

A STUDY OF THE INFLUENCING FACTORS IN STUDENTS'
CHOICES OF SOCIAL SCIENCE ELECTIVES IN TWO
SELECTED HIGH SCHOOLS

by 149

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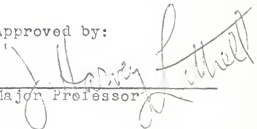
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INTRODUCTION

Since 1957, with the launching of Sputnik I by the U.S.S.R., there has been a sudden shift of emphasis to the science and mathematics curriculums in most high schools. America was behind in the space age and to catch up with Russia, the schools needed to produce more qualified and enthusiastic graduates in science and mathematics. In the past ten years, the space programs have made tremendous strides and it appears the United States is now presently back in strong contention for the leadership of the space race. High school curriculums have definitely contributed greatly and are doing an outstanding job in preparing and motivating young people toward the scientific fields. But what about all the other areas of the high school program besides science and mathematics? What have they been doing this past decade while science and mathematics have been forging ahead?

Charles Keller in a recent article made clear his opinion and solution to the situation that exists in the social sciences.

The social sciences are in the educational doldrums. In mathematics, science, english, and the foreign languages, the curriculum is being revised, improved, and brought up to date, but things are relatively quiet on the social science front, where, perhaps, the need for revision is the greatest.¹

¹Charles Keller, "Needed: Revolution in the Social Studies," Saturday Review (September, 1961), p. 60.

Richard Banister described the situation of the social sciences by stating, "The fields of mathematics, science, and reading have come alive during the past decade. Social studies is a late bloomer"2

The social science curriculum has not kept pace and has fallen behind practically all other areas of the present high school curriculum. English, foreign language, and vocations have all done a better job adjusting and keeping pace during the space age than the social sciences.

American democracy is completely dependent upon an educated citizenry if it is to function properly. An American educated citizenry means more than people who can just read and write; citizens must learn how to examine critical issues and problems more so today than one, two, or three decades earlier because of the increased complexity and diverse economic and social systems in our present society.

Robert E. Jewett gave his reason why he believes social studies need present emphasis.

. . . growth of science has resulted in social conditions which make it necessary that we place greater emphasis upon teaching of social studies if we are to preserve democracy.3

²Richard E. Banister, "A Social Studies Program for the Space Age," Social Studies, LVI (October, 1965), p. 166.

³Robert E. Jewett, "The Importance of Teaching the Social Studies in a Age of Science," Social Studies, LII (October, 1961), p. 97.

Mass communication has brought about a real need for improved social science instruction because of the ease with which people can be informed or misinformed of recent events. The individual must be able to detect indoctrination, if it occurs, or falsehoods, and seek the true and real answer. Here social studies can play a vital role in instructing young people how to handle critical and controversial issues. People can act wisely when they are informed of the happenings. Once informed, then they must judge and evaluate the information and arrive at a decision. This process is not usually learned second hand. It should be taught first hand.

Our current generation does need the best engineers, chemists, physicists, and scientists so we can compete with other countries in the technological field. But also, we need to compete with these countries by using our best weapon, a healthy democratic society and government. Unless these fine young scientific minds take an active and interested part in the democratic process, they can do more damage than if they should miscalculate on a major space project. So along with the best scientific and mathematical minds that come out of our high schools, we must also produce an interested and educated citizenry in our democratic way of life.

PURPOSE OF STUDY

The primary purpose in making this study was to find the reasons students of various levels of ability and

achievement gave for electing and not electing subjects in the social science curriculum. After discovering the reasons for a student's choice of a subject, conclusions could be drawn and recommendations made.

POPULATION USED IN THE STUDY

Two communities and their local high schools located in the southwest part of the state were used in this study. Ulysses, Kansas, is a rural community of approximately 4,500 people. It is mainly an agriculture area with no major industries of importance. Ulysses High School has approximately 650 students in grades nine through twelve. It offers 50 units of credit and is accredited by the North Central Association as a fully comprehensive high school.

Hugoton, Kansas is a smaller community of 3,000 with a school population of about 320 students in grades nine through twelve. Hugoton is also a fully accredited high school by the North Central Association. Hugoton High School offers 72 units of credit even though it is smaller in size than Ulysses High School. The only difference between the two communities would be that Hugoton has more wealth because of the abundance of natural gas in the area.

PROCEDURES

The two questionnaires in Appendix A were administered to approximately 175 high school seniors in the two respective

schools in early May, 1967. Of the total number surveyed, only 124 were selected for study because complete information was not available on the remaining students.

The first questionnaire (A) concerned factors that had a positive influence upon a student taking an elective social science subject. It contained twelve statements of possible influence and five different degrees of influence. The students were told to check an area of influence for each of the twelve statements. The five degrees of influence used were "Very Strong", "Strong", "Some", "Very Little", and "None". On the questionnaire was a place for the student to write any other factor that might have had any influence on his choice of one of the elective subjects. A separate questionnaire was completed for each elective subject taken.

Questionnaire B concerned reasons why a student did not take elective subjects in the social science curriculum. It contained the same twelve statements, but they had been changed to a negative form. The student then indicated what subject(s) he had not taken and checked the factor(s) that had the "Greatest" influence upon him. Every student filled out a negative questionnaire because if he had taken no electives, he would indicate which ones and check why. Whereas, if a student had taken none of the electives, he would not have to fill out questionnaire A finding out why he had taken some subjects. Thus some students filled out several questionnaires on different subjects they had taken and some

filled only one out if they had taken none of the social science elective subjects. The students were asked to place their name on the questionnaires so groupings could be made later on ability levels.

Once permission had been granted by the schools to administer the survey, the counselors were asked to make available information on the seniors that would make it possible to place the pupils surveyed in ability groups. Three different types of groupings were used. Both schools had information available on the Differential Aptitude Test and the Lorge-Thorndike Intelligent Tests so they were used to determine the two different ability groupings.

The Lorge-Thorndike Intelligence Tests were given when the seniors were sophomores in 1965. This is a state supported and approved test which is given every year in these schools to the new tenth graders. Each student's percentile rank on this test was determined from the cumulative records.

The students' percentile ranks on the verbal reasoning (VR) and numerical ability (NA) sections from the Differential Aptitude Test provided a combined score and gave a good estimate of their scholastic ability. This test (D.A.T.) was given to both groups of seniors the previous fall, so it was a very good and recent measure of their ability.

Quartile grouping was used on both tests to give four different ability groups. The seniors were also grouped according to their grades that had been earned in the various

elective social science subjects. In the grade groups, there were five groups ranging from A to F. Thus, there were three different sections of comparison with quartiles used in the D.A.T. and verbal I.Q. and five grade groups. The information from the questionnaires were then tabulated and the results have been discussed later in the report.

LIMITATIONS OF STUDY

Current Problems, which was taught at Hugoton, was not offered at Ulysses, so this subject was not used as part of the study.

Neither school had complete information on all the students surveyed; therefore only students for whom complete information was available were used in the study.

