
14 I think that being lonely must be one of the worst tortures in life.	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	

THANK YOU FOR YOUR HELP.Please check that you have put one tick in each box.
Your total number of ticks should be 14.Now please start PART TWO of the questionnaire.

APPENDIX 12

(ref: Part Two, Chapter V, 6.)

ATTITUDE QUESTIONNAIRE (MARK) PART 2.

C O N F I D E N T I A L

Name
 Age yrs mths
 Boy/Girl Class
 School

ATTITUDE QUESTIONNAIRE PART TWO

Instructions:-

Please read each statement and put a tick (✓) against each statement to show how much you agree/disagree with it.

Answer this questionnaire in exactly the same way as you answered Part One : PLEASE PUT ONLY ONE TICK FOR EACH STATEMENT.

1 Black people should go back where they came from.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
2 What really gets me is why black people can't stay in their own country.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
3 Vandals should have their own homes smashed.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
4 Shoplifters steal for fun.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
5 People who have no need to shop lift should control themselves.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
6 Friends are not what they seem to be.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	

7 You will not be popular if you speak your mind.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
8 The meaning of life is to be happy.	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
9 Friends should stick together.	Disagree	
	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
10 Rich people should buy food for poor people.	Slightly Disagree	
	Disagree	
	Strongly Disagree	
	Strongly Agree	
	Agree	
11 Vandals should be treated with sympathy.	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
	Strongly Agree	
12 Loneliness is when you have no-one to love you.	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
	Strongly Disagree	
13 Loneliness is an awful thing for the young and the old.	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	
	Disagree	
14 I think for people with cancer it must be hell.	Strongly Disagree	
	Strongly Agree	
	Agree	
	Slightly Agree	
	Slightly Disagree	

THANK YOU FOR YOUR HELP.

Please check that you have put one tick in each box.
Your total number of ticks should be 14.

APPENDIX 13

(ref: Part Two, Chapter VI, 2.)

TEENAGE INTERESTS QUESTIONNAIRE - FIRST DRAFT

TEENAGE INTERESTS QUESTIONNAIRE

Name.....

Please answer all the questions:

Class..... Age.....years

QUESTION (1)

Answer by putting a tick ✓ in one box for each item

	1 every day	2 every week	3 every month	4 some- times	5 never	LEAVE THIS COLUMN BLANK
1. reading books and magazines						1
2. watching TV						2
3. practising musical instrument						3
4. going to Sports Club						4
5. going to Youth Club						5
6. going to uniformed organisation						6
7. going to Church						7
8. going to Sunday School						8
9. going to Youth Fellowship						9
10. going to football match						10
11. going to dances/discos						11
12. visiting friends						12
13. writing letters						13
14. listening to music/records						14
15. doing household chores						15
16. doing other spare-time activity (not mentioned above):-						16
.....						
.....						
.....						

QUESTION (2) Television

Answer by putting a tick ✓ in one box for each item

	1 very interesting	2 interesting	3 not interesting	
1. sports programmes				17
2. panel-game programmes				18
3. religious programmes				19
4. serious programmes (e.g. documentaries)				20
5. music programmes				21
6. news programmes				22
7. children's programmes				23

(QUESTION 2 CONTINUED) Television

2. Write the titles of the three most interesting programmes which you have seen in the past fortnight:-

O = 3

LEAVE
THIS
COLUMN
BLANK

- 1.
- 2.
- 3.

24

25

26

QUESTION (3) Reading

1. Write the titles of any three books which you have been reading during the past fortnight:-

- i.
- ii.
- iii.

27

28

29

QUESTION (4) Discussion

1. During the past fortnight have you taken part in an informal discussion? (e.g. at Youth Club, coffee bar etc.)

Yes / No (Underline the correct answer)

30

2. If your answer is "Yes", write down three subjects which you have talked about:-

- i.
- ii.
- iii.

31

32

33

QUESTION (5) Youth Club

1. Are you a member of a Youth Club?

Yes / No (Underline the correct answer)

34

2. If your answer is "Yes", state how often you take part in the following activities:-

	1	2	3	4	5
	every day	every week	every month	sometimes	never
i. indoor games/sports					35
ii. outdoor sports					36
iii. discos					37
iv. socials/parties					38
v. discussion					39
vi. serving at coffee bar					40
vii. club committee					41
viii. visits (club excursions)					42
ix. any other activity?					43

QUESTION (6) Other Organisations

LEAVE THIS COLUMN BLANK.

1. Are you a member of any other organisation (Sports Club, Fan Club, Church Youth Fellowship, uniformed organisation etc.?)

Yes / No (Underline correct answer)

2. If your answer is "Yes", state the name of the club/organisation (s) and say how often you take part in the club activities:-

	1 every day	2 every week	3 every month	4 some-times	5 never	
i.						45
ii.						46
iii.						47

QUESTION (7) Church: Sunday School or Youth Fellowship: reading the Bible

1. Do you go to Church?

Yes / No (Underline the correct answer)

2. If your answer is "Yes", how often do you go?

	1 every day	2 every week	3 every month	4 some-times	
					48

3. Do you go to Sunday School or Youth Fellowship?

Yes / No (Underline the correct answer)

4. If your answer is "Yes", how often do you go?

	1 every day	2 every week	3 every month	4 some-times	
					51

5. Do you read the Bible at least once a month? Yes / No

(Underline the correct answer)

6. Do you read the Bible every day? Yes / No

(Underline the correct answer)

LEAVE
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COLUMN
BLANK

QUESTION (8) Housework

1. What help did you give in the house during the past fortnight?
(Please put a tick ✓ against the jobs which you did)

i. cooking		54
ii. cleaning		55
iii. washing up		56
iv. washing windows		57
v. washing the car		58
vi. digging the garden		59
vii. hoovering		60
viii. taking the dog a walk		61
ix. dusting		62
x. washing clothes (launderette etc.)		63
xi. ironing		64
xii. sewing/mending clothes		65
xiii. shopping		66
xiv. any other jobs?		67
.....		
.....		
.....		

QUESTION (9) Visiting people

1. <u>During the past year, have you visited any old people who are NOT related to you?</u>	Yes / No	(Underline the correct answer)	68
2. <u>During the past year, have you visited any people, who are NOT related to you, in hospital?</u>	Yes / No	(Underline the correct answer)	69

QUESTION (10) Help to Organisations

1. <u>During the past year, have you helped in a Flag Day appeal for a charity organisation?</u>	Yes / No	(Underline the correct answer)	70
2. <u>If your answer is "Yes", state the name of the organisation.....</u>			71

QUESTION (10) continued: Help to Organisations

LEAVE
THIS
COLUMN
BLANK.

3. During the past year, have you taken part in a sponsored walk/swim etc.? Yes / No (Underline the correct answer) 0 = 2 72
4. If your answer is "Yes", state the amount of money which you collected £..... 73

QUESTION (11) Opinions and Reasons

5 = 1
4 = 2
3 = 3
2 = 4
1 = 5
0 = 6

1. Here is a report by Janet. Read it carefully and answer the question which follows:- 74

At our Youth Club the other night we had an argument. John, our Youth Club leader, asked us all to go on a charity walk for Oxfam. Some of us said we weren't interested. Then he got all hetup and said we ought to go on the walk. He said that lots of people in Africa and India are starving, and so we ought to collect money to help. Well, to be honest, I don't see it that way. People may be starving in India, but we have a right to live the way we want to, and it's not our job to feed half the world. So I for one won't be going on that walk.

Who is right? John or Janet? Write a paragraph in the space below giving your opinion and the reason for your answer.

-6-

Question (11) Opinions and Reasons continuedLEAVE
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BLANK.

2. Here is a report by Peter. Read it carefully and answer the question which follows:-

We had an interesting discussion the other night. In fact, Bill and I got into quite an argument. The subject was religion. Bill thinks that if you are religious you must go to church, read the Bible and pray to God. I think that you can be religious without all that - I mean, you can believe in God without going to church. I never go to church and I don't read the Bible and I don't pray, so Bill says that I am not religious. But I'm just as religious as Bill because (although I say it myself) I'm always lending a hand to people when they need a bit of help.

Who do you agree with? Bill or Peter? Write a paragraph giving your opinion and the reason for your answer.

75-

Please turn to next page for next question

-7-

Question (11) Opinions and reasons continued

3. Here is a report by Mary. Read it carefully and answer the question which follows:-

Margaret and I are good friends but there is one thing which we strongly disagree about - that's old people. There is an Old People's Home near our Youth Club and twenty-three old folk live there. I visit there every Saturday and they are always so pleased to see me. I don't do much really - I go to the local shops for two dear old ladies, and get a few things for them - like from the Chemist's, and pay for the papers. But they seem so grateful, and really it's not much I do. I keep asking Margaret to come with me but she refuses point blank. She says she's got more important things to do than visiting frail old pensioners, and anyway why don't the old folk's friends and relatives go to visit them?

Who is right? Margaret or Mary? Write a paragraph giving your opinion and the reason for your answer.

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COLUMN
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76

APPENDIX 14

(ref: Part Two, Chapter VI, 2.)

TEENAGE INTERESTS QUESTIONNAIRE - FIRST PILOT STUDYTABLE OF WEIGHTS ASSIGNED FOR SCORING ANSWERS

Item No.	No. of response categories	Weights in order (i.e. 1, 2, 3, etc. of responses)	Overt R. = R OR concern = C
1.	5	00000	-
2.	5	00000	-
3.	5	00000	-
4.	5	33210	C
5.	5	33210	C
6.	5	54310	R
7.	5	54310	R
8.	5	54310	R
9.	5	54310	R
10.	5	33210	C
11.	5	33210	C
12.	5	33210	C
13.	5	33210	C
14.	5	00000	-
15.	5	54320	C
16.	5	33210	C
17.	3	000	-
18.	3	000	-
19.	3	530	R
20.	3	000	-
21.	3	000	-
22.	3	000	-
23.	3	000	-
24.	2	50	C or R
25.	2	50	C or R
26.	2	50	C or R
27.	2	50	C or R
28.	2	50	C or R
29.	2	50	C or R
30.	2	00	no weights given because answer in next question
31. to 33.	2	50	C or R

APPENDIX 14 (cont.)

Item No.	No. of response categories	Weights in order (i.e. 1, 2, 3, etc. of responses)	Overt R. = R OR concern = C
34.	2	00	no weights given because answer in 35-43
35.	5	33210	C
36.	5	33210	C
37.	5	33210	C
38.	5	33210	C
39.	5	33210	C
40.	5	54320	C
41.	5	54320	C
42.	5	33210	C
43.	5	33210	C
44.	2	00	answer in 45 - 47
45.	5	33210	C
46.	5	33210	C
47.	5	33210	C
48.	2	00	answer in 49
49.	5	54210	R
50.	2	00	answer in 51
51.	5	54210	R
52.	2	50	R
53.	2	50	R
54. to 67.	2	50	C
68.	2	50	C
69.	2	50	C
70.	2	50	C
71.	2	00	-
72.	2	50	C
73.	2	00	-
74.	6	543210	C
75.	6	543210	R
76.	6	543210	C
77.	6	543210	C

APPENDIX 15

(ref: Part Two, Chapter VI, 2.)

TEENAGE INTERESTS QUESTIONNAIREFIRST PILOT STUDY - ITEM ANALYSIS(a) OVERT RELIGIOUS BEHAVIOUR * = number of subjects responding
N = 20

Item No.	Weight	Item difficulty (*)	point biserial coefficient	Beta value
6.	4	2	.09	.17
7.	1	4	.24	.37
8.	1	2	.38	.85
9.	4	2	.34	.73
19.	0	14	.09	.11
49.	1	5	.38	.60
51.	4	2	.35	.74
52.	5	4	.43	.77
53.	5	1	.17	.39
75.	2	1	.31	.89

(b) RELIGIOUS BEHAVIOUR SHOWN AS CONCERN FOR OTHERS:

Item No.	Weight	Item difficulty (*)	point biserial coefficient	Beta value
4.	0	14	.26	.37
5.	2	1	.40	1.59
10.	0	9	.45	.37
11.	3	3	.14	.21
12.	3	4	.43	.79
13.	3	3	.40	.78
15.	5	9	.35	.50
16.	2	1	.27	.68
24.	5	2	.19	.34 overt relig.?
25.	0	19	.002	.005
26.	0	19	.002	.005
27.	5	1	.31	.89 overt relig.?

APPENDIX 15 (cont.)

Item No.	Weight	Item difficulty (*)	point biserial coefficient	Beta value
28.	5	1	.12	.27 overt relig.?
29.	5	3	.15	.14 overt relig.?
31.	5	2	.42	1.01 overt relig.?
32.	5	1	.17	.39 overt relig.?
33.	5	0	0	0
35.	3	1	.12	.27
36.	3	5	.23	.33
37.	3	5	.36	.56
38.	1	6	.14	.19
39.	3	2	.30	.60
40.	2	1	.08	.18
41.	5	0	0	0
42.	1	4	.41	.73
43.	1	5	.10	.14
45.	3	1	.12	.27
46.	1	3	.27	.45
47.	3	1	.40	1.59
54.	5	14	.65	1.66
55.	5	15	.69	3.09
56.	5	18	.60	0
57.	5	4	.40	.70
58.	5	6	.06	.08
59.	5	10	.16	.21
60.	5	12	.58	1.11
61.	5	10	.11	.14
62.	5	13	.75	4.62
63.	5	5	.56	1.19
64.	5	9	.54	.94
65.	5	8	.67	1.67

APPENDIX 15 (cont.)

Item No.	Weight	Item difficulty (*)	point biserial coefficient	Beta value
66.	5	15	.59	1.35
67.	5	11	.27	.36
68.	5	13	.18	.24
69.	5	5	.06	.08
70.	5	6	.21	.29
72.	5	12	.31	.43
74.	5	4	.26	.41
76.	2	6	.28	.41
77.	5	3	.45	.98

APPENDIX 16

(ref: Part Two, Chapter VI, 2.)