The subject, Sociology, had been omitted from questionnaire B. To make certain this would not be overlooked by the students, each person was told to write Sociology on the questionnaire whether they had or had not taken the subject.

For comparison purposes in the study, 40 per cent of the students in any one grouping comprised the number required before it was used in the formulation of the results.

RESPONSES FROM QUANTILE GROUPS BASED ON D.A.T. SCORES

Since the Differential Aptitude Test was used by both schools to test their seniors, it was used in this study for

grouping students according to their ability. The verbal reasoning and the numerical ability combined scores were used for placing the students in the various quartile groupings. The group distribution obtained was: 19 in the lower quartile, 65 in the second quartile, 87 in the third quartile, and 78 in the top quartile.

The complete results of the D.A.T. groups are found in Appendix B and the findings of 40 per cent or more of the quartiles are on Table I. The following information was taken from Table I.

For reason one, "The instructor was easy and did not require much homework," the students in the two lowest quartiles (I and II) responded that this did have "Some" influence on their choice of electives. Civics, Sociology, World History, and Economics were the subjects with more than 40 per cent response from all students in groups I and II. The two upper quartiles (III and IV) major response was "None" or "No Influence" for all subjects with the exception of Psychology. There was an even distribution of responses among the top groups on all levels of influence except "None" which was the main choice of these students.

For reason two, "The teacher was a good one and I wanted to be challenged by him," no "Very Strong" ratings above 40 per cent were recorded. Only two "Strong" ratings above 40 per cent were recorded and this was by quartiles I and IV in the subject of Psychology and Sociology. There

were no predominate patterns of responses after the two strongs were recorded. Again, the major response was "No Influence" by all groups for all of the five elective subjects surveyed in the social science curriculum.

Statement three was, "I had a personal interest in the subject material." This reason seemed to have a certain amount of influence on almost all of the four quartile groups. Even in the two lower groups it was shown that they had an interest in Sociology, World History, and Civics. Psychology, Sociology, and Economics were the "Strong" choices for the two upper groups with "Some" influence in Sociology.

Reason four concerned how much the students thought the specific subject would prepare them better for the future in a job or school. The two top quartile groups felt strongly about Sociology and Psychology as being a later help. The two lower sections felt Economics, Sociology, and World History would be some help in their later schooling or job. The response of "No Influence" was absent from all groups in relation to this statement indicating an even distribution of opinions by all groups on all subjects.

Number five was, "I wanted the adventure of learning new material and information." The replies of the two low groups indicated that this reason had "Little" influence upon them. The top group only had one "Strong" reply and that was to the subject Economics. No "Very Strong" were recorded and only one "None", which was in the lowest group.

The influence of parents on their children to take social science electives very seldom occurred according to the results of the D.A.T. groups shown on Table I in reason number six. In the low quartile group, there was some parental influence to take Civics, and in the top quartile there was a little influence from parents for students to take Sociology. All other responses recorded over 40 per cent were in the "No Influence" category. Every social science elective was included in these "No Influence" responses.

Reason number seven concerned the influence of a close friend (boy or girl) might have on a student's choice of one of the subjects being surveyed. To the low quartile group, it did exert a small amount of influence in the subjects Civics, Economics, and Sociology. All other responses above the 40 per cent level showed that influence of close friend had practically "No" effect on groups II, III, and IV.

The ease at which a subject worked into the student's schedule was number eight. The low group stated it was a definite influence to them in the subjects of Civics, World History, and Economics. The top quartile group showed no response above 40 per cent at any level of influence from "Very Strong" to "None", showing an even distribution of opinion. The two middle groups indicated schedule workability did have "Some" influence on the subjects Civics, Economics, Sociology, and Psychology. The ease which social science elective subjects worked into the student's schedule

seemed to be a large influence on whether they took the subject or not.

The amount of influence from an administrator, counselor, or teacher was almost completely absent from groups III and IV in all subjects. The two lower groups did show "Some" influence was made on their selection by school personnel. Civics, Economics, World History, and Sociology were the four subjects that rated above 40 per cent in "Some" or "Very Little" degrees of influence.

The physical facilities where the class was taught seemed to have little or no influence since no rating other than "No Influence" received above the 40 per cent level. Every group responded for all subjects that the room facilities had "No Influence" on why they did take a specific social science elective.

The degree of influence of a television show, book, or movie, as stated in reason eleven, was almost completely negative. Economics rated above the 40 per cent level in the "Very Little" response by group II. All other groups and subjects were in the category of "No Influence" indicating that there was practically no outside influence that effected a student to take a subject.

Reason twelve concerns the amount of influence an earlier teacher or class made upon the student for him to take further social science work. Again, as in the last three statements, the most frequent reply was "No Influence" with

every subject by almost all groups. There was some influence in two subjects by a few students, but not enough to reach the 40 per cent level.

Number thirteen allowed students to write any other influencing factor that may have motivated them to take any social science elective. There was an occasional remark written in, which usually corresponded with one of the twelve statements, but no response approached the 40 per cent or better criterion which is being used in the results of this study.

TABLE I

REASONS GIVEN BY FORTY PER CENT OR MORE OF THE STUDENTS FROM EACH OF THE FOUR D.A.T. GROUPINGS CONCERNING FACTORS INFLUENCING THEIR CHOICE OF A SOCIAL SCIENCE ELECTIVE

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 1: The instructor was easy and did not require much homework.			
St-Civ So-Soc No-Civ	So-WH VL-Econ No-Civ Econ Psych Soc	No-Civ Econ Psych	VL-Psych No-Civ Econ WH
Reason 2: The teacher was a good one and I wanted to be challenged by him.			
St-Psych No-Civ Soc WH	So-Econ VL-Civ	VL-Civ No-Econ	St-Soc So-Econ No-Civ

TABLE I (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 3: I had a personal interest in the subject material.			
St-Soc VL-Civ No-Civ	So-WH VL-Civ Econ No-Econ	VS-Psych St-Soc	St-Econ Psych So-Soc
Reason 4: I felt it would prepare me better for the future in a job or school.			
So-Soc Psych WH VL-Civ	St-Econ So-Econ	St-Econ Psych	VS-Soc St-Psych So-Soc WH
Reason 5: I wanted the adventure of learning new material and information.			
So-WH VL-Soc No-Civ	So-Econ Soc WH	So-Soc Psych	St-Econ VL-Soc
Reason 6: My parents influenced me to take this subject.			
So-Civ No-Civ Econ Soc Psych	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	VL-Soc No-Civ Econ Soc Psych WH
Reason 7: A close friend of mine (boy or girl) took it.			
So-Civ Econ VL-Soc No-Civ Psych	No-Civ Econ Soc Psych	No-Civ Econ Soc Psych WH	VL-Soc No-Civ Econ Psych WH

TABLE I (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 8: It easily worked into my schedule.			
St-Civ	So-Econ	VS-Civ	*
So-WH	Soc	St-Civ	
VL-Econ	Psych	Econ	
No-Civ			
Soc			
Psych			
Reason 9: An administrator, counselor, or teacher advised me to take it.			
So-Civ	So-Soc	No-Civ	So-Econ
VL-Econ	VL-WH	Econ	No-Civ
Soc	No-Econ	Psych	Soc
No-Civ	Psych	WH	Psych
Soc	Civ		WH
Psych			
WH			
Reason 10: The facilities where the class was being taught attracted me to enroll in it (the room, location, lighting, color, maps, textbook, etc.).			
No-Civ	No-Civ	No-Civ	No-Civ
Econ	Econ	Econ	Econ
Soc	Soc	Soc	Soc
Psych	Psych	Psych	Psych
WH	WH	WH	WH
Reason 11: An outside influence such as a television show, movie, or book helped me to decide.			
No-Civ	VL-Econ	No-Civ	No-Civ
Econ	No-Civ	Econ	Econ
Soc	Econ	Soc	Soc
Psych	Soc	Psych	Psych
WH	Psych		WH
	WH		

TABLE I (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 12: An earlier teacher or similar class interested me in taking further work in the social science field.			
No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych	No-Civ Econ WH	No-Civ Econ Psych

*No response over 40 per cent in any subject.

Key to Abbreviations: Civ-Civics, Econ-Economics, Soc-Sociology, Psych-Psychology, WH-World History, VS-Very Strong, St-Strong, So-Some, VL-Very Little, and No-None.

RESPONSES OF QUARTILE GROUPS BASED ON VERBAL I.Q. SCORES

From the Lorge-Thorndike Intelligence Test, verbal I.Q. percentile scores were taken and used for the second type of ability grouping. These verbal I.Q. groups were not evenly distributed as the other two groupings. Many more pupils were in the upper quartile in the verbal I.Q. grouping than either the D.A.T. or grade groups. In the fourth quartile, 148 pupils were placed according to their verbal I.Q. percentile scores. Whereas, for the same students on the D.A.T. test, only 78 were in this top quartile and in the grade group only 27.

There were a total of 249 responses from the 124 students surveyed on questionnaire A, concerning factors which

may have influenced them to take one or more of the social science electives. The results of responses of over 40 per cent of the students are found in Table II. The complete findings and per cents are found in Appendix C.

From Table II, the following information was taken. Concerning reason number one, "The instructor was easy and did not require much homework," the two lower groups indicated this reason did have a definite influence upon their choices. No one particular subject stood out, but "Strong" indications were shown by the two lower quartiles. The two upper quartiles said that an easy instructor did not have much effect on their choice of an elective subject.

Statement two, "The teacher was a good one and I wanted to be challenged by him," showed different results than those found in number one. Both lower groups indicated that it did have "Some" influence in their choice of a subject. Yet, the higher and more intelligent groups stated "No Influence" at all.

Reason three, "I had a personal interest in the subject material, drew a large response showing it was a factor in the choice of electives in the social science curriculum. No definite pattern was seen with one subject or one group. Sociology and Psychology, two relatively new subjects in the social science program, did seem to be the favorite choices of the upper groups, while World History and Sociology were more popular with the lower group.

Factor four asked students if they took the subjects to better prepare them for the future or later jobs. The lowest group chose World History, Civics, and Economics as subjects they had taken to better prepare themselves, while the upper two quartiles selected Economics and Psychology as having a "Strong" influence on their choices.

Number five concerned the adventure of learning new material and information as a possible influencing factor in choosing a social science elective. Not one of the five subjects being surveyed received a 40 per cent or better rating of "Very Strong" and only two subjects, World History and Sociology, received a rating of "Strong". Reason five seemed to have just "Some" influence on all groups in most of the subjects.

"My parents influenced me to take this subject," was the statement of number six. The response here by all groups was "None" with almost every subject. Only in the second quartile group did any subject rate above "None" and that was World History which was rated as being "Some".

Reason number seven, "A close friend of mine (boy or girl took it," did have an influence on quartiles one and two. World History, Civics, and Economics were the subjects which received a 40 per cent or more response on reason number seven. The two upper quartiles (III and IV) response was "No Influence" to all social science electives.

Reason number eight, "It easily worked into my

schedule," was an important factor to many of the students in their electing a social science subject. "None" and "Very Little" responses were almost absent in the results shown in Table II. Although there was no one subject or group that stood out, there was an even distribution of opinion concerning all subjects as is shown in detail in Appendix C.

The advice of an administrator, counselor, or teacher was shown to have "No Influence" to all groups. Practically every subject was included in the "No" responses by over 40 per cent of the students. Only the second quartile showed that school personnel had had any influence at all on their choice of a social science elective. World History and Civics both were rated by over 40 per cent of these students as subjects influenced by school personnel.

Reason ten asked what influence the facilities where the class was being taught had on their choice of any of the electives. A universal reply of "No Influence" was shown by all groups on all electives.

Reason eleven, an outside influence such as a television show, movie, a book, proved to have little if any importance as to why a student might select one of the social science electives. The two upper groups were definitely "No Influence" in almost every subject area while the two lower groups show "Very Little" influence on the subject World History. The particular influence is not known.

Reason twelve asked if an earlier teacher or class had

interested the student into taking further social science work. Practically every group responded as it having "No Influence" at all to all subjects. Only Economics drew a "Very Little" from the lowest quartile group.

Number thirteen was a place for the student to put any other or further influencing factor that may have motivated him to take any social science elective. There was an occasional remark written in, which usually corresponded with one of the twelve statements, but no response even came close to the 40 per cent or better criterion which was used in the results of this study.

TABLE II

REASONS GIVEN BY FORTY PER CENT OR MORE OF THE STUDENTS FROM EACH OF THE FOUR VERBAL I.Q. GROUPINGS CONCERNING FACTORS INFLUENCING THEIR CHOICE OF A SOCIAL SCIENCE ELECTIVE

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 1: The instructor was easy and did not require much homework.			
St-Civ No-Civ Econ WH	St-WH VL-Econ WH No-Civ Soc Psych	No-Civ Econ Soc Psych	VL-WH No-Civ Econ Psych
Reason 2: The teacher was a good one and I wanted to be challenged by him.			
St-WH So-Civ VL-Econ	So-WH VL-Civ Soc No-Econ WH	No-Civ Econ	VL-Civ No-Civ

TABLE II (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 3: I had a personal interest in the subject material.			
VS-WH VL-Econ No-Civ	St-Soc So-WH VL-Civ No-Econ	St-Soc So-Econ VL-Civ	VS-Psych St-Psych So-WH
Reason 4: I felt it would prepare me better for the future in a job or school.			
VS-WH St-Civ Econ	St-Psych WH So-Civ Soc WH VL-Civ	St-Econ Psych VL-WH	St-Psych So-WH
Reason 5: I wanted the adventure of learning new material and information.			
St-WH So-Civ Econ	So-Civ Econ Psych WH VL-Civ Soc WH	St-Soc So-Econ Soc VL-Civ	So-WH
Reason 6: My parents influenced me to take this subject.			
No-Civ Econ WH	So-WH No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Civ Soc Psych WH
Reason 7: A close friend of mine (boy or girl) took it.			
So-Civ Econ WH No-Civ	St-WH VL-WH No-Civ Econ Soc Psych	No-Civ Econ Soc Psych WH	No-Civ Econ Psych WH