REVISED FORM OF TEENAGE INTERESTS QUESTIONNAIRE
RETAINED FOR USE IN THE MAIN EXPERIMENT

C O N F I D E N T I A L

TEENAGE INTERESTS QUESTIONNAIRE

PLEASE ANSWER ALL THE QUESTIONS:-

Name
 Age yrs mths
 Boy/Girl Class
 School'

Question 1:

Answer by putting a tick . ✓ . in one box for each item

<u>How much time do you spend</u> ?		every day	every week	every month	sometimes	never	LEAVE THIS COLUMN BLANK
1	reading books and magazines						
2	watching TV						2
3	practising musical instrument						3
4	going to Sports Club						4
5	going to Youth Club						5
6	going to uniformed organisation						6
7	going to Church						7
8	going to Sunday School						8
9	going to Youth Fellowship						9
10	going to football match						10
11	going to dances/discos						11
12	writing letters						12
13	listening to music/records						13
14	doing household chores						14

Question 2:

1 Do you go to a Youth Club? YES/NO (Underline the correct answer)

15

2 If your answer is "YES", state how often you take part in the following activities:-

	every day	every week	every month	sometimes	never	
i indoor games/sports						16
ii outdoor sports						17
iii discos						18
iv socials/parties						19
v discussion						20
vi serving at coffee bar						21
vii visits (club excursions)						22
viii any other activity?						23

Question 3:

1	<u>Are you a member of any other organisation (Sports Club, Fan Club, Church Youth Fellowship, Scouts, Guides, etc.?)</u>	YES/NO (Underline the correct answer)	LEAVE THIS COLUMN BLANK 24					
2	<u>If your answer is "YES", state the name of the club/organisation(s) and say how often you take part in the club activities:-</u>		/					
	<u>Name of Club/organisation</u>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">every day</td> <td style="padding: 2px;">every week</td> <td style="padding: 2px;">every month</td> <td style="padding: 2px;">sometimes</td> <td style="padding: 2px;">never</td> </tr> </table>		every day	every week	every month	sometimes	never
every day	every week	every month		sometimes	never			
i			25				
ii		26					
iii		27					

Question 4:

1	<u>How often do you go to Church?</u>		28
2	<u>How often do you go to Sunday School, or Youth Fellowship?</u>		29
3	<u>How often do you read the Bible?</u>		30
4	<u>How often do you pray to God?</u>		31

Question 5:

1	<u>What help did you give in the house during the past FORTNIGHT?</u> (Please put a tick . . . against the jobs which you did)		/																										
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">i</td> <td style="padding: 2px;">cooking</td> </tr> <tr> <td style="padding: 2px;">ii</td> <td style="padding: 2px;">cleaning</td> </tr> <tr> <td style="padding: 2px;">iii</td> <td style="padding: 2px;">washing up</td> </tr> <tr> <td style="padding: 2px;">iv</td> <td style="padding: 2px;">washing windows</td> </tr> <tr> <td style="padding: 2px;">v</td> <td style="padding: 2px;">hoovering</td> </tr> <tr> <td style="padding: 2px;">vi</td> <td style="padding: 2px;">dusting</td> </tr> <tr> <td style="padding: 2px;">vii</td> <td style="padding: 2px;">washing clothes (launderette etc.)</td> </tr> <tr> <td style="padding: 2px;">viii</td> <td style="padding: 2px;">ironing</td> </tr> <tr> <td style="padding: 2px;">ix</td> <td style="padding: 2px;">sewing/mending clothes</td> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">any other jobs?</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	i	cooking	ii	cleaning	iii	washing up	iv	washing windows	v	hoovering	vi	dusting	vii	washing clothes (launderette etc.)	viii	ironing	ix	sewing/mending clothes	x	any other jobs?			32
i	cooking																												
ii	cleaning																												
iii	washing up																												
iv	washing windows																												
v	hoovering																												
vi	dusting																												
vii	washing clothes (launderette etc.)																												
viii	ironing																												
ix	sewing/mending clothes																												
x	any other jobs?																												
																												
																												
																												
			33																										
			34																										
			35																										
			36																										
			37																										
			38																										
			39																										
			40																										
			41																										

- 3-

Question 6:

- | | | | |
|---|---|---------------------------------------|----|
| 1 | <u>During the past year, have you visited any old people who are NOT related to you?</u> | YES/NO (Underline the correct answer) | 42 |
| 2 | <u>During the past year, have you visited any people who are NOT related to you, in hospital?</u> | YES/NO (Underline the correct answer) | 43 |

Question 7: (Opinions and Reasons)

- 1 Here is a report by Janet. Read it carefully and answer the question which follows:-

At our Youth Club the other night we had an argument. John, our Youth Club leader, asked us all to go on a charity walk for Oxfam. Some of us said we weren't interested. Then he got all het up and said we ought to go on the walk. He said that lots of people in Africa and India are starving and so we ought to collect money to help. Well, to be honest, I don't see it that way. People may be starving in India, but we have a right to live the way we want to, and it's not our job to feed half the world. So I for one won't be going on that walk.

Who is right? John or Janet? Write a paragraph in the space below giving your opinion and the reason for your answer.

LEAVE
THIS
COLUMN
BLANK

42

43

44

- 4 -

- 2 Here is a report by Peter. Read it carefully and answer the question which follows:-

We had an interesting discussion the other night. In fact Bill and I got into quite an argument. The subject was religion. Bill thinks that if you are religious you must go to church, read the Bible and pray to God. I think that you can be religious without all that - I mean, you can believe in God without going to church. I never go to church and I don't read the Bible and I don't pray, so Bill says that I am not religious. But I'm just as religious as Bill because (although I say it myself) I'm always lending a hand to people when they need a bit of help.

Who do you agree with? Bill or Peter? Write a paragraph giving your opinion and the reason for your answer.

LEAVE
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COLUMN
BLANK

45

Please turn to next page for next question.

- 5 -

3 Here is a report by Mary. Read it carefully and answer the question which follows:-

Margaret and I are good friends but there is one thing which we strongly disagree about - that's old people. There is an Old People's Home near our Youth Club and twenty-three old folk live there. I visit there every Saturday and they are always so pleased to see me. I don't do much really - I go to the local shops for two dear old ladies, and get a few things for them - like from the Chemist's, and pay for the papers. But they seem so grateful, and really it's not much I do. I keep asking Margaret to come with me but she refuses point blank. She says she's got more important things to do than visiting frail old pensioners, and anyway why don't the old folk's friends and relatives go to visit them?

Who is right? Margaret or Mary? Write a paragraph giving your opinion and the reason for your answer.

LEAVE
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COLUMN
BLANK

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APPENDIX 17

(ref: Part Two, Chapter VI, 2.)

REVISED TEENAGE INTERESTS QUESTIONNAIRE: WEIGHTS ASSIGNED
TO EACH RESPONSE CATEGORYQuestion 1.
Items 1 to
14.

Item Number	Sub-Scale	Computer Key Cards	Hyde Weights
1 - 3	nil	001500000	
4 - 6	Others	004543210 006543210	
7	Religion	007544320	007522100
8	Religion	008544320	008501000
9	Religion	009544320	009501000
10 - 12	Others	010543210 012543210	
13	nil	013500000	
14	Help	014543210	
<u>Question 2.</u> <u>Items 15</u> <u>to 23.</u>			
15	nil	015200	
16 - 20	Others	016543210 020543210	
21	Help	021543210	
22 - 23	Others	022543210 023543210	
<u>Question 3.</u> <u>Items 24</u> <u>to 27.</u>			
24	nil	024200	
25 - 27	Others	025543210 027543210	
<u>Question 4.</u> <u>Items 28</u> <u>to 31.</u>			
28 - 31	Religion	028544320 029544320 030543210 031543210	028522100 029501000 030500000 031511000

APPENDIX 17 (cont.)

Question 5.
Items 32
to 41.

Item Number	Sub-Scale	Computer Key Cards	Hyde Weights
32 - 41	Help	032210 041210	
<u>Question 6.</u> <u>Items 42</u> <u>to 43.</u>			
42 - 43	Help	042250 043250	
<u>Question 7.</u> <u>Items 44</u> <u>to 46.</u>			
	Reasons	0446543210 0466543210	

Notes:

1. The weights assigned for the first draft of the questionnaire are retained except for Question 6. For these two items the weight given for a positive response is increased from 2 points to 5 points.
2. It is thought appropriate to move Item 6 (are you a member of a uniformed organisation?) from the Overt Religious Behaviour Sub-Scale to which it was assigned in the First Draft of the Questionnaire to the Others Sub-Scale in the Revised Draft.
3. The question of using the weights given by Hyde to the religious behaviour items was considered. The Hyde weights are indicated in these notes for comparison. For the time being weights similar to those used in the other sub-scales were used. It is to be noted that in the final form of Hydes RB scale, a nil weighting was assigned to the Bible Reading item (c.f. Item 30.)

APPENDIX 18

(ref: Part Two, Chapter VII, 3.)

PRELIMINARY DRAFT OF RELIGIOUS THINKING TESTSection A Religious Knowledge

Please put a tick against the answer which you think is correct.

Place only one tick against each question.

1. Who was the founder of the Christian religion?
 - (a) The Pope
 - (b) Herod
 - (c) Jesus
 - (d) Archbishop of Canterbury

2. The people who practise the Islam religion are described by a special name. What is it?
 - (a) Christians
 - (b) Buddhists
 - (c) Communists
 - (d) Muslims

3. In which country would you be likely to find the greatest number of followers of the Hindu religion?
 - (a) India
 - (b) Russia
 - (c) Northern Ireland
 - (d) China

4. Christians often meet together in a special building. What is it called?
 - (a) Temple
 - (b) Church
 - (c) Mosque
 - (d) Shrine

5. What is the name given to the Head of the Roman Catholic Church?
 - (a) Archdeacon
 - (b) Reverend
 - (c) Archbishop
 - (d) Pope

6. What Church does the Archbishop of Canterbury belong to?
- (a) The Church of England
 - (b) Methodist Church
 - (c) United Reformed Church
 - (d) Roman Catholic Church
7. What is the name given to a person in the Church of England who is in charge of a parish?
- (a) priest
 - (b) nun
 - (c) bishop
 - (d) warden
8. What is the name of the Fourth Gospel in the New Testament?
- (a) Mark
 - (b) John
 - (c) Matthew
 - (d) Luke
9. What do Christians remember specially on Good Friday?
- (a) the birth of Jesus
 - (b) the death of Jesus
 - (c) parable of the Sower
 - (d) the Good Samaritan
10. What do Christians remember specially on Palm Sunday?
- (a) Jesus rising from the dead
 - (b) Mary
 - (c) the changing of water into wine
 - (d) Jesus entering Jerusalem on a donkey

Section B Religious Knowledge (2)

1. Why is the sign of the cross used when children are christened (baptised)?
- (a) to protect the baby
 - (b) to wash away sin
 - (c) to show that a Christian must suffer just as Christ suffered
 - (d) to get rid of evil
2. Why do you think bread and wine are used in a service of Holy Communion.
- (a) to symbolise the ordinary life of a Christian
 - (b) because it is an ancient custom
 - (c) to forgive sins
 - (d) because it is spiritual food

3. Why do you think a clergyman wears a special dress (e.g. his collar back the front)?
- (a) to make him feel holy
 - (b) because God wants him to
 - (c) so people can recognise him as a clergyman
 - (d) because it is the law of the church
4. What is the meaning of the Christian belief in "incarnation?"
- (a) the belief in life after death
 - (b) the belief that we shall be reborn in another existence
 - (c) the belief that God became man in Christ
 - (d) the belief that all flesh is holy
5. What do Christians refer to when they talk about Jesus as Saviour?
- (a) Adam and Eve
 - (b) Temptation
 - (c) Faith in God
 - (d) not doing anything wrong
6. What is the Church?
- (a) Church of England
 - (b) a building
 - (c) good people
 - (d) all people who belong to the Christian religion
7. What is the most common way of Christian worship?
- (a) meditation
 - (b) going to church
 - (c) prayer
 - (d) singing hymns
8. Many Christians want to tell other people about their faith. Why is this?
- (a) because if you are a Christian you ought to tell others
 - (b) because other people do not know
 - (c) because it is a rule of the Church
 - (d) because they are confirmed
9. Why do churches have Sunday schools?
- (a) because Jesus told them to
 - (b) to give Christian education
 - (c) to introduce children to the Christian faith
 - (d) because it says so in the Bible

10. What is ordination?

- (a) the signature of the priest on the marriage certificate
- (b) becoming a full member of the church
- (c) the religious ceremony in which a person is made a priest
- (d) pouring oil over the sick

Section C Faith and Doubt

Write your name on the separate answer sheet which you received with this questionnaire.

Please write a short essay (at least 5 sentences but more if possible) on the theme "Faith and Doubt." The following questions might give you some ideas to help you with your answer. But use them only if you want to.

- (a) Did God create the world?
- (b) Is there a conflict between religious belief and science?
- (c) What are miracles?
- (d) Is religion any use for 20th century man?
- (e) What does faith in God mean?
- (f) How important is religion for you?

APPENDIX 19

(ref: Part Two, Chapter VII, 4.)

RELIGIOUS THINKING TEST (FIRST REVISION)

RELIGIOUS THINKING TEST

Name.....

Instructions:-

Boy/Girl..... Age.....yrs

Please put a tick (✓) against the answer which you think is correct. Please put one tick only against each question.

Class.....

School.....

SECTION A RELIGIOUS KNOWLEDGE

1. Who was the founder of the Christian religion?	a. the Pope	
	b. Herod	
	c. Jesus	
	d. Archbishop of Canterbury	
2. The people who practise the Islam religion are described by a special name. What is it?	a. Christians	
	b. Buddhists	
	c. Communists	
	d. Muslims	
3. In which country would you be likely to find the greatest number of followers of the Hindu religion?	a. India	
	b. Russia	
	c. Northern Ireland	
	d. China	
4. Christians often meet together in a special building. What is it called?	a. temple	
	b. church	
	c. mosque	
	d. shrine	
5. What is the name given to the Head of the Roman Catholic church?	a. Archdeacon	
	b. Reverend	
	c. Archbishop	
	d. Pope	
6. What Church does the Archbishop of Cantorbury belong to?	a. The Church of England	
	b. Methodist Church	
	c. United Reformed Church	
	d. Roman Catholic Church	
7. What is the name given to a person in the Church of England who is in charge of a parish?	a. priest	
	b. nun	
	c. Bishop	
	d. warden	
8. What is the name of the Fourth Gospel in the New Testament?	a. Mark	
	b. John	
	c. Matthew	
	d. Luke	

Religious Thinking Test - Sheet 2

9.	What do Christians remember specially on Good Friday?	a. birth of Jesus	
		b. death of Jesus	
		c. baptism of Jesus	
		d. ascension of Jesus	
10.	What do Christians remember specially on Palm Sunday?	a. Jesus rising from the dead	
		b. Jesus changing the water into wine	
		c. Jesus blessing the bread at the Last Supper	
		d. Jesus entering Jerusalem on a donkey	

SECTION B RELIGIOUS KNOWLEDGE (2)

1.	Why are children christened (baptised)?	a. to protect the baby from evil spirits	
		b. to show that the baby belongs to the church	
		c. to get rid of evil in the life of the baby	
		d. to wash away the baby's sins	
2.	What do bread and wine stand for in the service of Holy Communion?	a. the Christian's life offered to God	
		b. special food made holy	
		c. the food which Jesus used to eat	
		d. the feeding of five thousand people	
3.	Why do you think a clergyman wears a special dress (e.g. his collar back the front)?	a. to make him feel holy	
		b. because God wants him to	
		c. so people can recognise him as a clergyman	
		d. because it is the law of the Church	
4.	What is the meaning of the Christian belief in "incarnation"?	a. belief in life after death	
		b. belief that we shall be reborn in another existence	
		c. belief that God became man in Christ	
		d. belief that all flesh is holy	

Religious Thinking Test - Sheet 3

5. What do Christians refer to when they talk about Jesus as Saviour?	a. the evil in the world b. temptation to do wrong c. freedom from doing wrong d. life after death	
6. What is the Church?	a. a building where people worship God b. all people who belong to the Christian religion c. all people who believe in God d. all people who pray to God	
7. What is Christian prayer?	a. a relationship with God b. words from the Prayer Book c. a form of meditation d. going to church	
8. Why do Christians tell other people about their faith?	a. because it is the rule of the Church b. because if you are a Christian you want to tell others c. because when you are confirmed you have to witness d. because lots of people are ignorant about the Christian faith	
9. Why do churches have Sunday schools?	a. because Jesus loved little children b. because children find church services boring c. because it introduces children to the Christian faith d. because it says so in the Bible.	
10. What is ordination?	a. the signing of the marriage certificate by the priest b. the laying on of hands to heal the sick c. the service at which people become full members of the Church d. the ceremony at which a person is made a priest	

Religious Thinking Test - Sheet 4

SECTION C FAITH AND SCIENCE

Instructions:- In this Section there are three questions. Please answer the first part of each question by a tick. For the second part of each question please write as much as you can.

1. (i) Do you think there is a God when there is so much suffering in the world?

a. Yes	
b. Not sure	
c. No	

- (ii) Give reasons to explain your answer.

If you haven't enough space please ask for a sheet of blank paper.

Please turn to Sheet 5 for the next question:-

Religious Thinking Test - Sheet 5

2. (i) <u>How important is religion for you?</u>	a. very important	
	b. important	
	c. not important	

(ii) Give reasons to explain your answer

If you haven't enough space please ask for a sheet of blank paper.

Please turn to Sheet 6 for the next question:-

Religious Thinking Test - Sheet 6

3. (i) Do things we learn in Science at school disprove what we learn about religion?
- | | |
|----------------------|--|
| a. to a large extent | |
| b. sometimes | |
| c. very seldom | |
- (ii) Give reasons, evidence (examples) to explain your view:-

If you haven't enough space please ask for a sheet of blank paper.

-----000000-----

THANK YOU FOR YOUR HELP

APPENDIX 20

(ref: Part Two, Chapter VII, 5.)

RELIGIOUS THINKING TEST (FIRST REVISION)

DETAILS OF NUMBER OF RESPONSES GIVEN TO EACH CHOICE
(AND PERCENTAGE OF CORRECT RESPONSES GIVEN TO EACH
QUESTION FOR SECTIONS A. AND B.)

Note: Correct responses are
indicated by a tick.)