TABLE II (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 8: It easily worked into my schedule.			
St-Civ WH So-Econ	So-Civ Econ Soc VL-WH	So-Soc	*
Reason 9: An administrator, counselor, or teacher advised me to take it.			
No-Civ Econ WH	St-WH VL-Civ No-Civ Soc Psych WH	No-Civ Econ	No-Civ Soc Psych WH
Reason 10: The facilities where the class was being taught attracted me to enroll in it (the room, location, lighting, color, maps, textbook, etc.).			
No-Civ Econ WH	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH
Reason 11: An outside influence such as a television show, movie, or book helped me to decide.			
VL-WH No-Civ Econ	VL-WH No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ Psych WH Soc

TABLE II (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 12: An earlier teacher or similar class interested me in taking further work in the social science field.			
VL-Econ No-Civ	No-Civ Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ

*No response over 40 per cent in any subject.

Key to Abbreviations: Civ-Civics, Econ-Economics, Soc-Sociology, Psych-Psychology, WH-World History, VS-Very Strong, St-Strong, So-Some, VL-Very Little, and No-None.

RESPONSES OF GROUPS BASED ON SOCIAL SCIENCE GRADES

The students were placed in various groups according to the grades they received in a specific social science subject. This information was taken from questionnaire A which they had filled out. The group distribution went as follows: A's, 27; B's, 64; C's, 96; D's, 57; and F's, 5.

Table III shows the results of those responses of 40 per cent or more of the students in the five grade groups and the five elective social science subjects which were surveyed. The detailed results are found in Appendix D. From Table III, the following results have been taken.

Reason one concerned the ease of the instructor and the absence of homework. The A and B groups responded with

only "None's" above the 40 per cent level. The C, D, and F groups indicated it did have "Some" influence. The "Very Strong" degree of influence was in complete absence on this question.

Number two, "The teacher was a good one and I wanted to be challenged by him," drew a variety of responses. Only two "Strong's" were found and these were in the two lower groups. The top three grade groups indicated it had "Some" to "No Influence" on why they chose a particular elective. No one subject was predominate in this question.

"I had a personal interest in the subject material," was statement number three. The A group responded "Very Strong" to Economics and Psychology. The B groups felt "Strong" toward Psychology also. The remaining three groups showed little interest at all in any of the subjects.

Factor four, "I felt it would prepare me better for the future in a job," drew very heavy response from the top three groups. Economics, Sociology, and Psychology were the three main subjects which these students felt "Very Strong" as being a help to them later. The lower groups, D's and F's, indicated they felt that no specific subject was going to be of much help to them later.

Reason five asked, "Did the adventure of learning new material and information influence the student into taking one of the electives?" Again, a strong response came from the top groups. The subjects they chose were Sociology,

Economics, and World History. The rest of the groups and their responses showed only a small amount of interest in the five elective subjects.

Parental influence in reason six, did show up some in the A group, but only to a small degree. Economics and Sociology were the two subjects in which parental influence was used. The majority of the responses were "None" pertaining to all subjects.

"A close friend of mine (boy or girl) took it," was statement number seven. A large response from all groups was "No Influence". One small exception was that Economics in the C group did get a 40 per cent rating in the "Some" category. All other responses were "No Influence" with every one of the five electives included.

Interesting results were found in reason number eight concerning the ease with which the subject worked into the schedule of the student. The A, B, and C groups responded strongly to almost every subject as it being a major reason why they took the subject. Economics and Civics were two subjects that got heavy response. There were no particular important results taken from the two lower groups as only Sociology got a 40 per cent rating with the D group as being "Some" influence.

The lack of influence on the part of an administrator, counselor, or teacher upon a student to take an elective social science subject is clearly seen in the results on Table

III, statement number 9. All groups felt this had only a small amount of influence on their decision. There was one exception of a "Strong" on Sociology in F group, however, there was just one person taking Sociology.

Statement number ten concerned the facilities where the class was being taught. Such things as the room itself, its location, the lighting, the color of the room, the maps and any other physical facility were included in this reason. The only reply was "None" by all groups which included every subject. No response other than "None" drew more than 40 per cent on this statement.

Reason eleven referred to an outside influence such as television, show, movie, or book as a possible influence upon the student's choice of an elective social science subject. The A group responded with "Some" influence to the subject Economics. All the other groups responses were "No Influence" to all subjects.

The last factor of influence on questionnaire A was, "If an earlier teacher or class had created an interest for further study." The top three groups replied "Strong" for the subjects Economics (A group), Sociology (B group), and World History (C group). Yet, most of the 40 per cent responses were in the category of "None" which included all elective subjects being offered in the social science departments.

Number thirteen was a place for the student to put any

other reason that may have been a factor in their electing a specific subject. Only a minimal number of responses were recorded here and by far, none exceeded the 40 per cent level.

TABLE III

REASONS GIVEN BY FORTY PER CENT OR MORE OF THE STUDENTS FROM EACH OF THE FIVE GRADE GROUPINGS CONCERNING FACTORS INFLUENCING THEIR CHOICE OF A SOCIAL SCIENCE ELECTIVE

A Group	B Group	C Group	D Group	F Group
Reason 1: The instructor was easy and did not require much homework.				
No-Civ Econ Psych	No-Civ Econ Soc Psych	VL-Econ No-Civ Econ Soc Psych	So-Soc VL-WH No-Civ Econ	So-Soc No-Psych
Reason 2: The teacher was a good one and I wanted to be challenged by him.				
So-Econ VL-Soc Psych No-Civ	VL-Civ	VL-Civ No-Civ Econ	St-Psych So-WH VL-Civ No-Econ	St-Soc No-Psych
Reason 3: I had a personal interest in the subject material.				
VS-Econ Psych St-Econ So-Civ Soc VL-Civ	VS-Psych St-Soc Psych So-WH	So-WH No-Civ Soc	So-Econ WH No-Civ	So-Psych No-Soc

TABLE III (continued)

A Group	B Group	C Group	D Group	F Group
Reason 4: I felt it would prepare me better for the future in a job or school.				
VS-Econ Soc St-Econ Psych WH VL-Civ	VS-Soc Psych St-Civ Psych So-WH	St-Psych So-Econ WH VL-Soc	St-Econ So-Soc VL-WH	No-Psych
Reason 5: I wanted the adventure of learning new material and information.				
VS-Soc St-Econ WH So-Civ	VL-Civ	St-Psych So-WH	So-WH	So-Soc No-Psych
Reason 6: My parents influenced me to take this subject.				
St-Econ VL-Econ Soc No-Civ Psych WH	No-Civ Econ Soc Psych WH	VL-Econ No-Civ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Soc Psych
Reason 7: A close friend of mine (boy or girl) took it.				
No-Civ Econ Psych WH	No-Civ Econ Soc Psych WH	So-Econ No-Civ Econ	No-Civ Econ Soc Psych WH	No-Psych
Reason 8: It easily worked into my schedule.				
VS-Econ St-Econ So-Civ VL-Psych	St-Civ VL-Soc So-Econ	St-Econ	So-Soc	No-Psych

TABLE III (continued)

A Group	B Group	C Group	D Group	F Group
Reason 9: An administrator, counselor, or teacher advised me to take it.				
So-Econ Soc No-Econ Psych WH	No-Civ Econ Soc Psych	VL-Econ No-Civ Econ Soc Psych WH	No-Civ Econ Psych	St-Soc No-Psych
Reason 10: The facilities where the class was being taught attracted me to enroll in it (the room, location, lighting, color, maps, textbooks, etc.).				
No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Soc Psych
Reason 11: An outside influence such as a television show, movie, or book helped me to decide.				
So-Econ No-Civ Econ Psych WH	No-Civ Econ Psych WH	No-Civ Econ Soc Psych WH	No-Civ Econ Soc Psych WH	No-Soc Psych
Reason 12: An earlier teacher or similar class interested me in taking further work in the social science field.				
St-Econ No-Civ Econ Psych WH	St-Soc No-Econ	St-WH So-Econ No-Civ Econ Soc	So-WH No-Civ Econ Soc Psych WH	No-Psych

Key to Abbreviations: Civ-Civics, Econ-Economics, Soc-Sociology, Psych-Psychology, WH-World History, VS-Very Strong, St-Strong, So-Some, VL-Very Little, and No-None.

NEGATIVE RESPONSES FROM QUARTILE GROUPS
BASED ON D.A.T. SCORES

In questionnaire B, the students were asked to indicate why they did not take various elective subjects in the social science curriculum. The reasons on the questionnaire B were the same as those on questionnaire A, except in negative form. Instead of rating each of the twelve reasons in one of the five degrees of influence, the student checked only the reason(s) that had the "Greatest" amount of influence. Some students checked only one of the reasons and some checked more than one as having equal influence upon them in not electing one of the social science electives. Again, as in the results from questionnaire A, only responses above 40 per cent were recorded on Table IV. The detailed results are located in Appendix E. As seen on Table IV, only reasons three, four, five, eight, and eleven drew more than a 40 per cent response.

In reason three, "I had no personal interest in the subject material," practically every elective drew more than 40 per cent response from all four D.A.T. quartile groups. A lack of interest on the part of the students seemed to be the biggest factor why they did not take a certain social science elective.

Reason four, "I could see no future use nor application of the subject material," drew a 40 per cent response from the fourth quartile group in the subject of World

History. The other groups gave a medium response of approximately 20 to 30 per cent in most subjects. Evidently, few students thought social science electives would be a later benefit to them.

Reason five, "I do not enjoy learning social science material," drew a 40 per cent or more from two groups in the subject World History. For World History the I and IV quartile groups both responded they would not enjoy learning the material. Group IV also felt that Civics was another subject in which the learning of the material was not enjoyable and this was the major reason why they did not take Civics.

Reason eight was, "I could not work the subject into my schedule." All four groups seemed to believe this was one of the most important factors for not taking one of the five social science electives. Each group responded to two different subjects with the exception of group IV which felt they were not able to work four of the five electives into their schedule.

Reason eleven was, "I did not think it was important enough to take." Groups I and III felt Sociology and World History were the two subjects they did not take because of their lack of importance. Groups II and IV responded 40 per cent or more to all electives except Sociology as being not important enough for them to put into their schedule.

Reason thirteen was a place for the student to put

any other factor that may have influenced him not to take a social science elective. A minimum number of responses were recorded with none approaching the 40 per cent level.

TABLE IV
FACTORS INFLUENCING STUDENTS IN THE D.A.T.
GROUPS NOT TO CHOOSE ELECTIVES IN
THE SOCIAL SCIENCE CURRICULUM

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 1: The instructor was hard and required too much homework.			
*	*	*	*
Reason 2: The teacher failed to challenge his students.			
*	*	*	*
Reason 3: I had no personal interest in the subject material.			
Civ Econ Soc Psych WH	Civ Econ Soc Psych WH	Econ Psych WH	Civ Econ Soc Psych WH
Reason 4: I could see no future use nor application of the subject material.			
*	*	*	WH
Reason 5: I do not enjoy learning social science material.			
WH	*	*	Civ WH
Reason 6: My parents influenced me not to take one of the above social science electives.			
*	*	*	*

TABLE IV (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 7: None of my friends took the subject.			
*	*	*	*
Reason 8: I could not work the subject into my schedule.			
Soc WH	Soc Psych	Psych WH	Econ Psych WH Soc
Reason 9: An administrator, counselor, or teacher advised me not to take the class.			
*	*	*	*
Reason 10: I did not like the facilities where the class was being taught.			
*	*	*	*
Reason 11: I did not think it was important enough to take.			
Soc	Civ Psych WH Econ	WH	Civ Econ Psych WH
Reason 12: I had an earlier teacher or class of social science which I did not like.			
*	*	*	*

*No response in any of the four groups over 40 per cent.

Key to Abbreviations: Civ-Civics, Econ-Economics, Soc-Sociology, Psych-Psychology, WH-World History.

NEGATIVE RESPONSES FROM QUARTILE GROUPS
BASED ON VERBAL I.Q. SCORES

Questionnaire B in Appendix A, asked the student to indicate why he did not enroll in one of the social science electives. The responses based on Verbal I.Q. Scores over 40 per cent are in Table V and the detailed results are in Appendix F.

Only reasons three, four, eight, and eleven got more than 40 per cent response as an influencing factor why students did not take certain electives. In all other reasons, no subject drew a 40 per cent or above response.

Reason three concerned the students' personal interest in the subject material. Forty per cent or more of the students responded to every subject for this reason. Students in all groups apparently had no interest in the subject material as the major reason for not electing one of social science electives.

Reason four asked the students if the lack of future use or application of the subject material was a reason why they did not take one of the electives. The low quartile group felt Civics and World History were the subjects in which they could not foresee any future use or application. Quartile III felt World History would not be of much use to them in the future.

The problem of working an elective into the schedule was reason number eight. The two lower quartiles responded

that this was a reason for not electing subjects much more than the two upper groups. Every elective offered was included in the subjects checked by 40 per cent of the students in the two lower groups. The third group felt that Psychology could not be worked into their schedules. Sociology, World History, and Psychology were the subjects listed by the top group.

"I did not think it was important enough to take," was number eleven. Every group responded to one or more of the electives as not having enough significance for them to work into their schedules. Group I-Civics, Sociology, Psychology; Group II-Economics; Group III-World History; and Group IV-Civics, Economics, and World History are the specific subjects responded to by the four groups as not being important enough for them to take.