RELIGIOUS THINKING TEST

Name.....

Instructions:-

Boy/Girl..... Age.....yrs

Please put a tick (✓) against the answer which you think is correct. Please put one tick only against each question.

Class.....

School.....

SECTION A RELIGIOUS KNOWLEDGE

1. Who was the founder of the Christian religion? 68%	a. the Pope	11
	b. Herod	15
	c. Jesus ✓	73
	d. Archbishop of Canterbury	7
2. The people who practise the Islam religion are described by a special name. What is it? 55%	a. Christians	17
	b. Buddhists	23
	c. Communists	7
	d. Muslims ✓	59
3. In which country would you be likely to find the greatest number of followers of the Hindu religion? 79%	a. India	85
	b. Russia	9
	c. Northern Ireland	6
	d. China	6
4. Christians often meet together in a special building. What is it called? 80%	a. temple	14
	b. church ✓	86
	c. mosque	2
	d. shrine	5
5. What is the name given to the Head of the Roman Catholic church? 44%	a. Archdeacon	15
	b. Reverend	14
	c. Archbishop	29
	d. Pope ✓	48
6. What Church does the Archbishop of Cantorbury belong to? 72%	a. The Church of England ✓	78
	b. Methodist Church	4
	c. United Reformed Church	0
	d. Roman Catholic Church	25
7. What is the name given to a person in the Church of England who is in charge of a parish? 32%	a. priest ✓	35
	b. nun	3
	c. Bishop	60
	d. warden	8
8. What is the name of the Fourth Gospel in the New Testament? 69%	a. Mark	2
	b. John ✓	74
	c. Matthew	23
	d. Luke	8

Religious Thinking Test - Sheet 2

9. What do Christians remember specially on Good Friday?	✓ 39%	a. birth of Jesus	7
		b. death of Jesus	42
		c. baptism of Jesus	22
		d. ascension of Jesus	36
10. What do Christians remember specially on Palm Sunday?	47% ✓	a. Jesus rising from the dead	48
		b. Jesus changing the water into wine	5
		c. Jesus blessing the bread at the Last Supper	3
		d. Jesus entering Jerusalem on a donkey	51

SECTION B RELIGIOUS KNOWLEDGE (2)

1. Why are children christened (baptised)?	✓ 59%	a. to protect the baby from evil spirits	8
		b. to show that the baby belongs to the church	64
		c. to get rid of evil in the life of the baby	7
		d. to wash away the baby's sins	28
2. What do bread and wine stand for in the service of Holy Communion?	✓ 21%	a. the Christian's life offered to God	23
		b. special food made holy	9
		c. the food which Jesus used to eat	30
		d. the feeding of five thousand people	43
3. Why do you think a clergyman wears a special dress (e.g. his collar bak the front)?	✓ 43%	a. to make him feel holy	4
		b. because God wants him to	4
		c. so people can recognise him as a clergyman	47
		d. because it is the law of the Church	52
4. What is the meaning of the Christian belief in "incarnation"?	✓ 15%	a. belief in life after death	47
		b. belief that we shall be reborn in another existence	29
		c. belief that God became man in Christ	17
		d. belief that all flesh is holy	13

Religious Thinking Test - Sheet 3

5. What do Christians refer to when they talk about Jesus as Saviour?	a. the evil in the world	2
	b. temptation to do wrong	7
	c. freedom from doing wrong	67
	d. life after death	31
62%		
6. What is the Church?	a. a building where people worship God	63
	b. all people who belong to the Christian religion	11
	c. all people who believe in God	14
	d. all people who pray to God	19
10%		
7. What is Christian prayer?	a. a relationship with God	53
	b. words from the Prayer Book	25
	c. a form of meditation	25
	d. going to church.	3
49%		
8. Why do Christians tell other people about their faith?	a. because it is the rule of the Church	3
	b. because if you are a Christian you want to tell others	47
	c. because when you are confirmed you have to witness	13
	d. because lots of people are ignorant about the Christian faith	44
43%		
9. Why do Churches have Sunday schools?	a. because Jesus loved little children	25
	b. because children find church services boring	5
	c. because it introduces children to the Christian faith	68
	d. because it says so in the Bible.	9
63%		
10. What is ordination?	a. the signing of the marriage certificate by the priest	20
	b. the laying on of hands to heal the sick	14
	c. the service at which people become full members of the Church	28
	d. the ceremony at which a person is made a priest.	45
42%		

Religious Thinking Test - Sheet 4

SECTION C FAITH AND SCIENCE

Instructions:- In this Section there are three questions. Please answer the first part of each question by a tick. For the second part of each question please write as much as you can.

1. (i) Do you think there is a God when there is so much suffering in the world?

a. Yes	43	40%
b. Not sure	45	42%
c. No	19	17%

- (ii) Give reasons to explain your answer.

Religious Thinking Test - Sheet 5

2. (i) How important is religion for you?

a. very important	11	10%
b. important	44	41%
c. not important	51	47%

- (ii) Give reasons to explain your answer

Religious Thinking Test - Sheet 6

3. (i) Do things we learn in Science at school disprove what we learn about religion?

a. to a large extent	15	14%
b. sometimes	44	41%
c. very seldom	45	42%

- (ii) Give reasons, evidence (examples) to explain your view:-

APPENDIX 21

(ref: Part Two, Chapter VII, 5.)

FINAL FORM OF RELIGIOUS THINKING TEST

Note: The final form of the Religious Thinking Test included the following revised items:-

(i) Item A6

- | | |
|--|--|
| What is the name given to the Head of the Church of England? | a. Archdeacon
b. Reverend
c. Archbishop
d. Pope |
|--|--|
-

(ii) Item A7

- | | |
|---|---|
| What is the name given to a person in the Church of England who conducts the service in the church on a Sunday? | a. Priest
b. Nun
c. Sexton
d. Warden |
|---|---|
-

(iii) Item B8

- | | |
|--|---|
| Why is the Bible a very important book for Christians? | a. Because if you read it you will become good.
b. Because it contains the story of Jesus Christ.
c. Because every religion has a holy book.
d. Because it is a very old book. |
|--|---|

RELIGIOUS THINKING TEST

Name _____

Boy/Girl _____ Age _____ yrs.

Class _____

School _____

Instructions:

Please put a tick (✓) against the answer which you think is correct.
Please put one tick only against each question.

SECTION ARELIGIOUS KNOWLEDGE

1. Who was the founder of the Christian religion?	a. the Pope	
	b. Herod	
	c. Jesus	
	d. Archbishop of Canterbury	
2. The people who practise the Islam religion are described by a special name. What is it?	a. Christians	
	b. Buddhists	
	c. Communists	
	d. Muslims	
3. In which country would you be likely to find the greatest number of followers of the Hindu religion?	a. India	
	b. Russia	
	c. Northern Ireland	
	d. China	
4. Christians often meet together in a special building. What is it called?	a. temple	
	b. church	
	c. mosque	
	d. shrine	
5. What is the name given to the Head of the Roman Catholic Church?	a. Archdeacon	
	b. Reverend	
	c. Archbishop	
	d. Pope	
6. What is the name given to the Head of the Church of England?	a. Archdeacon	
	b. Reverend	
	c. Archbishop	
	d. Pope	
7. What is the name given to a person in the Church of England who conducts the services in the church on a Sunday?	a. priest	
	b. nun	
	c. sexton	
	d. warden	
8. What is the name of the Fourth Gospel in the New Testament?	a. Mark	
	b. John	
	c. Matthew	
	d. Luke	

RELIGIOUS THINKING TEST

Sheet 2

9. What do Christians remember specially on Good Friday?	a. birth of Jesus	
	b. death of Jesus	
	c. baptism of Jesus	
	d. ascension of Jesus	
10. What do Christians remember specially on Palm Sunday?	a. Jesus arising from the dead	
	b. Jesus changing the water into wine	
	c. Jesus blessing the bread at the Last Supper	
	d. Jesus entering Jerusalem on a donkey	

SECTION BRELIGIOUS KNOWLEDGE (2)

1. Why are children christened (baptised)?	a. to protect the baby from evil spirits	
	b. to show that the baby belongs to the church	
	c. to get rid of evil in the life of the baby	
	d. to wash away the baby's sins	
2. What do bread and wine stand for in the service of Holy Communion?	a. the Christian's life offered to God	
	b. special food made holy	
	c. the food which Jesus used to eat	
	d. the feeding of the five thousand people	
3. Why do you think a clergyman wears a special dress (e.g. his collar back to front)?	a. to make him feel holy	
	b. because God wants him to	
	c. so people can recognise him as a clergyman	
	d. because it is the law of the Church	
4. What is the meaning of the Christian believe in 'incarnation'?	a. belief in life after death	
	b. belief that we shall be reborn in another existence	
	c. belief that God became man in Jesus Christ	
	d. belief that all flesh is holy	

RELIGIOUS THINKING TEST

Sheet 3

5. What do Christians refer to when they talk about Jesus as Saviour?	a. the evil in the world	
	b. temptation to do wrong	
	c. freedom from doing wrong	
	d. life after death	
6. What is the Church?	a. a building where people worship God	
	b. all people who belong to the Christian religion	
	c. all people who believe in God	
	d. all people who pray to God	
7. What is Christian prayer?	a. a relationship with God	
	b. words from the Prayer Book	
	c. a form of meditation	
	d. going to church	
8. Why is the Bible a very important book for Christians?	a. because if you read it you will become good	
	b. because it contains the story of Jesus Christ	
	c. because every religion has a holy book	
	d. because it is a very old book	
9. Why do churches have Sunday schools?	a. because Jesus loved little children	
	b. because children find church services boring	
	c. because it introduces children to Christian faith	
	d. because it says so in the Bible	
10. What is ordination?	a. the signing of the marriage certificate by the priest	
	b. the laying on of hands to heal the sick	
	c. The service at which people become full members of the church	
	d. the ceremony at which a person is made a priest	

RELIGIOUS THINKING TESTSheet 4SECTION CFAITH AND SCIENCE

Instructions: In this section there are three questions. Please answer the first part of each question by a tick. For the second part of each question please write as much as you can.

1. (i) Do you think there is a God when there is so much suffering in the world?

a. Yes	
b. Not sure	
c. No	

- (ii) Give reasons to explain your answer.

If you haven't enough space please ask for a sheet of blank paper.

Please turn to Sheet 5 for the next question.

RELIGIOUS THINKING TESTSheet 5

2. (i) How important is religion for you?

a. very important	
b. important	
c. not important	

(ii) Give reasons to explain your answer.

If you haven't enough space please ask for a sheet of blank paper.

Please turn to Sheet 6 for the next question.

RELIGIOUS THINKING TESTSheet 6

3. (i) Do things we learn in Science at school disprove what we learn about religion?

a. to a large extent	
b. sometimes	
c. never	

- (ii) Give reasons, evidence (examples) to explain your views:-

If you haven't enough space please ask for a sheet of blank paper.

THANK YOU FOR YOUR HELP

APPENDIX 22

(ref: Part Two, Chapter VIII, 1.)

INTERVIEW STIMULUS MATERIAL USED IN PILOT STUDY AS
EXTRACT 1, BUT NOT USED IN THE MAIN EXPERIMENTNo one comes here - John Dickson Pope

(This story appeared in the Daily Mirror.)

His room was in a poor, but densely populated part of Liverpool. Children played outside his door. He was found in August. The doctor estimated he had died in mid-February, during the bitterest cold! Nobody had missed him: and he may have been unfound, had not some housebreakers tried to rob his gas meter!

In the scullery of her Portsmouth home, the body of a seventy-year old woman was discovered. It was almost decomposed. She had been dead for about four years. For four years, no one could have called on her!

And Annie Driver of Stepney, London said:

"No one comes here, and I don't know any one to go and visit. I haven't any relatives, and I haven't any friends left now. They're all dead and gone. Once I got ill at night and I was afraid. I thought I was going to die all alone. I crawled to the window. I was choking and I couldn't breathe. I shouted for help and I hammered on the window. It was hours and hours before anyone heard me."

But about all this a fifteen-year old says:

"Old fogeys? They bore me. They belong to the age of the horse and cart."

And a seventeen-year old said:

"Old age! You've just got to accept it. It's the same with a bike. When your rods start knocking, you've had it!"

But each week one group of fifteen-year old boys chop firewood for elderly people. Others go shopping. One day a social worker rang up the group. "Gran is coming out of hospital", she said. "That room looks a shambles. I don't know where else to turn, so I am turning to you!"

And four of the boys moved into action! Have you ever tried decorating a room which contains four boys, furniture, stepladders, a cat and in the middle of it all one granny watching T.V.? She sat there like an immovable object, determined not to miss another

episode of Coronation Street.

After five hours work a night, for four nights, the room was finished.

Who were the boys? No heroes. Just four boys who longed for the day when they could leave school. For them that day couldn't come soon enough.

Source: Ed. John Bailey: (1976) Blueprint, Book Three Galliard Stainer and Bell Limited, page 655.

APPENDIX 23

(Ref: Part Two, Chapter IX)

RELIGIOUS ATTITUDE QUESTIONNAIRE

(HYDE) PART I.

(used in the Main Experiment)

C O N F I D E N T I A L

Name
 Age yrsmths
 Boy/Girl
 Class
 School

RELIGIOUS ATTITUDE QUESTIONNAIRE PART I

Instructions:-

PLEASE READ EACH STATEMENT AND PUT A TICK (✓) AGAINST EACH STATEMENT TO SHOW HOW MUCH YOU AGREE/DISAGREE WITH IT.

Example:-

I like going to Church.

Agree Strongly	
Agree	
Not certain	
Disagree	✓
Disagree Strongly	

PLEASE PUT ONE TICK ONLY FOR EACH STATEMENT

1 I find it difficult to believe in God, because there are no real proofs.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
2 The idea of God means much to me.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
3 It seems to make very little difference whether I believe in God or not.	Agree Strongly	
	Agree	
	Not Certain	
	Disagree	
	Disagree Strongly	
4 It is a waste of time to read the Bible.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
5 I do not read the Bible because it is out of date.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
6 I fail to see any connection between the Bible and my own life.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	

PLEASE TURN OVER PAGE

7 I hate anything to do with religion.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
8 Religion has no meaning for the world today.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
9 Religion is an essential part of man's being.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
10 Church services may help some people, but they do not help me.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
11 I doubt if the Church fulfills any useful purpose.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
12 It seems absurd to me for thinking people to go to Church.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
13 My Church is the best influence in my life.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
14 My Church has my highest loyalty and respect	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
15 I regard the Church as the most important thing in the world, outside my home.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
16 Most church-goers seem to me to be narrow-minded and kill-joys.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
17 I believe the Church has the greatest influence for right living.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	

APPENDIX 24

(ref: Part Two, Chapter IX)

RELIGIOUS ATTITUDE QUESTIONNAIRE

(HYDE) PART 2

(used in the Main Experiment)

C O N F I D E N T I A L

Name
 Age yrs mths
 Boy/Girl Class
 School

RELIGIOUS ATTITUDE QUESTIONNAIRE PART II

Instructions:-

PLEASE READ EACH STATEMENT AND PUT A TICK (✓) AGAINST EACH STATEMENT TO SHOW HOW MUCH YOU AGREE/DISAGREE WITH IT.

Example:- I like going to Church.

Agree Strongly	<input type="checkbox"/>
Agree	<input checked="" type="checkbox"/>
Not certain	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Disagree Strongly	<input type="checkbox"/>

PLEASE PUT ONE TICK ONLY FOR EACH STATEMENT

1 I dislike the word 'God' and all that goes with it.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>
2 Belief in God has no interest for me.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>
3 The Bible is a very boring book.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>
4 The more I understand the Bible, the more help I get from it.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>
5 I only know a little about the Bible, but it has helped me to believe in God.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>
6 Religion is as needful for my soul as food is for my body.	Agree Strongly	<input type="checkbox"/>
	Agree	<input type="checkbox"/>
	Not certain	<input type="checkbox"/>
	Disagree	<input type="checkbox"/>
	Disagree Strongly	<input type="checkbox"/>

PLEASE TURN OVER PAGE

7 My religion is a source of great joy.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
8 The Church upholds the spirit and teaching of Jesus, and deserves my loyal support.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
9 I think the Church is stupid and futile.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
10 I believe that the Church is hopelessly out of date.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
11 If I do not attend church I feel that something is missing.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
12 Church services always bore me, and are difficult to follow.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
13 I like going to church, because I get something worthwhile to think about.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
14 Going to church makes me feel sad and gloomy.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
15 I believe you must belong to a Church to live life at its best.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	
16 I go to church because I feel better for having done so.	Agree Strongly	
	Agree	
	Not certain	
	Disagree	
	Disagree Strongly	

APPENDIX 25

(ref: Part Two, Chapter IX)

SAMPLE OF ANSWER SHEET USED IN THE MAIN EXPERIMENT
FOR THE ADMINISTRATION OF THE AH4 TEST OF
GENERAL INTELLIGENCE

(Note: The AH4 Test booklet is not reproduced because of copyright.)

ANSWER SHEET AH4

PART I

DATE _____

NAME _____

SCHOOL _____

AGE _____

SEX _____

CLASS _____

Examples

Page 1

Ques. Answ.

1	9
2	
3	2
4	
5	16
6	
7	2
8	
9	4
10	
11	1
12	

Page 3

Q. A.

1	
2	
3	
4	
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Q. A.

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Q. A.

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Q. A.

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56	
57	
58	
59	
60	

Page 7

Q. A.

61	
62	
63	
64	
65	

<u>PART I</u>	
Score	Grade

APPENDIX 26

(ref: Part Four, Chapter XIII, 4.)

FIGURE 12 SCATTERGRAM
RELIGIOUS ATTITUDE (HYDE) TOTAL
WITH
RELIGIOUS ATTITUDE (HYDE) PART ONE

(RAT with RA1
 $r = .93$ $p < .001$)

APPENDIX 27

(ref: Part Four, Chapter XIII, 4.)

FIGURE 13 SCATTERGRAM
RELIGIOUS ATTITUDE (HYDE) TOTAL
WITH
RELIGIOUS ATTITUDE (HYDE) PART TWO

(RAT with RA2
 $r = .94$ $p < .001$)

APPENDIX 28

(ref: Part Four, Chapter XIII, 4.)

FIGURE 14 SCATTERGRAM
RELIGIOUS ATTITUDE (HYDE) TOTAL
WITH
OVERT RELIGIOUS BEHAVIOUR

(RAT with RBR
 $r = .65$ $p < .001$)

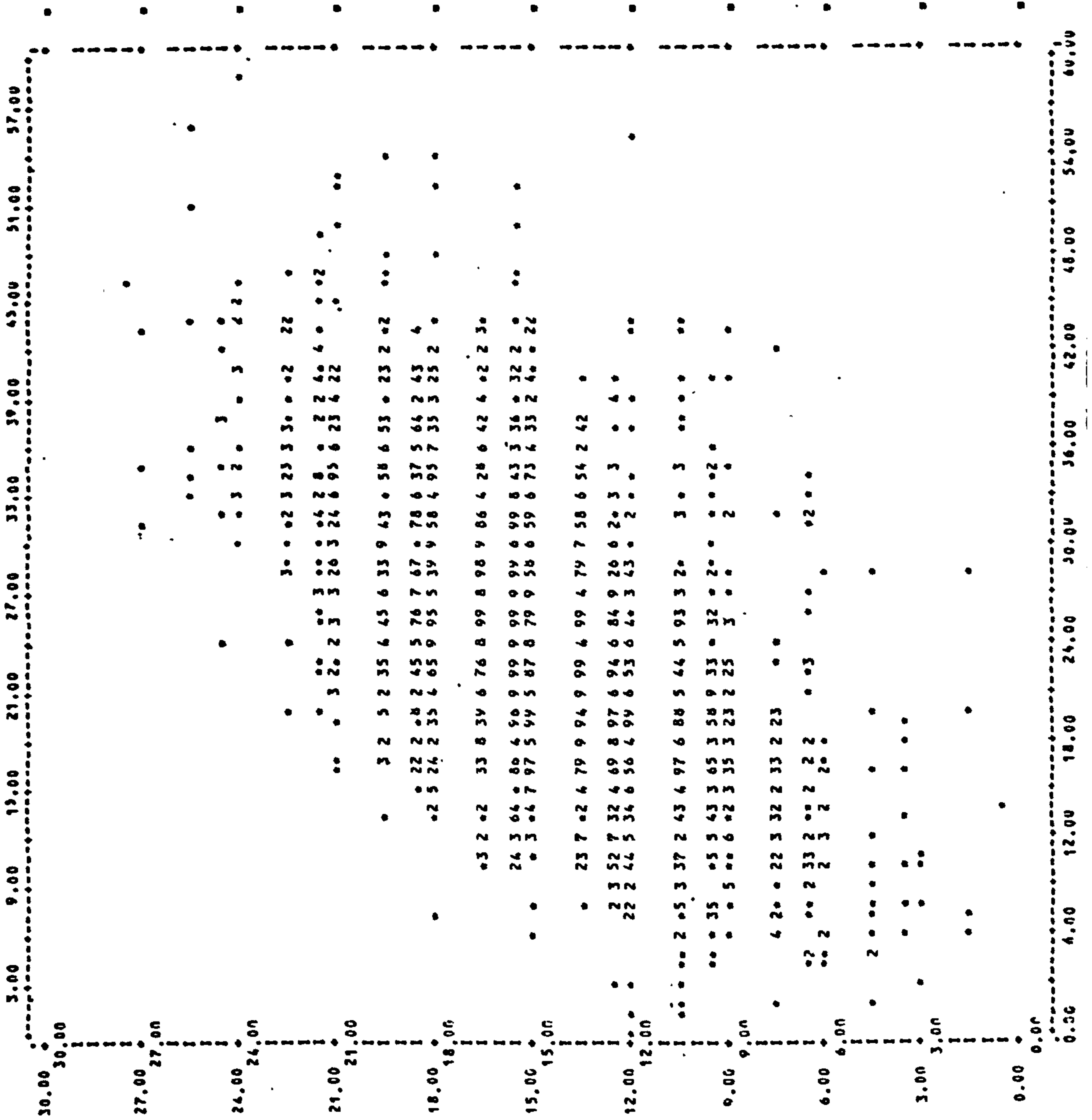
APPENDIX 29

(ref: Part Four, Chapter XIII, 4.)

FIGURE 15 SCATTERGRAM
RELIGIOUS THINKING TEST
WITH
AH4 TEST OF GENERAL INTELLIGENCE

(RC with AH4
 $r = .57$ $p < .001$)

FILE ANALYSIS (CREATION DATE = 16/05/79) OF RELIGIOUS THINKING IN TWO RUTENHAM SCHOOLS
(ACROSS) AM4



APPENDIX 30

(ref: Part Three, Chapter X, 4 and Table 26)

SAMPLE STATISTICS

Details of the Numbers of Boys and Girls who participated in the Research Programme and the size of the sample used for statistical analysis after incomplete sets of data and spoiled scripts had been eliminated.

School A.		Original Sample			Rejected Scripts			Sample for Analysis		
Year	Form	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	1CC	14	14	28	1	1	2	13	13	26
	1C	14	13	27	1	0	1	13	13	26
	1SS	14	14	28	2	2	4	12	12	24
	1S	15	14	29	1	3	4	14	11	25
	1RR	13	14	27	0	2	2	13	12	25
	1R	14	15	29	3	1	4	11	14	25
	1II	14	14	28	3	2	5	11	12	23
	1I	14	14	28	1	0	1	13	14	27
	1HH	15	13	28	2	1	3	13	12	25
	1H	14	14	29	1	1	2	14	13	27
		<u>143</u>	<u>139</u>	<u>282</u>	<u>16</u>	<u>13</u>	<u>29</u>	<u>127</u>	<u>126</u>	<u>253</u>
II	2CC	15	15	30	6	4	10	9	11	20
	2C	13	13	26	4	4	8	9	9	18
	2SS	16	14	30	2	1	3	14	13	27
	2S	13	12	25	6	5	11	7	7	14
	2RR	16	14	30	0	0	0	16	14	30
	2R	15	15	30	2	2	4	13	13	26
	2II	13	12	25	3	4	7	10	8	18
	2I	11	18	29	2	3	5	9	15	24
	2HH	16	12	28	1	1	2	15	11	26
	2H	11	14	25	2	3	5	9	11	20
		<u>139</u>	<u>139</u>	<u>278</u>	<u>28</u>	<u>27</u>	<u>55</u>	<u>111</u>	<u>112</u>	<u>223</u>

APPENDIX 30 (cont)

School A		Original Sample			Rejected Scripts			Sample for Analysis		
Year	Form	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
III	3CC	14	16	30	1	1	2	13	15	28
	3C	12	16	28	2	1	3	10	15	25
	3SS	13	16	29	0	4	4	13	12	25
	3S	14	16	30	1	1	2	13	15	28
	3RR	15	14	29	2	1	3	13	13	26
	3R	14	14	28	7	6	13	7	8	15
	3II	15	15	30	0	5	5	15	10	25
	3I	12	17	29	2	3	5	10	14	24
	3HH	16	13	29	3	3	6	13	10	23
	3H	13	18	31	3	7	10	10	11	21
			<u>138</u>	<u>155</u>	<u>293</u>	<u>21</u>	<u>32</u>	<u>53</u>	<u>117</u>	<u>123</u>
IV	4C	11	13	24	0	0	0	11	13	24
	4SS	12	13	25	2	1	3	10	12	22
	4S	12	17	29	1	6	7	11	11	22
	4RR	14	17	31	0	2	2	14	15	29
	4R	15	17	32	3	2	5	12	15	27
	4II	14	17	31	1	4	5	13	13	26
	4I	13	16	29	0	1	1	13	15	28
	4HH	15	14	29	1	8	9	14	6	20
	4H	12	15	27	1	5	6	11	10	21
			<u>118</u>	<u>139</u>	<u>257</u>	<u>9</u>	<u>29</u>	<u>38</u>	<u>109</u>	<u>110</u>
V	5C	17	13	30	10	6	16	7	7	14
	5H	16	12	28	11	2	13	5	10	15
	5HH	9	13	22	6	5	11	3	8	11
	5I	14	12	26	3	7	10	11	5	16
	5II	13	13	26	5	4	9	8	9	17
	5SS	15	13	28	5	9	14	10	4	14
	5RR	15	7	22	8	6	14	7	1	8
	5S	15	11	26	2	3	5	13	8	21
	5R	8	14	22	4	0	4	4	14	18
			<u>122</u>	<u>108</u>	<u>230</u>	<u>54</u>	<u>42</u>	<u>96</u>	<u>68</u>	<u>66</u>

APPENDIX 30 (cont)

School B.		Original Sample			Rejected Scripts			Sample for Analysis		
Year	Form	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	10	16	17	33	1	2	3	15	15	30
	11	18	17	35	4	0	4	14	17	31
	12	17	16	33	2	0	2	15	16	31
	13	18	18	36	2	2	4	16	16	32
	14	17	17	34	2	0	2	15	17	32
	15	18	16	34	3	1	4	15	15	30
	16	18	17	35	3	2	5	15	15	30
	17	17	15	32	1	2	3	16	13	29
		<u>139</u>	<u>133</u>	<u>272</u>	<u>18</u>	<u>9</u>	<u>27</u>	<u>121</u>	<u>124</u>	<u>245</u>
II	20	15	18	33	0	1	1	15	17	32
	21	17	15	32	1	1	2	16	14	30
	22	18	15	33	1	0	1	17	15	32
	23	17	14	31	2	0	2	15	14	29
	24	18	15	33	2	2	4	16	13	29
	25	10	18	28	0	2	2	10	16	26
	26	13	9	22	1	3	4	12	6	18
	27	8	11	19	2	0	2	6	11	17
	28	6	7	13	0	2	2	6	5	11
		<u>122</u>	<u>122</u>	<u>244</u>	<u>9</u>	<u>11</u>	<u>20</u>	<u>113</u>	<u>111</u>	<u>224</u>
III	30	14	19	33	1	0	1	13	19	32
	31	10	23	33	0	1	1	10	22	32
	32	19	15	34	1	0	1	18	15	33
	33	17	15	32	1	1	2	16	14	30
	34	16	18	34	0	0	0	16	18	34
	35	17	13	30	3	4	7	14	9	23
	36	19	12	31	2	3	5	17	9	26
	37	18	12	30	4	2	6	14	10	24
	38	10	5	15	10	3	13	0	2	2
			<u>140</u>	<u>132</u>	<u>272</u>	<u>22</u>	<u>14</u>	<u>36</u>	<u>118</u>	<u>118</u>

APPENDIX 30 (cont)

School B.		Original Sample			Rejected Scripts			Sample for Analysis		
Year	Form	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
IV	40	11	21	32	0	1	1	11	20	31
	41	10	21	31	1	1	2	9	20	29
	42	12	21	33	1	2	3	11	19	30
	43	18	17	35	2	0	2	16	17	33
	44	18	10	28	1	2	3	17	8	25
	45	17	8	25	1	0	1	16	8	24
	46	15	8	23	5	3	8	10	5	15
	47	14	0	14	2	0	2	12	0	12
	48	0	21	21	0	4	4	0	17	17
	49	8	5	13	3	3	6	5	2	7
		<u>123</u>	<u>132</u>	<u>255</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>107</u>	<u>116</u>	<u>223</u>

SUMMARY DETAILS

of the numbers of Boys and Girls
who participated in the Research
Programme.

		Original Sample			Rejected Scripts			Sample for Analysis		
Year	School	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	A.	143	139	282	16	13	29	127	126	253
	B.	139	133	272	18	9	27	121	124	245
II	A.	139	139	278	28	27	55	111	112	223
	B.	122	122	244	9	11	20	113	111	224
III	A.	138	155	293	21	32	53	117	123	240
	B.	140	132	272	22	14	36	118	118	236
IV	A.	118	139	257	9	29	38	109	110	219
	B.	123	132	255	16	16	32	107	116	223
V	A.	122	108	230	54	42	96	68	66	134
	B.	-	-	-	-	-	-	-	-	-
		<u>1184</u>	<u>1199</u>	<u>2383</u>	<u>193</u>	<u>193</u>	<u>386</u>	<u>991</u>	<u>1006</u>	<u>1997</u>

APPENDIX 30 (cont)

<u>Grand Totals</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Years I to IV School A.	464	471	935
Years I to IV School B.	459	469	928
Sample used for Analysis of Variance	923	940	<u>1863</u>
PLUS Year V School A	68	66	134
Sample used for Factor Analysis	991	1006	<u>1997</u>

APPENDIX 31

(ref: Part Three, Chapter X1, 2 (1))

DESCRIPTIVE STATISTICS(MEAN SCORES AND STANDARD DEVIATIONS FOR TEN VARIABLES:-(1) FOR SCHOOL A, (2) FOR SCHOOL B, (3) FOR TOTAL SAMPLE.)

Variable	Mean Score and S.D.	School A. N = 1,069	School B. N = 928	Total Sample N = 1,997
RA1	Mean	4.04	4.63	4.32
	S.D.	3.74	4.00	3.88
RA2	Mean	4.28	4.88	4.56
	S.D.	3.80	4.20	4.00
RAT	Mean	8.30	9.52	8.87
	S.D.	7.07	7.75	7.42
RBR	Mean	3.34	4.81	4.02
	S.D.	3.62	4.00	3.87
A1	Mean	7.41	7.33	7.38
	S.D.	2.26	2.41	2.33
A2	Mean	6.32	6.83	6.56
	S.D.	2.16	2.22	2.21
AT	Mean	13.73	14.17	13.94
	S.D.	3.61	3.80	3.71
RBH	Mean	16.74	18.69	17.65
	S.D.	5.97	6.11	6.11
RC	Mean	14.22	16.26	15.17
	S.D.	3.90	4.22	4.18
AH4	Mean	23.75	26.34	24.96
	S.D.	9.29	9.31	9.38

APPENDIX 32

(ref: Part Three, Chapter X1, 2.)