TABLE V

FACTORS INFLUENCING STUDENTS IN THE VERBAL
I.Q. GROUPS NOT TO CHOOSE ELECTIVES
IN THE SOCIAL SCIENCE CURRICULUM

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 1: The instructor was hard and required too much homework.			
*	*	*	*
Reason 2: The teacher failed to challenge his students.			
*	*	*	*

TABLE V (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 3: I had no personal interest in the subject material.			
Civ Econ Soc Psych WH	Civ Econ Soc Psych WH	Civ Econ Soc Psych WH	Civ Econ Soc Psych WH
Reason 4: I could see no future use nor application of the subject material.			
Civ WH	*	WH	*
Reason 5: I do not enjoy learning social science material.			
*	*	*	*
Reason 6: My parents influenced me not to take one of the above social science electives.			
*	*	*	*
Reason 7: None of my friends took the subject.			
*	*	*	*
Reason 8: I could not work the subject into my schedule.			
Civ Soc Psych WH	Econ Psych WH	Psych	Psych WH Soc
Reason 9: An administrator, counselor, or teacher advised me not to take the class.			
*	*	*	*
Reason 10: I did not like the facilities where the class was being taught.			
*	*	*	*

TABLE V (continued)

Quartile I	Quartile II	Quartile III	Quartile IV
Reason 11: I did not think it was important enough to take.			
Civ Soc Psych	Econ	WH	Civ Econ WH
Reason 12: I had an earlier teacher or class of social science which I did not like.			
*	*	*	*

*No response in any of the four groups over 40 per cent.

Key to Abbreviations: Civ-Civics, Econ-Economics, Soc-Sociology, Psych-Psychology, WH-World History.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are made from the responses of 40 per cent or more of the students on questionnaires A and B in the three different ability groupings.

The type of teacher seemed not to have a large influence on why students chose a social science elective. There were three reasons on the questionnaires which concerned teacher ability and the carry-over from an earlier teacher or class as being an influence upon the student to take further social science work. The slower students did indicate that an easy instructor was some influence to them, but a

good teacher who challenged his students was also an influence to the low quartile group. The more intelligent students felt the type of teacher had a small effect on them one way or the other. Sociology was the only subject to get above 40 per cent "Strong" responses from the upper quartile as having a good instructor that challenged them. However, the over-all response from all students surveyed was, that good or bad, the type of teacher did not have a strong influence whether they did or did not elect a social science elective.

This lack of teacher influence was substantiated by the results shown for reason twelve. An earlier teacher or class did not seem to have an influence upon students to take more social science work. It is recommended that a study be made to determine how instructors can influence students to enroll in social studies.

For the students that did take an elective, interest seem to have a minor influence on their choice; however, for students who did not take an elective, lack of personal interest was a major reason.

When interest was the influencing factor, even to a minor degree for taking an elective, Economics, Sociology, and Psychology were the subjects listed. Most of this interest was shown by students in the upper quartile. Students in the lower quartile did not indicate a specific interest in any one subject. Civics and World History were

two subjects in which very little interest was shown by all students surveyed. If America is going to have an educated citizenry in the workings of government and democracy, it would seem these are two classes that would be instrumental in this education. With the amount of non-interest shown by all groups in social science as a whole, this seems an area where much improvement can be made. It is recommended that students should be made aware of the responsibility that will be theirs when they leave school and the necessity to properly prepare themselves to do the best job possible as citizens. This apparent student apathy needs to be corrected as soon as possible and the job is upon the school and the social science department to do so.

Over 40 per cent of the students, who did not elect to take Civics and World History, responded they could not see any future use or application of this material as a major factor why they did not take the class.

Three subjects which the students felt would be of benefit to them were Economics, Psychology, and Sociology. Both the upper and lower quartile groups expressed the feelings that later benefit was "Some" influence as to why they did elect one of the social science subjects. "None" was seldom found as a response to the reason that the subject would be of later benefit. It appears when a student does take one of the social science electives, he expects to get a certain amount of future use from the class. Civics and

World History were the only two subjects with 40 per cent or more responses on questionnaire B as not having future use or application. The school seemed to have failed in getting across the importance of these two subjects to the students. It is recommended that the school take time at the end of each school year to go over the school curriculum with the students explaining a little about each subject and its importance. This should be in addition to the individual counseling given to each student as he plans out his schedule. Possibly the instructors of various classes could explain to the students about their class as to what they involve and their importance. The whole community could be involved or informed if the school felt the need.

The adventure of learning new material and information as a factor influencing students to take social science electives did not prove to be a strong reason. The upper groups did favor Economics and Sociology for this reason, and interestingly enough the lower group showed some preference for Sociology and World History for the same reason.

World History and Civics were the only two subjects to draw above the 40 per cent level as classes in which the students did not enjoy learning the material. The top quartile in the D.A.T. group responded that they did not enjoy learning either Civics or World History material.

The lack of influence on the part of school personnel and especially on the part of parents is shown by the results

from reasons six and nine. There did seem to be only a small amount of influence on the part of school personnel. When advice was given, it appeared to be mainly in the subject of Civics, Economics, and Sociology. School personnel are in a difficult position at times to give specific advice as to what subject for a student to take. Yet, when the opportunity arises, the more students that can be directed into some of the social science electives, the writer feels the student, school, and community would all profit. If the parents knew more about the subjects offered and their importance, then they would be in a better position to offer advice when it was necessary.

The physical facilities where the class was taught had no response by all groups other than "No Influence". It is not expected that this should be the reason a student selects a subject, but it should have some influence if the better equipment and facilities are offered. It appears that the schools could make some improvement in this area to attract more students into the social science program.

Economics and World History were the only two subjects that got above the 40 per cent level as subjects taken by students because of an outside influence. This response came mainly from the slower students. The specific influence is not known. A study different from this one would need to be made to find out the particular outside influences and then attempts to incorporate the findings into the social science

curriculum should be made. It is recommended, since very little influence does come from outside the school, that more time be spent by teachers in suggesting good books, television programs, or movies that will be beneficial to the students.

The influence of a friend taking a class seemed to have very little influence upon other students whether they took the class or not. In all groups studied, only a small amount of influence was shown. This is not a problem of the schools studied nor a problem in the social science curriculum.

Many students seemed to take some of the various social science electives only because they worked into their schedules. This, of course, is an influencing factor many times at the high school or even college level. If a student has an interest and wants to take a certain subject, it can usually be worked out. Yet, one of the major reasons why many students did not take various social science electives was that they could not work them into their schedules. The writer does not believe that every student needs to take all subjects offered in the social science curriculum or any other department of the school, but it is felt by the writer, that too many times social science electives are used just as "fill ins" and not enough importance is placed upon them by the school or community. More stress and emphasis needs to be put in the social science curriculum. John M. Higgins

states the writer's feeling well when he stated:

In this dynamic age we must fully recognize the necessity of a social studies revision for in many social studies is the core of the entire school program. This is proper as all other fields of study should be supports of that field which is the study of man and his society.⁵

⁵John M. Higgins, "Social Studies for Today's Needs," Social Studies (February, 1964), p. 54.