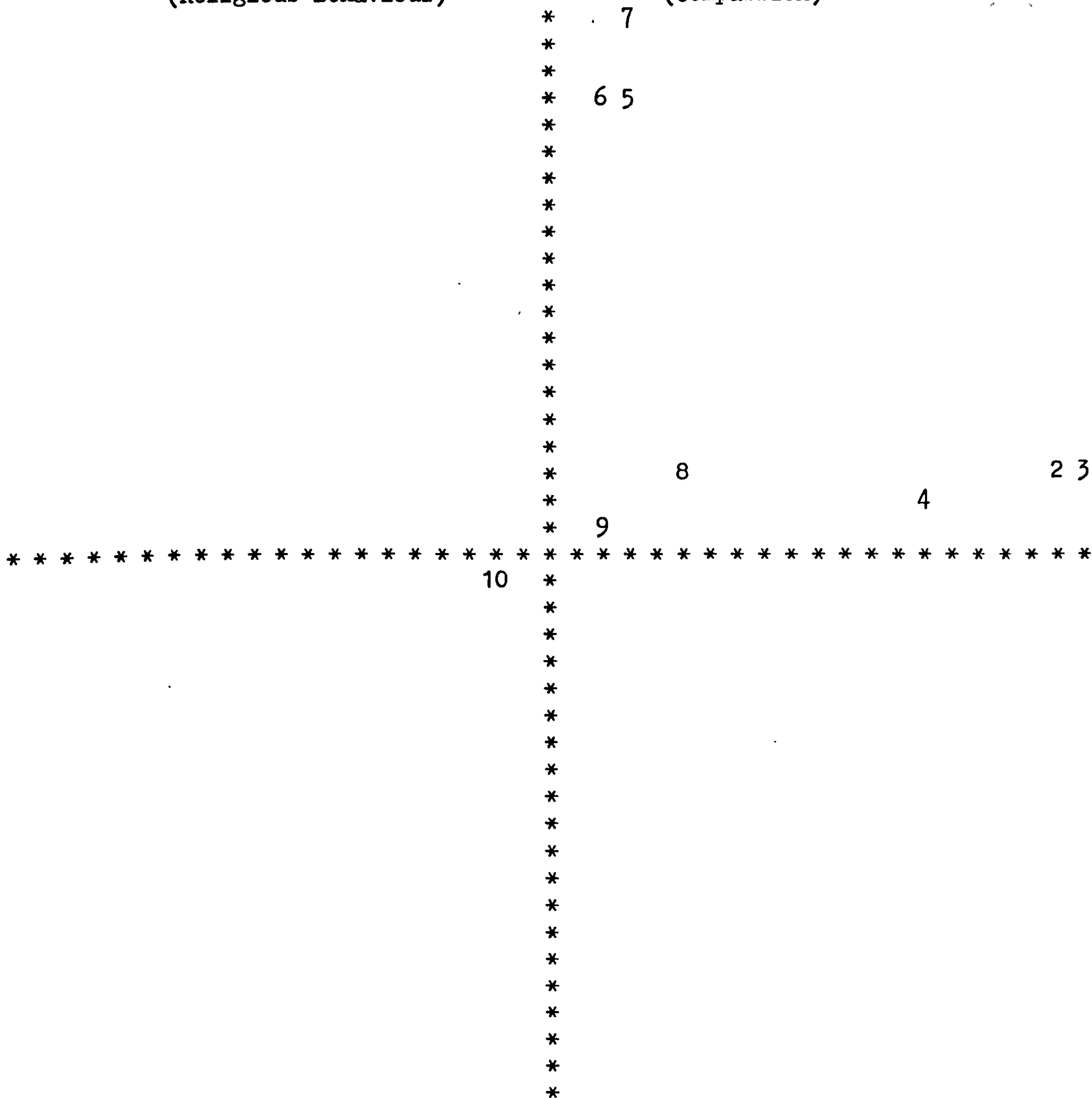
FIGURE 2 FACTOR ANALYSIS

Graph showing the three separate factors with
Religious Behaviour contrasted orthogonally with Compassion.

N = 1997

Horizontal Factor 1
 (Religious Behaviour)

Vertical Factor 2
 (Compassion)



1 = RA1
 2 = RA2
 3 = RAT
 4 = RBR
 5 = A1

6 = A2
 7 = AT
 8 = RBH
 9 = RC
 10 = AH4

Comments on Appendix 32

1. Variables 8, 9 and 10 are close to the origin and therefore, have small loadings on both factors.
2. Variable 10 (AH4) has a low and negative loading on both factors.
3. Variables 4, 2 and 3 have low but positive loadings on the Vertical Factor.
4. Variables 7, 6, 5, 9 and 8 have low but positive loadings on the Horizontal Factor.

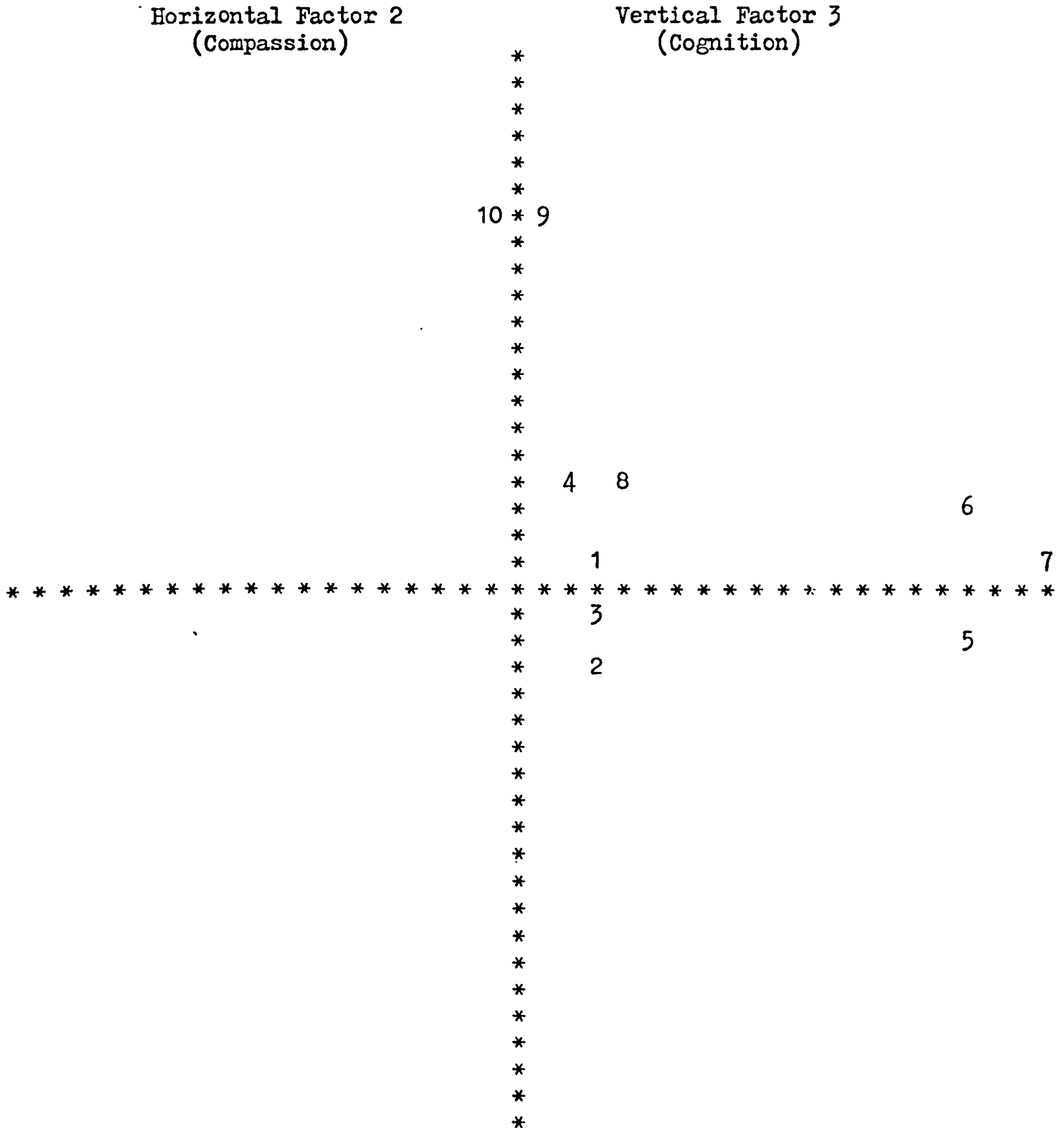
APPENDIX 33

(ref: Part Three, Chapter X1, 2.)

FIGURE 3 FACTOR ANALYSIS

Graph showing the three separate factors with
Compassion contrasted orthogonally with Cognition.

N = 1997



- | | |
|---------|----------|
| 1 = RA1 | 6 = A2 |
| 2 = RA2 | 7 = AT |
| 3 = RAT | 8 = RBH |
| 4 = RBR | 9 = RC |
| 5 = A1 | 10 = AH4 |

Comments on Appendix 33

1. Variables 1, 2, 3, 4 and 8 are close to the origin of the axes and have small loadings on both factors.
2. Variables 2, 3 and 5 have small but negative loadings on the Vertical Factor (cognition).
3. Variable 10 (AH4) has a small negative loading on the Horizontal Factor (compassion).
4. The clear division of the three factors is again well illustrated by this diagram.

APPENDIX 34(ref: Part Three, Chapter X1, 2(1))FACTOR ANALYSISVARIMAX FACTOR ROTATION SOLUTION

Comparison of Percentage Variance in the Data

(1) For the total sample; N = 1997

(2) For School A; N = 1069

(3) For School B; N = 928

(a) with ten variables

(b) with eight variables (i.e. RAT and AT excluded).

(a) With 10 Variables

<u>1. Total Sample</u>	<u>Factor</u>	<u>EigenValue</u>	<u>Pct of Var</u>	<u>Cum Pct</u>
Religious Behaviour	1	3.70	55.8	55.8
Compassion	2	1.91	28.9	84.7
Cognition	3	1.01	15.3	100.0
<u>2. School A.</u>	1	3.61	57.0	57.0
	2	1.70	26.9	83.9
	3	1.02	16.1	100.0
<u>3. School B.</u>	1	3.60	54.7	54.7
	2	1.88	28.6	83.4
	3	1.09	16.6	100.0

(b) With 8 Variables (i.e. with RAT and AT scores omitted)

<u>1. Total Sample</u>	<u>Factor</u>	<u>EigenValue</u>	<u>Pct of Var</u>	<u>Cum Pct</u>
Religious Behaviour	1	2.28	56.4	56.4
Cognition	2	1.20	29.7	86.1
Compassion	3	.56	13.9	100.0
<u>2. School A.</u>	1	2.24	57.5	57.5
	2	1.12	28.8	86.3
	3	.53	13.7	100.0
<u>3. School B.</u>	1	2.30	55.6	55.6
	2	1.21	29.4	84.9
	3	.62	15.1	100.0

Comments on Appendix 34

1. The pattern and percentage of variance is the same between total sample, School A and School B - both for the analysis with 10 variables and for the analysis with 8 variables.
2. The order of factors is changed when the variables RAT and AT are omitted. The main factor (Factor 1) in each case, however, is the religious behaviour factor.
3. This table may be compared with Table 29 in the main text of the thesis.
4. In view of the close similarity of the pattern of these results, it was decided to accept the ten variables as the basis for the factor analysis described and discussed in the main text of the thesis.

APPENDIX 35

(ref: Part Three, Chapter X1, 2.)

FACTOR ANALYSISESTIMATED COMMUNALITIES AND PERCENTAGE OF VARIANCESCHOOL A, SCHOOL B AND TOTAL SAMPLE - COMPARISONS

1. School A - N = 1069
2. School B - N = 928
3. Total Sample - N = 1997

Variable	Est. Communality			Factor	Percentage of Variance		
	1	2	3		1	2	3
RA1	.96	.99	.98	1	37.9	37.8	38.0
RA2	.96	.99	.98	2	18.9	20.7	19.6
RAT	.98	.99	.99	3	16.0	16.1	16.5
RBR	.43	.47	.46	4	9.1	8.6	8.7
A1	.99	.99	.99	5	6.6	6.5	6.6
A2	.99	.99	.99	6	4.9	4.4	4.6
AT	.99	.99	.99	7	4.3	3.8	3.9
RBH	.07	.12	.11	8	2.2	2.1	2.2
RC	.32	.38	.36	9	.1	.0	.0
AH4	.31	.37	.35	10	.0	.0	.0

Comments on Appendix 35

1. This table is provided to demonstrate the close similarity in the pattern of responses, and in the percentage of variance due to each variable, in the two schools - each set of data having been analysed separately.
2. This table may be compared with Table 28 in the main text of the thesis.

APPENDIX 36

(ref: Part Three, Chapter X1, 2.)

FACTOR ANALYSISVARIMAX ROTATED FACTOR MATRIXTERMINAL SOLUTIONS FOR SCHOOL A, SCHOOL B ANDTOTAL SAMPLE - COMPARISONS

1. School A - N = 1069
2. School B - N = 928
3. Total Sample - N = 1997

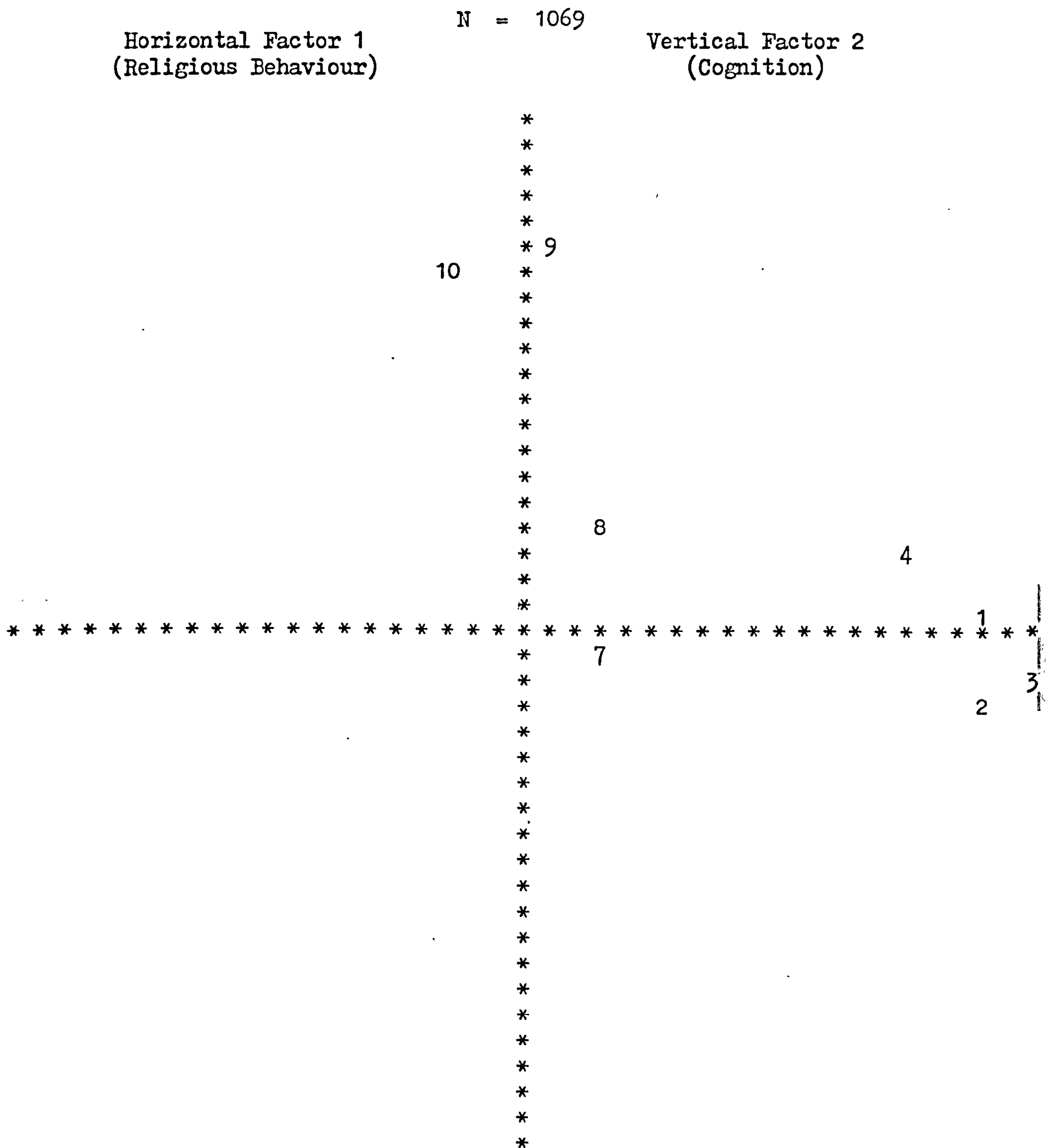
Variables	Factor 1			Factor 2			Factor 3		
	School A	School B	Total Sample	School A	School B	Total Sample	School A	School B	Total Sample
RA1	.899	.915	.929	.163	.132	.137	.018	.010	.024
RA2	.895	.905	.924	.153	.126	.131	-.136	-.092	-.112
RAT	.989	.994	.986	.161	.133	.141	-.067	-.048	-.048
RBR	.655	.684	.664	.080	.045	.062	.127	.105	.163
A1	.117	.147	.125	.740	.744	.817	-.004	-.035	-.086
A2	.134	.052	.096	.707	.729	.800	-.017	.076	.118
AT	.131	.106	.135	1.02	1.02	.990	-.010	.016	.016
RBH	.147	.235	.201	.157	.220	.181	.170	.131	.196
RC	.036	.092	.075	.010	.060	.035	.705	.729	.684
AH4	-.100	-.072	-.078	-.069	.005	-.032	.679	.727	.669

APPENDIX 37

(ref: Part Three, Chapter X1, 2.)