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APPENDIX A

QUESTIONNAIRE CONCERNING FACTORS INFLUENCING STUDENTS NOT TO CHOOSE ELECTIVES IN THE SOCIAL SCIENCE CURRICULUM

DIRECTIONS FOR CHECKING THE QUESTIONNAIRE:

48 (1) At the right side of this questionnaire are columns headed by names of social science electives. Place a check mark in the parentheses above each subject which you did NOT elect to take.

(2) At the left side are statements of factors which may have influenced your decision NOT to take the subjects which have been listed. For each subject you did NOT take, check the factor (or factors) which had the greatest influence on your decision. You may check more than one reason if they affected you equally.

STATEMENTS

I did not elect this subject because:

- The instructor was hard and required too much homework.
- The teacher failed to challenge his students.
- I had no personal interest in the subject material.
- I could see no future use nor application of the subject material.
- I do not enjoy learning social science material.
- My parents influenced me not to take one of the above social science electives.
- None of my friends took the subject.
- I could not work the subject into my schedule.
- An administrator, counselor, or teacher advised me not to take the class.
- I did not like the facilities where the class was being taught (the room, location, lighting, color, maps, textbooks, etc.).
- I did not think it was important enough to take.
- I had an earlier teacher or class of social science which I did not like.
- Other (please list) _____

	()	()	()	()	()
Current Problems					
Economics					
Psychology					
World History					
Civics					

APPENDIX B

TOTAL RESPONSES OF STUDENTS, GROUP I /19/, WHEN
GROUPED ACCORDING TO D.A.T. SCORES

	Very Strong			Strong			Some			Very Little			None				
	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	
1.	-	-	-	40	33	-	25	25	-	-	50	25	25	60	33	25	25
2.	-	-	-	-	33	25	50	-	20	-	-	25	25	20	33	50	-
3.	-	-	25	-	33	50	25	25	20	33	25	25	-	40	-	33	25
4.	20	-	-	-	33	25	25	-	20	33	75	50	-	40	33	-	-
5.	-	-	25	-	33	25	25	-	20	-	-	25	25	20	33	25	-
6.	-	-	25	-	-	-	-	-	40	33	-	-	25	20	-	25	-
7.	-	-	-	-	-	25	25	25	40	67	-	-	-	20	-	50	-
8.	-	-	-	-	40	-	25	25	-	33	25	-	75	-	67	-	25
9.	-	-	-	-	-	-	-	-	40	-	-	25	-	20	67	50	-
10.	-	-	-	-	-	-	-	-	-	-	25	-	25	20	33	25	-
11.	-	-	25	-	-	-	-	-	-	-	-	25	-	20	33	25	-
12.	-	-	-	-	-	-	25	25	25	-	33	-	-	20	33	25	25

TOTAL RESPONSES OF STUDENTS, GROUP II /557, WHEN
GROUPED ACCORDING TO D.A.T. SCORES

	Very Strong				Strong				Some				Very Little				None								
	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History					
1.	5	-	17	6	-	14	-	8	12	22	5	-	8	12	44	14	40	17	18	22	62	60	50	53	11
2.	-	-	17	18	11	-	-	25	18	22	18	60	33	24	33	48	20	8	24	22	33	20	17	18	11
3.	-	-	33	24	11	5	-	25	18	11	24	20	25	18	56	43	40	17	12	11	29	40	-	-	11
4.	-	-	25	18	11	33	40	17	12	22	18	40	33	24	11	9	-	25	18	33	33	20	-	-	22
5.	-	-	33	24	-	9	-	17	12	22	33	80	50	35	67	33	-	-	-	-	24	20	-	-	11
6.	5	-	-	-	-	5	-	-	-	-	18	-	17	18	11	5	20	25	18	11	67	80	58	64	78
7.	-	-	-	-	-	5	-	8	6	11	9	20	25	18	22	5	20	17	12	33	81	60	50	41	33
8.	18	20	8	6	22	24	-	17	12	22	29	40	42	47	22	14	20	25	18	11	18	20	8	6	22
9.	9	20	-	-	11	5	-	8	6	11	18	-	42	18	-	9	20	25	12	44	57	60	8	58	33
10.	-	-	-	-	-	-	-	-	-	-	-	20	-	-	11	5	-	8	6	-	95	80	92	94	89
11.	-	-	-	-	11	-	-	-	6	-	-	-	17	18	-	9	40	17	24	11	90	60	66	47	56
12.	5	-	-	-	11	5	20	17	-	22	-	20	-	24	11	24	-	33	12	11	67	60	42	64	33

TOTAL RESPONSES OF STUDENTS, GROUP III /877, WHEN
GROUPED ACCORDING TO D.A.T. SCORES

	Very Strong				Strong				Some				Very Little				None								
	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History					
1.	4	-	12	4	13	-	-	4	13	16	11	35	12	19	24	11	18	16	25	64	78	35	55	31	
2.	-	11	24	35	19	-	11	30	25	25	28	-	18	15	38	40	11	24	15	6	32	67	6	15	13
3.	4	11	18	40	19	12	33	71	25	31	24	22	6	25	31	32	-	6	5	13	28	33	-	5	6
4.	8	22	35	25	13	24	55	35	40	19	28	11	18	20	38	28	-	12	-	19	12	11	12	15	13
5.	4	-	18	30	-	8	33	30	20	38	36	22	41	40	38	32	33	7	-	19	20	11	7	10	6
6.	4	-	6	5	6	8	11	6	-	6	16	-	-	-	6	16	22	-	10	25	60	67	88	85	67
7.	12	-	6	20	6	12	22	12	-	6	12	11	12	15	13	20	11	18	15	25	44	56	52	50	50
8.	44	22	24	20	13	40	67	24	35	13	12	11	18	15	13	-	-	24	10	25	8	-	12	20	36
9.	24	22	12	20	6	12	-	30	10	19	4	-	12	10	25	8	22	12	15	6	48	56	35	45	44
10.	-	-	-	-	-	-	-	6	-	-	-	11	6	-	6	16	11	12	10	12	84	78	76	90	82
11.	-	-	-	10	6	-	11	12	20	6	4	11	24	15	18	12	11	-	10	25	84	67	64	45	38
12.	4	11	12	25	19	4	-	24	20	25	12	-	24	15	6	20	22	12	15	6	64	67	30	25	44