FIGURE 4 FACTOR ANALYSIS

SCHOOL A. Graph showing the three separate factors
with Religious Behaviour contrasted orthogonally with Cognition.



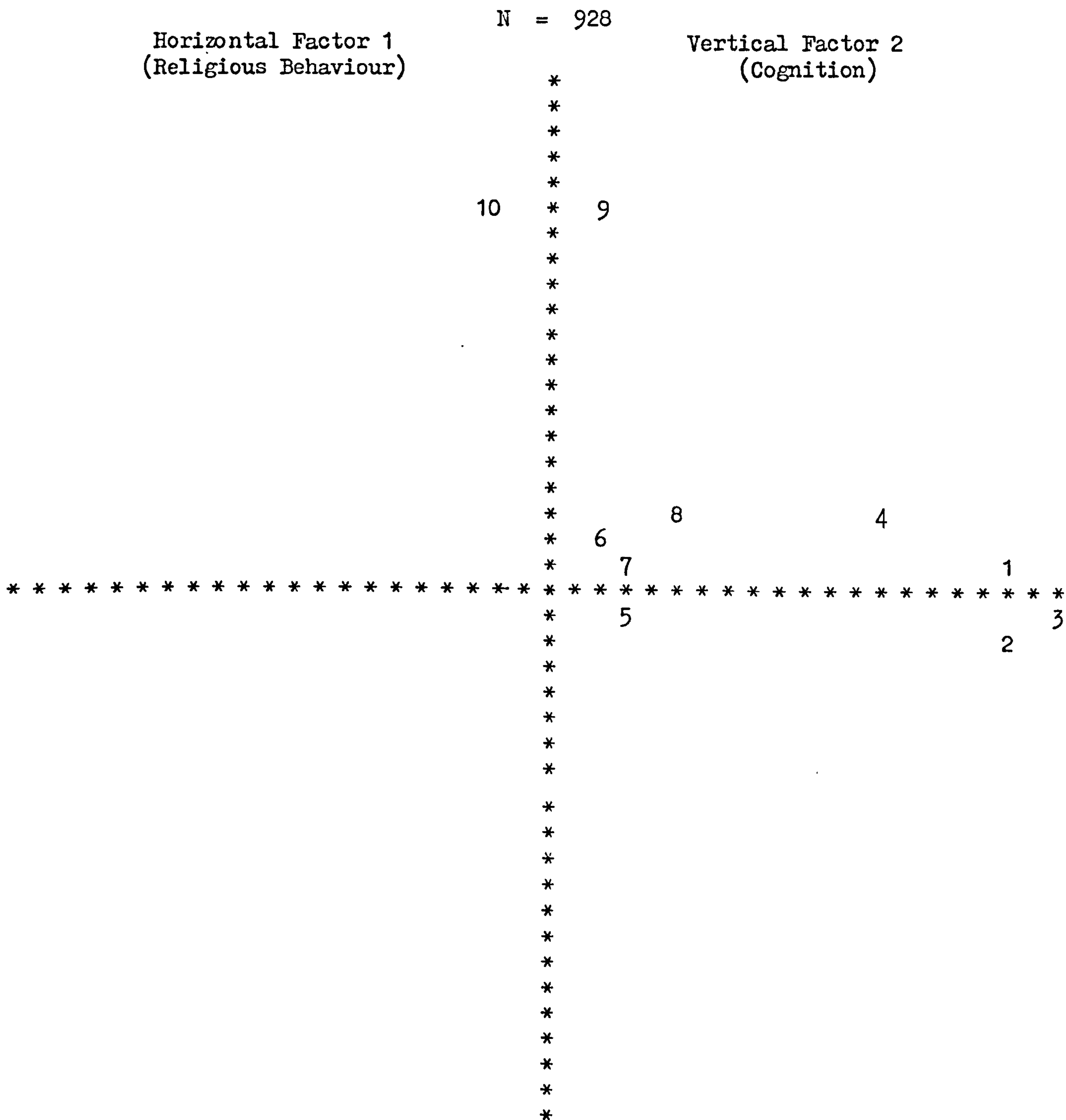
- | | |
|---------|----------|
| 1 = RA1 | 6 = A2 |
| 2 = RA2 | 7 = AT |
| 3 = RAT | 8 = RBH |
| 4 = RBR | 9 = RC |
| 5 = A1 | 10 = AH4 |

APPENDIX 38

(ref: Part Three, Chapter X1, 2.)

FACTOR ANALYSIS FIGURE 5.

SCHOOL B. Graph showing the three separate factors with Religious Behaviour contrasted orthogonally with Cognition.



- | | |
|---------|----------|
| 1 = RA1 | 6 = A2 |
| 2 = RA2 | 7 = AT |
| 3 = RAT | 8 = RBH |
| 4 = RBR | 9 = RC |
| 5 ; A1 | 10 = AH4 |

Comment on Appendix 37

The same pattern observed for the Total Sample (Figure 1) and for School B (Figure 5 - Appendix 38) is observed in this graph. See Part Three, Chapter XI, 2 for Figure 1.

Comment on Appendix 38

The same pattern observed for the Total Sample (Figure 1) and for School A (Appendix 37) is observed in this graph. See Part Three, Chapter XI, 2 for Figure 1.

APPENDIX 39

(ref: Part Three, Chapter XI, 3.)

ANALYSIS OF VARIANCEMULTIVARIATE TEST OF SIGNIFICANCE TABLES

- Table (1) - EFFECT : SCHOOL
- Table (2) - EFFECT : PUPIL'S SEX
- Table (3) - EFFECT : PUPIL'S SCHOOL YEAR
- Table (4) - EFFECT : SCHOOL BY SEX
- Table (5) - EFFECT : SCHOOL BY YEAR
- Table (6) - EFFECT : SEX BY YEAR
- Table (7) - EFFECT : SCHOOL BY SEX BY YEAR
- Table (8) - EFFECT : WITHIN CELLS REGRESSION

Table (1) - EFFECT : SCHOOL

MULTIVARIATE TEST OF SIGNIFICANCE						
EIGENVALUE	WILKS LAMBDA	F	HYPOTHESIS D. F.	ERROR D. F.	SIGNIF. OF F	CANON. CORR.
1	.08996	18,37084	9,00000	1838,00000	.00001	.28728
HCTELLING TRACE CRITERION = .08996						
LARGEST ROOT CRITERION = .08253						
S = 1	N = 3	1/2	n = 918			
UNIVARIATE F-TESTS WITH (1 , 1846) D. F.						
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F
RA1	71,48485	26790,35278	71,48485	14,51265	4,92569	.02668
RA2	110,99014	28046,94549	110,99014	15,19336	7,30517	.00694
RAT	382,67860	96654,59619	382,67860	52,35894	7,30875	.00698
RBR	577,13672	25444,87174	577,13672	13,78379	41,87069	.00001
A1	16,76851	9700,56701	16,76851	5,25491	3,19102	.07435
A2	121,21041	8745,93899	121,21041	4,73776	25,58361	.00001
AT	48,91258	24623,16738	48,91258	13,33866	3,66648	.05579
RBH	1220,34551	55309,92730	1220,34551	29,46204	40,72972	.00001
RC	670,05266	19542,82240	670,05266	10,58659	63,29256	.00001

Table (2) - EFFECT : PUPIL'S SEX

MULTIVARIATE TEST OF SIGNIFICANCE						
EIGENVALUE	WILKS LAMBDA	F	HYPOTHESIS D. F.	ERROR D. F.	SIGNIF. OF F.	CANON. CORR.
1	.22778	46.51739	9.00000	1838.00000	.00001	.43072
HOTELLING TRACE CRITERION = .22778						
LARGEST ROOT CRITERION = .18552						
S F	1	1	3	1/2	N =	918
UNIVARIATE F-TESTS WITH (1 1846) D. F.						
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F.
RA1	710.65296	26790.35278	710.65296	14.51265	46.96783	.00001
RA2	703.87494	28046.94549	703.87494	15.19336	46.32779	.00001
RAT	2889.42036	96654.54619	2889.42036	52.35894	55.18503	.00001
RER	1308.41975	25444.87174	1308.41975	13.78379	94.92454	.00001
A1	94.18871	9700.56701	94.18871	5.25491	17.92394	.00003
A2	45.21105	8745.93899	45.21105	4.73778	10.38695	.00131
AT	279.52751	24623.10738	279.52751	13.33866	20.95619	.00001
RBH	11098.92034	55309.92730	11098.92034	29.96204	370.43299	.00001
RC	176.20160	19542.85246	176.20160	10.58659	16.64384	.00005

Table (3) - EFFECT : PUPIL'S SCHOOL YEAR

MULTIVARIATE TEST OF SIGNIFICANCE									
	-EIGENVALUE	WILKS LAMBDA	F						
1	.06632	.89900	7.38300						
2	.02643	.95862	4.90776						
3	.01334	.98682	3.50522						
HOTELLING TRACE CRITERION F = .10910									
LARGEST ROOT CRITERION F = .06220									
S = 3	H = 2	N = 910							
UNIVARIATE F-TESTS WITH (3 , 1846) D. F.									
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F	HYPOTHESIS D. F.	ERROR D. F.	CANON. CORR.
RA1	596.86068	26790.39270	199.62023	14.51265	13.75491	.00001	27.00000	5368.55012	.24940
RA2	802.51500	28046.94549	269.50500	15.19336	17.73834	.00001	16.00000	3677.00000	.16909
RAT	2685.57332	96654.54619	895.19111	52.35894	17.09720	.00001	7.00000	1839.00000	.11475
RDR	800.58093	25444.87174	269.86031	13.78379	19.57810	.00001			
A1	284.00445	9700.56701	94.66815	5.25491	16.01517	.00001			
A2	72.66684	8745.93899	24.22228	4.73778	5.11258	.00163			
AT	627.72387	24023.10738	209.24129	13.33861	15.68083	.00001			
RBH	411.84562	55309.92730	137.28287	29.96204	4.58189	.00341			
RC	474.68014	19542.85246	158.22671	10.58659	14.94595	.00001			

Table (4) - EFFECT : SCHOOL BY SEX

MULTIVARIATE TEST OF SIGNIFICANCE						
EIGENVALUE	WILKS LAMBDA	F	CANON. CORR.			
1	.00400	1.00140	.43605			
HOTELLING TRACE CRITERION = .00490						
LARGEST ROOT CRITERION = .00488						
S = 1	F = 3 1/2	N = 918				
UNIVARIATE F-TESTS WITH (1 1846) D. F.						
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F
RA1	99.08605	26790.39276	99.08605	14.51265	6.82756	.00911
RA2	70.69437	28046.04549	70.69437	15.19336	4.65298	.03124
RAT	313.96605	96654.59619	313.96695	52.35894	5.99643	.01451
RBR	49.69887	25444.87174	49.69887	13.78379	3.60560	.05787
A1	6.57963	9700.56701	6.57963	5.25491	1.25209	.26342
A2	.60036	8745.93899	.60036	4.73778	.12672	.72104
A1	10.82671	24623.16738	10.82671	13.33866	.81168	.36784
RBH	.02100	55309.92730	.02109	29.96204	.00070	.97884
RC	.25852	19542.87240	.25852	10.58659	.02442	.87585

Table (5) - EFFECT : SCHOOL BY YEAR

MULTIVARIATE TEST OF SIGNIFICANCE									
	EIGENVALUE	WILKE LAMBDA	F	HYPOTHESIS D. F.	ERROR D. F.	SIGNIF. OF F	CANON. CORR.		
1	.02874	.54890	3.60343	27.00000	5368.55012	.00001	.16771		
2	.01727	.57630	2.76544	16.00000	3677.00000	.00023	.13030		
3	.00082	.59322	1.79236	7.00000	1839.00000	.04525	.08232		
HOTELLING TRACE CRITERION = .05304									
LARGEST ROOT CRITERION = .02813									
S = 3 I = 2 1/2 N = 918									
UNIVARIATE F-TESTS WITH (3 1 1846) D. F.									
VARIATE	HYPOTHESIS SUM OF SQ.	FRUR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F			
RA1	174.99701	26790.35278	58.33234	14.51265	4.01941	.00741			
RA2	94.52076	28046.74549	31.64025	15.19336	2.08251	.10089			
RAT	492.73756	56654.59619	164.24585	52.35894	3.13692	.02474			
RDR	77.33346	25444.67174	25.77782	13.78379	1.87016	.13292			
A1	33.48094	9700.56701	11.16331	5.25491	2.12436	.09552			
A2	30.95637	8745.63899	13.31879	4.73776	2.81119	.03839			
AT	12.05174	24623.16736	4.01725	13.33866	.30117	.82457			
RBH	449.91020	55305.92730	149.97307	29.96204	5.00544	.00189			
RC	276.20028	19542.65246	92.09976	10.58659	8.69966	.00001			

Table (6) - EFFECT : SEX BY YEAR

MULTIVARIATE TEST OF SIGNIFICANCE			
EIGENVALUE	MILKS LAMBDA	F	HYPOTHESIS D. F.
1	.01525	1,57857	27,00000
2	.00264	.91633	16,00000
3	.00304	.79783	7,00000
HOTELLING TRACE CRITERION = .02323			
LARGEST ROOT CRITERION = .01502			
S = 3	I = 2	1/2	N = 918
UNIVARIATE F-TESTS WITH (3 , 1846) D. F.			
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.
RA1	30.87831	26790.32278	10,29277
RA2	38.88557	28046.94549	12,96186
RAT	137.02488	6654.59619	45,67496
RBR	5.29715	25444.87174	1,76572
A1	52.49550	6700.56701	17,49850
A2	37.19285	8745.93899	12,39762
AT	162.22697	24623.16738	54,07566
RBH	496.23051	55300.92730	165,41017
RC	24.16314	15547.85246	8,05438
			ERROR MEAN SQ.
			14,51265
			15,19336
			52,35894
			13,78370
			5,25491
			4,73778
			13,33866
			29,96204
			10,58659
			F
			.70923
			.85313
			.87234
			.12510
			3,32993
			2,61676
			4,05405
			5,52066
			.76081
			SIGNIF. OF F
			.54657
			.46501
			.45488
			.44344
			.01904
			.04980
			.00707
			.00092
			.51618
			CANON. CORR.
			.12256
			.07010
			.05502

Table (7) - EFFECT : SCHOOL BY SEX BY YEAR

MULTIVARIATE TEST OF SIGNIFICANCE			
EIGENVALUE	WILKS LAMBDA	F	HYPOTHESIS D. F.
1	.00116	1.08156	27.00000
2	.00456	.77405	16.00000
3	.00218	.57166	7.00000

HOTELLING TRACE CRITERION = .01590			
LARGEST ROOT CRITERION = .00908			
S	F	H	N
3	1/2	2	518

UNIVARIATE F-TESTS WITH (3 , 1846) D. F.			
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.
RA1	10.06806	26790.32270	3.35602
RA2	40.55008	28046.94549	13.51969
RAT	78.67237	96654.59619	26.22412
RDR	57.75447	25444.87174	19.25149
A1	6.05033	9700.50701	2.01078
A2	14.12407	8745.93899	4.70802
AT	23.14568	24623.10736	7.71523
REH	225.40053	55309.92730	75.13651
RC	63.70360	19547.85240	21.23456

SIGNIFICANCE			
SIGNIF. UF F	ERROR D. F.	CANON. CORR.	
.87465	.23125	.09227	
.44581	.88984	.06739	
.68177	.50085	.04660	
.24233	1.39668		
.76430	.38436		
.59500	.99372		
.02927	.57841		
.05759	2.50772		
.11150	2.00260		

Table (8) - EFFECT : WITHIN CELLS REGRESSION

MULTIVARIATE TEST OF SIGNIFICANCE						
	EIGENVALUE	WILKS LAMBDA	F	HYPOTHESIS D. F.	ERROR D. F.	SIGNIF. OF F
1	.49380	.60944	100.64426	9.00000	1836.00000	.00001
HOTELLING TRACE CRITERION = .49380						
LARGEST ROOT CRITERION = .33056						
S =	1	1	3 1/2	N =	918	.57493
UNIVARIATE F-TESTS WITH (1 , 1846) D. F.						
VARIATE	HYPOTHESIS SUM OF SQ.	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIF. OF F
RA1	7.53526	26790.35278	7.53526	14.51265	.51922	.67134
RA2	203.79564	28046.94549	203.79564	15.19336	12.41367	.00026
RAT	294.65197	96654.54619	294.65197	52.35894	5.62754	.01787
RBR	100.71662	25444.87174	100.71662	13.78379	7.30669	.00699
A1	2.63258	5700.50701	2.63258	5.25491	1.50056	.47524
A2	2.04172	8745.93899	2.04172	4.73778	.43094	.51168
AT	9.64108	24623.16736	9.64108	13.33866	.72339	.59524
RDH	211.88708	55305.92730	211.88708	29.96204	7.07185	.00796
RC	5230.95565	19542.85246	9230.95565	10.58659	871.94764	.00001

APPENDIX 40

(ref: Part Three, Chapter XI, 3.)

ANALYSIS OF VARIANCETABLE OF CELL MEANS AND STANDARD DEVIATIONS

Key: School 1 (School A)
 2 (School B)

Sex 1 (Boys)
 2 (Girls)

Year 1 - 4 (School Year, 1 - 4)

Note: In the Appendix following, page 1
refers to School A and page 2 refers to
School B.

***** ANALYSIS OF VARIANCE *****

CELL MEANS AND STANDARD DEVIATIONS

	SCHOOL	1			2			3			4		
		MEAN	SD	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD	N
RA1	MEAN	4.36220	4.25225	3.77778	3.01833	5.38889	5.33929	4.23577	3.56364	4.23577	4.03485	3.56364	3.56364
	SD	3.50888	3.84109	3.22734	3.23460	3.72875	4.68379	4.03485	5.64107	4.03485	4.03485	5.64107	5.64107
	N	127	111	117	109	126	112	123	110	123	123	110	110
RA2	MEAN	4.81102	4.15315	3.94872	3.40367	6.07937	5.44643	4.02439	4.14545	4.02439	3.70083	4.14545	4.14545
	SD	4.11295	3.64815	3.59561	2.95058	3.69346	4.51592	3.70083	3.96275	3.70083	3.70083	3.96275	3.96275
	N	127	111	117	109	126	112	123	110	123	123	110	110
RAT	MEAN	8.98425	8.40541	7.72650	6.42202	11.46825	10.80357	8.26016	7.70909	8.26016	7.33265	7.70909	7.70909
	SD	6.90983	7.09081	6.38779	5.66061	6.90818	8.78967	7.33265	7.18801	7.33265	7.33265	7.18801	7.18801
	N	127	111	117	109	126	112	123	110	123	123	110	110
RUR	MEAN	3.37008	3.44144	2.37607	2.37615	5.08730	4.78571	3.93496	3.13636	3.93496	4.20527	3.13636	3.13636
	SD	3.43835	4.02421	2.59551	2.25170	3.26195	4.60597	4.20527	3.87243	4.20527	4.20527	3.87243	3.87243
	N	127	111	117	109	126	112	123	110	123	123	110	110
A1	MEAN	7.92913	7.35135	7.36752	6.64220	7.76984	7.71429	7.87805	7.33636	7.87805	2.24917	7.33636	7.33636
	SD	2.13876	2.26695	2.16794	2.26292	2.33979	2.28756	2.24917	2.22643	2.24917	2.24917	2.22643	2.22643
	N	127	111	117	109	126	112	123	110	123	123	110	110
A2	MEAN	6.51069	6.30631	6.15385	5.58716	6.83333	6.46429	6.25203	6.21818	6.25203	1.99423	6.21818	6.21818
	SD	2.23908	2.13112	2.02831	2.16115	2.21179	2.06615	1.99423	2.24631	1.99423	1.99423	2.24631	2.24631
	N	127	111	117	109	126	112	123	110	123	123	110	110
AT	MEAN	14.44882	13.63964	13.52137	12.22018	14.60317	14.16071	14.13008	13.53433	14.13008	3.39952	13.53433	13.53433
	SD	3.42426	3.67743	3.51989	3.74254	3.70314	3.42893	3.39952	3.76265	3.39952	3.39952	3.76265	3.76265
	N	127	111	117	109	126	112	123	110	123	123	110	110
RBH	MEAN	14.10685	13.90991	14.99145	14.66972	18.82540	17.00000	20.78862	20.67273	20.78862	5.40985	20.67273	20.67273
	SD	5.24637	5.29245	5.38115	5.16945	5.67250	4.76852	5.40985	6.10946	5.40985	5.40985	6.10946	6.10946
	N	127	111	117	109	126	112	123	110	123	123	110	110
RC	MEAN	12.68504	13.46396	13.76068	14.92661	13.11905	14.76786	14.95935	15.01818	14.95935	3.51670	15.01818	15.01818
	SD	3.66169	4.02250	4.10351	4.04765	3.67392	3.59174	3.51670	3.93033	3.51670	3.51670	3.93033	3.93033
	N	127	111	117	109	126	112	123	110	123	123	110	110
AM4	MEAN	18.64567	23.36937	23.11966	26.55046	18.30159	22.66964	24.18699	27.06364	24.18699	7.26472	27.06364	27.06364
	SD	7.60694	8.58532	9.18034	9.93543	6.71389	8.58701	7.26472	9.21036	7.26472	7.26472	9.21036	9.21036
	N	127	111	117	109	126	112	123	110	123	123	110	110

***** V A R I A N C E *****

CELL MEANS AND STANDARD DEVIATIONS (CONT.)

		SCHOOL																		
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		1	2	2	4	3	4	1	2	2	2	3	2	2	3	2	2	3	2	2
		1	2	2	4	3	4	1	2	2	2	3	2	2	3	2	2	3	2	2
RA1	MEAN	4.91736	3.25664	3.85593	2.98131	6.79032	5.05405	5.00000	4.94828											
	SD	3.84618	3.66152	3.66847	3.32509	4.13054	4.16225	3.82077	4.11328											
	N	121	113	118	107	124	111	118	116											
RA2	MEAN	5.81818	3.86726	3.77966	2.71963	7.07258	5.62162	5.07627	4.81034											
	SD	4.43471	3.48083	3.86113	3.11658	4.34521	4.34439	4.19229	4.04071											
	N	121	113	118	107	124	111	118	116											
RAT	MEAN	10.73554	7.12389	7.63559	5.71963	13.86290	10.67568	10.07627	9.75862											
	SD	7.60039	6.77592	7.09239	6.11493	7.86506	7.94774	7.55510	7.77244											
	N	121	113	118	107	124	111	118	116											
RBR	MEAN	5.17355	3.56637	3.22881	3.07477	6.64516	5.85586	5.24576	5.51744											
	SD	3.66442	3.67636	3.71049	3.46601	4.11658	4.06950	3.99151	3.85252											
	N	121	113	118	107	124	111	118	116											
A1	MEAN	7.33471	7.23894	6.98305	6.03738	7.88710	8.15315	7.41525	7.05448											
	SD	2.10296	2.26493	2.33876	2.61319	2.28537	2.30493	2.54641	2.22709											
	N	121	113	118	107	124	111	118	116											
A2	MEAN	6.95041	6.53097	7.00847	6.06542	6.76613	6.97297	7.27966	7.06897											
	SD	2.13240	2.19606	2.10614	2.18170	1.94689	2.32559	2.48374	2.27950											
	N	121	113	118	107	124	111	118	116											
AT	MEAN	14.78512	13.76991	13.99153	12.10280	14.66129	15.10811	14.69492	14.10345											
	SD	3.38429	3.00062	3.71988	3.82379	3.60868	3.55566	6.29372	3.73090											
	N	121	113	118	107	124	111	118	116											
RBH	MEAN	17.42975	15.92920	16.11864	15.21495	20.52419	20.83784	20.99153	22.24414											
	SD	5.05441	5.55286	6.79262	5.84231	4.87480	5.06391	5.75050	5.41509											
	N	121	113	118	107	124	111	118	116											
RC	MEAN	14.92562	16.34513	16.86441	14.97196	15.04032	16.59459	18.54237	16.80172											
	SD	3.70622	4.57628	3.89371	4.10811	3.92904	4.07069	3.64127	4.60663											
	N	121	113	118	107	124	111	118	116											
AH4	MEAN	21.74380	24.92035	27.20339	29.52336	22.09677	23.76577	30.50847	31.50000											
	SD	7.75621	9.64563	7.23661	8.93831	8.01971	9.01711	9.21143	8.97775											
	N	121	113	118	107	124	111	118	116											

NUMBER OF OBSERVATIONS ACCEPTED = 1563
 NUMBER OF CELLS = 16

APPENDIX 41 (sheet 1)
(ref: Part Three, Chapter X1, 4.)

ITEM ANALYSIS FROM FIVE QUESTIONNAIRES

- Sheet 2. Religious Attitude Hyde Part 1.
- Sheet 3. Religious Attitude Hyde Part 2.
- Sheet 4. Attitude Mark Part 1.
- Sheet 5. Attitude Mark Part 2.
- Sheet 6. Teenage Interests Questionnaire, Question 4.

APPENDIX 41 (Sheet 2)
RELIGIOUS ATTITUDE QUESTIONNAIRE (HYDE) PART 1.

(N = 2,096)

Item No.	Choice (1-5)	Weight (0-1)	Percentage Difficulty	r (. bis)	Beta
1.	5	1	.08	.49	1.81
2.	1	1	.06	.46	1.97
3.	5	1	.08	.50	1.89
4.	5	1	.16	.62	2.54
5.	5	1	.15	.58	1.95
6.	5	1	.08	.54	3.91
7.	5	1	.18	.59	1.72
8.	5	1	.18	.54	1.29
9.	1	1	.07	.42	1.33
10.	5	1	.06	.48	3.61
11.	5	1	.10	.48	1.46
12.	5	1	.11	.48	1.29
13.	2	1	.07	.39	1.07
14.	2	1	.15	.37	0.69
15.	2	1	.10	.36	0.76
16.	5	1	.12	.37	0.74
17.	2	1	.25	.40	0.65

- Notes:
- (i) Values of point biserial r - calculated from item/total score.
 - (ii) Beta values - indicate discriminating power of the items.
 - (iii) Choice and Weight - the highest values obtained for point biserial r only are tabulated. Choice and weight are derived from this.
 - (iv) Percentage difficulty - this indicates the percentage of the total sample which made the response indicated.

APPENDIX 41 (Sheet 3)
RELIGIOUS ATTITUDE QUESTIONNAIRE (HYDE) PART 2.

(N = 2,096)

Item No.	Choice (1-5)	Weight (0-1)	Percentage Difficulty	R (.bis)	Beta
1.	5	1	.25	.60	1.45
2.	5	1	.15	.64	4.21
3.	5	1	.17	.62	2.54
4.	1	1	.08	.49	1.96
5.	1	1	.09	.46	1.34
6.	1	1	.04	.39	1.68
7.	2	1	.15	.47	1.01
8.	2	.1	.25	.44	.76
9.	5	1	.26	.64	1.76
10.	5	1	.20	.64	2.20
11.	2	1	.11	.37	0.79
12.	4	1	.23	.40	0.67
13.	2	1	.16	.52	1.27
14.	5	1	.09	.43	1.14
15.	2	1	.11	.38	0.81
16.	2	1	.15	.48	1.07

Notes: As for RA1.

APPENDIX 41 (Sheet 4)
ATTITUDE QUESTIONNAIRE (MARK) PART 1.

(N = 2,096)

Item No.	Choice (1-6)	Weight (0-1)	Percentage Difficulty	R (.bis)	Beta
1.	6	1	.63	.40	.61
2.	3	1	.24	.12	.17
3.	6	1	.04	.11	.26
4.	3	1	.26	.07	.10
5.	5	1	.19	.19	.30
6.	1	1	.17	.19	.29
7.	1	1	.44	.38	.54
8.	1	1	.11	.25	.45
9.	1	1	.37	.45	.70
10.	3	1	.21	.17	.25
11.	1	1	.28	.44	.73
12.	1	1	.17	.35	.60
13.	1	1	.21	.28	.43
14.	1	1	.30	.36	.55

Notes: As for RA1.

APPENDIX 41 (Sheet 5)
ATTITUDE QUESTIONNAIRE (MARK) PART 2.

(N = 2,096)

Item No.	Choice (1-6)	Weight (0-1)	Percentage Difficulty	R (.bis)	Beta
1.	6	1	.12	.28	.50
2.	6	1	.09	.26	.50
3.	6	1	.05	.10	.21
4.	6	1	.09	.14	.25
5.	1	1	.31	.34	.50
6.	1	1	.05	.19	.44
7.	1	1	.05	.18	.39
8.	1	1	.26	.31	.45
9.	1	1	.30	.30	.44
10.	1	1	.09	.23	.44
11.	3	1	.06	.13	.27
12.	1	1	.17	.34	.58
13.	1	1	.41	.48	.77
14.	1	1	.37	.41	.62

Notes: As for RA1.

APPENDIX 41 (Sheet 6)
OVERT RELIGIOUS BEHAVIOUR
(TEENAGE INTERESTS QUESTIONNAIRE - QUESTION 4.)

Item No.	Choice (1-5)	Weight (0-4)	Percentage Difficulty	R (.bis)	Beta
1.	2	4	.09	.62	0
2.	2	4	.08	.60	0
3.	1	4	.02	.40	0
4.	1	4	.16	.62	2.76

Notes: As for RA1

APPENDIX 42

(ref: Part Three, Chapter X11, 2)

WEIGHTING PROCEDURE FOR ANALYSIS OF INTERVIEWS(1) The Creation of Man Extract.

The Creation of Man is an extract from Nikos Kazankzakis' Zorba the Greek, and provides an interesting example of modern religious writing. It was assumed that the material would be unfamiliar to the children, and this in fact proved to be so. John Bailey (c.f. Ed. John Bailey: Blueprint, Book Three, Galliard, Stainer & Bell Ltd., page 883) comments on the significance of this extract as follows:-

"Nikos Kazankzakis in his book Zorba the Greek was trying to say something basic about the nature of man. The meaning of the following extract from that book, which is a parable of the origin of man's evil ways, is essentially the same as that contained in the story of Adam and Eve in the Garden of Eden, although the setting and the view of God are different."

(i) Comprehension. The story is a basically simple one. The details are straightforward. It was assumed that given the opportunity both to read the extract, and at the same time to listen to it on the tape-recorder, most pupils would experience little difficulty in recalling the main descriptive details of the narrative. Scores/Weights to be assigned, therefore, as follows:-

3 points	Very Good
2 points	Good
1 point	Fair
0 points	Poor

(ii) Perception of Religious Symbolism. It was anticipated that understanding the significance of the story would cause varying degrees of difficulty.

(a) Man is described as pig-like, dressed in funny clothes, having a dagger in his belt, and disregarding God. The questions in the interview were designed to elicit discussion on the validity or otherwise of this description of human nature. Weights to be assigned, therefore, as follows:-

- 3 points - Recognises the analogy - i.e. the intention of the writer to suggest that human nature is greedy, violent etc., and provides illustrative examples easily.
- 2 points - Does not see the point of analogy. But after prompting, gives illustrative examples easily.
- 1 point - Does not see the point of the analogy - but after prompting provides some illustrative examples with difficulty.
- 0 points - Difficulty in finding examples. Confused etc. Very poor response. e.g. "We haven't got bacon!"

(b) God is described as a colourful, man-like character. Questions were designed to find out the pupils' views regarding the appropriateness of this description and to elicit information about their own image of God and their beliefs regarding the creation of man by God. Weights to be assigned, therefore, as follows:-

- 3 points - Refuses to describe God - or suggests God is a Spirit etc. OR reacts to Zorba's description by discussing the concept of God, rather than the details of the story, OR gives attributes only, e.g. kind OR takes position of unbelief and, therefore, refuses to answer!
- 2 points - Gives evidence of both an abstract and an anthropomorphic concept of God.
- 1 point - Anthropomorphic description of God. Or agrees with Zorba's description. Or modifies Zorba's description but by substituting similar details, or naturalistic view - e.g. wind, snow, fire, etc.
- 0 points - Very poor response. Confusion etc.

(iii) Zorba and the Bible Story. The parallel with the biblical story is clear. Questions were designed to find out how the pupils viewed this material in comparison with the biblical story. Which was true? What reasons did they

produce to justify their choice (in most cases the Bible) of what they thought was "true"? Weights to be assigned therefore, as follows:-

- 3 points - Recognises that "truth" of stories depends of choice of criteria. e.g. Bible normative (Word of God etc.) or on philosophical view of human nature, or on philosophical view of "truth" etc.
- 2 points - Recognises the problem of choice of criteria, but finds difficulty in giving an explanation. OR provides "reasonable" answer - e.g. "Bible because evolution fits in with Bible story etc.
- 1 point - Provides "intuitive" answer. e.g. "Bible passed down from generation to generation." OR takes the view that neither is true because there isn't a God (c.f. atheistic view does not necessarily mean that the stories contain no truth,) OR tendency to focus on the details of the Zorba or Adam/Eve story.
- 0 points - Poor answer.

(iv) Summary In giving weights to the responses according to the criteria outlined above, it will be possible to arrive at a numerical score for each interview. The higher the score, the greater the degree of abstraction and maturity of thought, that will be indicated.

e.g.	<u>The Creation of Man</u>				
	Comprehension	3	2	1	0
	Image of Man	3	2	1	0
	Image of God	3	2	1	0
	Zorba/Bible	3	2	1	0

(2) The Long Silence Extract.

This is a parable which points explicitly to the philosophical problem of religious faith in face of human suffering. How can there be a just God when there is so much suffering in the world? And even more directly, how can God judge people who have suffered, unless he has suffered too? An implicit reference is clearly made to the Christian belief that God has suffered already in the person of Christ; but although the reference to Christ is unequivocally clear, the name of Christ does not itself appear in the text.

- (i) Comprehension. This extract is probably slightly more difficult to understand than the first one. Nonetheless, it was anticipated that most pupils would experience little difficulty in recalling the main details of the story.

Weights to be assigned, therefore, as follows:-

- 3 points - Very Good
- 2 points - Good
- 1 point - Fair - i.e. slow to respond/Inaccurate etc.
- 0 points - Poor.

- (ii) Perception of indirect reference to Christ: This question was put in the interview in a very straightforward way. The pupil was asked; "God had already served his sentence - what does that mean?" If the pupil failed to see the reference to Christ in response to this question, he was given a further opportunity at the end of the interview when he was asked "What answer to the problem of suffering does the writer suggest in this parable?" Weights to be assigned, therefore, as follows:-

- 3 points - Recognises the reference to Christ.
- 2 points - Refers to Christ intuitively but not precisely, e.g. "I don't know when he were alive but it were a long time ago."
- 1 point - Recognises the reference to Christ but only after prompting by the interviewer.
- 0 points - Does not recognise the reference to Christ.

- (iii) Perception of the Meaning of the Parable: The narrative was straightforward. People are gathered on "a great plain" for the last judgment. They grumble about the injustice of God judging them. They elect leaders to decide what to do about it, and the leaders decide that "God should live on earth as a man, suffer and die etc." All agree to the sentence, and then suddenly become silent when they realise that "God has already served his sentence etc." The questions were designed to get information regarding the pupil's ability to comprehend the point of the whole story. It was anticipated that many pupils would find difficulty in recognising the significance of the parable. Weights to be assigned, therefore, as follows:-

- 3 points - An explanation which shows that the pupil has grasped the main point of the parable i.e. that it is about suffering and belief in God, today etc. and offers the Christian "solution" i.e. the suffering of Christ. The pupil's explanation, therefore, should go beyond the details of the parable and refer to human experience generally.
- 2 points - If the pupil focusses on one or other aspect of the main theme (i.e. suffering, belief in God etc.) but whose explanation tends to be limited to details of the story OR whose explanation goes beyond the immediate story but does not get the main point - Christ has clearly suffered, etc.
- 1 point - For an explanation which is partly true. An intuitive answer etc. e.g. "The story is about men punishing God." or focusses on a detail of the story which is not the central point.
- 0 points - A poor answer. Confusion etc.

(iv) Application of the Parable to a Discussion of the Problem of Suffering/Belief in God in the pupil's own experience.

Questions were designed to test the pupil's ability to discuss the problem of religious belief and suffering.

Weights to be assigned, therefore, as follows:-

- 3 points - Thoughtful perceptive response which indicates awareness of, or sensitivity towards the problem. Evidence that the pupil understands the difficulty of belief in God in the light of suffering etc., and is able to provide a solution.
- 2 points - A realistic answer. (e.g. "People have to die sometime.") But an answer which is limited in its perception; focusses mainly on the details of the story etc.; which implies that the pupil is not certain of the importance or relevance of the problem etc. or does NOT recognise that suffering etc. can count against belief in God, etc.

- 1 point - Poor answer. Contradictory answer. Intuitive answer or an answer which lacks depth etc.
i.e. an answer for which some credit must be given but which lacks certainty, is somewhat confused etc. or an uncritical answer - e.g. "people who say there isn't a God are cruel." "He could help you" etc.
- 0 points - Confusion. Incomprehension.

(v) Summary. In tabulating the weights given to the responses, it will be possible to arrive at a numerical score to be added to the score assigned for responses given to the first extract.

e.g. The Long Silence

Comprehension	3	2	1	0
Reference to Christ	3	2	1	0
Meaning of Parable	3	2	1	0
Application	3	2	1	0

(3) Conclusion

The analysis of the interviews will thus produce numerical scores from a maximum of 24 to a minimum of 0.

APPENDIX 43

(ref: Part Three, Chapter X11, 2.)

INTERVIEW REPORT FORM AND SCORE CHART(used for transcribing and recording
the main details of the interviews.)

D.M.I.H.E. TEACHER EDUCATION DEPT. Name of Pupil _____
 INTERVIEW REPORT FORM Age ____ Sex ____ School ____
 Serial No. ____ Form _____

(1) Comprehension of
Zorba's story

- 1.1 baked
 1.2 God is not pleased
 1.3 man is like a pig
 1.4 dirty/messy etc.
 1.7 dagger
 1.8 kill/protect
 1.9 }
 1.10 } Man disregards
 1.11 } God

(2) Perception of religious
symbolism

- 1.5 Man is greedy
 1.6 Examples:-

 1.8B Examples:-

 1.12 Yes/No/d.k.
 1.13 Examples:-

(3) Zorba/Bible

- 1.15 knowledge of
Genesis story Yes/No
 1.16 Perception of
differences/similarities
Bible/Zorba
Examples:-

1.14 Further perceptions
Examples:-

- 1.17 Which true?
 a. Zorba
 b. Bible

(4) Image of God

- 1.19 Did God create man?
Yes/No/d.k.
 1.20 Creation via evolution?
Yes/No/d.k.
 1.21 Zorba's description?
Absurd/apt/d.k.
 1.22 belief/unbelief/d.k./sometimes
 1.23 What is God like?
Examples:-

1.18 Reasons:-

COMMENTS/STATEMENTS (of special interest and made by
the pupil during the interview etc.)

APPENDIX 43 (cont)INTERVIEW REPORT FORMPART TWO - THE LONG SILENCE(1) Comprehension of Story

- 2.1 God permitted suffering
- 2.2 suffered the most
- 2.3 live on earth as a man
- 2.4 God had served his sentence

(3) Perception of religious symbolism

- 2.5 "God has already served his sentence" - reference to Jesus Christ perceived?
- 2.6 Meaning of the parable? Explanation?

(2) Problem of Suffering

- 2.7 Ill? Belief in God more or less?
Reasons:-
- 2.8 Acquaintance with seriously ill? Yes/No
- 2.9 Suffering and evil as reasons counting against belief in God?
belief/unbelief/not sure
Reasons:-
- 2.10 What solution to the problem of suffering is given in the story?
God shares s/ Jesus Christ/
d.k./ other solutions . . .

COMMENTS/STATEMENTS of special interest and made by the pupil during the interview etc.

APPENDIX 43 (cont)

D.M.I.H.E. TEACHER EDUCATION DEPARTMENT

ANALYSIS OF INTERVIEWS

Name of Pupil Sex School
 Serial No. AH4 Grade Age

CREATION OF MAN

Comprehension	3	2	1	0	
Image of Man	3	2	1	0	
Image of God	3	2	1	0	
Zorba/Bible	3	2	1	0	<u>Total</u>

THE LONG SILENCE

Comprehension	3	2	1	0	
Ref. to Christ	3	2	1	0	
Meaning of Parable	3	2	1	0	
Application	3	2	1	0	<u>Total</u>

Total Score : : : : : : :

Name of Pupil Sex School
 Serial No. AH4 Grade Age

CREATION OF MAN

Comprehension	3	2	1	0	
Image of Man	3	2	1	0	
Image of God	3	2	1	0	
Zorba/Bible	3	2	1	0	<u>Total</u>

THE LONG SILENCE

Comprehension	3	2	1	0	
Ref to Christ	3	2	1	0	
Meaning of Parable	3	2	1	0	
Application	3	2	1	0	<u>Total</u>

Total Score : : : : : : :

APPENDIX 44

(ref: Part Three, Chapter XII, 2.)

TOTAL SCORES ON THE COMPLETE BATTERY OF
TESTS FOR FORTY-EIGHT INTERVIEWEES

	Serial No.	School	Sex	Year	RA1	RA2	RAT	RBR	A1	A2	AT	RBH	RC	AH4	Iv.1.	Iv.2.	I.T.S.
1.	20	B	F	1	0	2	2	3	9	6	15	23	13	16	7	4	11 *
2.	70	B	M	1	11	8	19	8	10	8	18	15	15	19	6	7	13
3.	120	B	F	1	8	14	22	15	7	6	13	23	14	19	6	2	8
4.	220	B	M	1	2	5	7	8	5	4	9	16	15	17	7	0	7
5.	270	B	F	1	15	11	26	9	14	10	24	19	17	20	6	9	15
6.	320	B	M	2	3	4	7	3	6	5	11	12	19	36	10	12	22
7.	370	B	F	2	4	5	9	4	11	4	15	16	18	30	10	9	19
8.	420	B	M	2	1	2	3	6	6	7	13	22	20	17	7	7	14
9.	470	B	M	2	3	4	7	8	5	7	12	10	9	6	3	0	3 *
10.	570	B	F	3	9	12	21	14	8	3	11	27	20	32	9	9	18
11.	620	B	F	3	2	1	3	5	7	5	12	22	20	34	9	7	16
12.	670	B	M	3	2	2	4	1	7	8	15	19	17	28	9	5	14
13.	720	B	M	3	2	6	8	3	9	9	18	15	15	21	10	11	21
14.	770	B	F	3	4	3	7	6	11	7	18	27	16	16	8	5	13
15.	820	B	F	4	1	2	3	4	8	6	14	23	21	32	10	6	16
16.	870	B	M	4	2	1	3	0	5	7	12	19	14	35	7	11	18 *
17.	921	B	F	4	1	3	4	11	6	5	11	22	17	36	8	11	19
18.	970	B	M	4	2	0	2	0	5	7	12	22	13	28	10	9	19
19.	1020	B	F	4	4	2	6	1	7	4	11	22	18	28	9	7	16
20.	2002	A	F	1	2	1	3	10	9	10	19	28	11	18	7	7	14
21.	2055	A	M	1	2	9	11	2	7	6	13	7	7	11	4	1	5 *
22.	2105	A	M	1	6	11	17	13	8	6	14	13	13	3	4	6	10
23.	2144	A	F	1	12	14	26	8	12	9	21	20	11	15	5	5	10
24.	2205	A	F	1	0	0	0	2	5	4	9	14	18	20	9	7	16
25.	2255	A	M	1	1	1	2	0	5	4	9	14	7	22	6	4	10
26.	2260	A	F	1	4	6	10	0	11	12	23	12	16	28	7	7	14 *
27.	2305	A	M	2	7	12	19	5	9	7	16	21	14	29	8	11	19
28.	2355	A	F	2	11	13	24	5	10	8	18	13	14	18	9	5	14
29.	2405	A	F	2	5	6	11	6	5	4	9	14	23	36	9	11	20 *
30.	2435	A	F	2	2	2	4	3	10	8	18	18	22	34	10	8	18

APPENDIX 44 (cont)

	Serial No.	School	Sex	Year	RA1	RA2	RAT	RBR	A1	A2	AT	RBH	RC	AH4	Iv.1.	Iv.2.	I.T.S.
31.	2555	A	M	2	1	0	1	0	7	6	13	8	17	28	7	6	13
32.	2605	A	F	3	7	5	12	9	9	6	15	21	16	22	6	3	9 *
33.	2655	A	F	3	3	9	12	4	11	9	20	18	16	26	7	12	19
34.	2705	A	M	3	3	3	6	4	9	6	15	15	15	29	9	9	18
35.	2755	A	M	3	2	0	2	0	7	7	14	16	16	20	9	6	15
36.	2798	A	F	3	1	3	4	0	9	10	19	21	25	42	6	8	14 *
37.	2855	A	M	3	7	6	13	0	8	6	14	17	13	8	8	6	14
38.	3008	A	F	4	2	7	9	0	9	5	14	18	6	10	7	2	9
39.	3058	A	F	4	2	2	4	3	5	6	11	20	17	18	8	5	13
40.	3105	A	M	4	7	4	11	0	4	6	10	13	11	20	7	5	12
41.	3155	A	F	4	4	4	8	4	7	8	15	24	19	27	9	11	20
42.	3195	A	M	4	1	1	2	2	3	3	6	7	13	25	9	4	13 *
43.	3203	A	F	5	4	1	5	4	8	6	14	13	17	29	8	12	20
44.	3205	A	F	5	2	0	2	4	8	8	16	24	17	27	9	8	17
45.	3223	A	M	5	3	3	6	0	4	8	12	9	12	44	11	12	23
46.	3290	A	F	5	3	2	5	2	7	9	16	28	20	30	10	11	21
47.	3307	A	M	5	1	1	2	2	5	8	13	15	13	22	6	5	11
48.	3455	A	M	4	0	2	2	2	6	3	9	13	17	33	10	4	14

Key: School - Schools A and B
Sex - Male (M)
Female (F)
Year - School Years 1 - 5
RA1 - Religious Attitude Hyde Part 1
RA2 - Religious Attitude Hyde Part 2
RAT - Religious Attitude Hyde Total
RBR - Overt Religious Behaviour
A1 - Attitude Mark Part 1
A2 - Attitude Mark Part 2
AT - Attitude Mark Total
RBH - Religious Behaviour Helpfulness
RC - Religious Thinking
AH4 - General Intelligence
Iv.1. - Interview Part 1
Iv. 2. - Interview Part 2
I.T.S. - Interview Total
* - Used in reliability check.

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