TOTAL RESPONSES OF STUDENTS, GROUP IV /787, WHEN
GROUPED ACCORDING TO D.A.T. SCORES

	Very Strong			Strong			Some			Very Little			None												
	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History									
1.	-	-	-	5	-	10	-	10	-	30	20	24	18	14	30	45	35	67	86	30	35	40			
2.	5	-	-	-	14	40	25	-	5	57	10	30	35	33	14	20	25	29	57	14	30	20	30		
3.	-	14	20	35	29	14	42	10	40	12	38	14	70	25	35	24	14	-	18	14	-	-	12		
4.	10	29	40	35	12	24	29	-	40	18	18	29	40	20	47	33	14	20	5	29	14	-	-	-	
5.	5	-	30	20	12	5	57	20	35	24	33	14	10	30	24	18	-	40	15	35	38	29	-	12	
6.	6	-	-	-	-	5	29	10	-	18	-	14	10	20	12	10	14	40	20	29	79	43	40	60	47
7.	-	-	-	-	-	5	-	10	10	12	5	14	20	10	6	18	14	50	35	29	76	72	20	55	59
8.	24	14	20	10	6	24	29	30	30	35	14	29	20	20	35	29	14	20	25	18	10	14	10	15	6
9.	10	-	10	10	12	5	14	10	5	6	24	43	30	10	29	18	14	10	20	12	52	29	40	55	47
10.	1	-	-	-	-	-	-	-	-	-	-	14	-	-	6	14	-	-	10	12	86	86	100	90	78
11.	-	-	-	-	-	-	-	10	-	12	5	14	-	15	24	24	14	30	25	18	71	72	60	60	56
12.	-	-	20	10	12	-	29	10	10	12	10	14	20	25	24	24	-	20	20	29	66	57	30	45	29

APPENDIX C

TOTAL RESPONSES OF STUDENTS, GROUP I 67, WHEN
 GROUPED ACCORDING TO VERBAL I.Q. SCORES

	Very Strong				Strong				Some				Very Little				None			
	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History
1.	-	-	-	-	50	-	-	-	-	-	-	-	-	-	-	50	100	-	-	100
2.	-	-	-	-	-	-	-	-	-	100	50	-	-	-	-	25	100	-	-	-
3.	-	-	-	-	25	-	-	-	-	-	25	-	-	-	-	-	100	-	-	-
4.	25	-	-	-	50	100	-	-	-	-	-	-	-	-	-	25	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	100	50	100	-	-	-	25	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	25	-	-	-	-	-	75	100	-	100
7.	-	-	-	-	-	-	-	-	-	-	50	100	-	100	-	-	-	-	-	-
8.	25	-	-	-	50	-	-	-	-	100	-	100	-	-	-	25	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	25	-	-	-	-	-	75	100	-	100
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100	-	100
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	-	-	100	-	-
12.	25	-	-	-	25	-	-	-	-	-	-	-	-	-	-	100	-	-	-	-

TOTAL RESPONSES OF STUDENTS, GROUP II /237, WHEN
 GROUPED ACCORDING TO VERBAL I.Q. SCORES

	Very Strong				Strong				Some				Very Little				None			
	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History
1.	-	-	-	-	20	-	-	-	40	-	33	25	33	20	80	-	50	50	-	-
2.	-	-	-	-	-	33	-	17	-	-	-	25	33	40	80	-	50	33	20	20
3.	-	-	-	17	-	-	50	33	-	20	33	25	33	80	60	-	-	17	20	-
4.	-	-	25	-	-	33	25	50	40	60	33	50	17	40	40	33	-	-	20	-
5.	-	-	25	-	-	-	25	33	20	40	67	-	50	40	40	-	50	-	40	20
6.	-	-	-	-	20	-	-	-	-	20	-	-	-	40	-	-	-	-	20	60
7.	-	-	-	17	20	-	-	17	40	-	33	-	-	-	20	-	25	17	40	60
8.	-	33	-	17	20	-	-	17	-	60	67	50	17	20	-	-	25	33	40	20
9.	-	33	25	-	20	-	-	-	17	40	-	-	-	-	40	33	25	17	-	60
10.	-	-	-	-	-	-	-	-	17	-	-	33	25	-	20	-	25	17	20	80
11.	-	-	-	-	-	-	-	-	-	-	-	-	33	-	20	33	25	-	40	80
12.	-	-	-	-	20	33	25	17	20	-	33	25	17	20	20	-	25	17	-	60

TOTAL RESPONSES OF STUDENTS, GROUP III (727, WHEN
 GROUPED ACCORDING TO VERBAL I.Q. SCORES

	Very Strong				Strong				Some				Very Little				None								
	Classics	Economics	Sociology	Psychology	World History	Classics	Economics	Sociology	Psychology	World History	Classics	Economics	Sociology	Psychology	World History	Classics	Economics	Sociology	Psychology	World History					
1.	-	-	13	6	9	5	-	7	6	27	10	14	33	33	18	23	14	-	11	18	58	71	53	44	27
2.	-	-	20	11	18	-	29	27	39	9	25	14	13	22	27	32	14	20	17	27	42	43	20	11	18
3.	-	-	20	33	-	-	29	47	22	36	23	43	20	33	27	42	-	13	6	18	32	29	-	6	18
4.	-	-	27	17	9	21	58	27	44	9	23	29	33	28	18	37	14	13	-	45	16	-	-	11	18
5.	-	-	13	28	-	10	29	40	28	18	23	43	40	28	36	42	14	7	11	27	21	14	-	6	18
6.	-	-	-	6	9	10	-	7	-	-	16	14	7	11	18	16	14	7	11	27	58	71	79	72	46
7.	5	-	-	6	-	10	14	7	-	9	5	29	20	28	-	21	-	7	17	36	58	58	67	50	55
8.	21	14	13	11	9	37	29	13	22	18	23	29	40	17	27	10	29	13	17	18	5	-	20	33	18
9.	16	14	7	11	9	-	-	20	11	27	16	29	27	28	18	23	14	13	17	9	42	58	33	33	36
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	16	14	7	6	18	84	86	93	94	73
11.	-	-	-	-	-	-	-	-	-	9	-	14	20	17	9	10	29	-	17	9	90	58	80	67	73
12.	-	-	7	6	-	-	-	20	6	18	-	14	7	17	9	21	14	13	17	9	79	71	53	56	64

TOTAL RESPONSES OF STUDENTS, GROUP IV /1167, WHEN
 GROUPED ACCORDING TO VERBAL I.Q. SCORES

	Very Strong			Strong			Some			Very Little			None												
	Civics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History						
1.	5	-	9	3	5	8	9	3	3	12	-	18	13	27	12	8	32	37	40	67	85	27	42	27	
2.	2	8	14	16	10	-	8	36	16	13	14	39	18	26	37	41	15	14	18	17	43	31	18	18	23
3.	2	15	23	40	23	10	23	32	42	17	29	31	36	16	40	29	8	9	-	10	31	23	-	-	10
4.	10	31	27	32	10	21	23	14	40	20	24	31	27	18	43	19	-	18	5	13	26	15	9	5	13
5.	12	-	27	26	7	5	39	18	24	27	29	15	22	29	43	24	23	22	13	17	38	23	9	3	10
6.	7	-	-	3	-	-	23	14	-	10	17	8	5	13	10	10	23	27	13	27	67	39	55	68	53
7.	5	-	5	-	3	-	-	9	13	7	10	8	18	11	17	10	23	36	32	23	76	69	27	42	50
8.	36	15	23	13	13	24	31	36	26	27	21	31	14	34	33	7	8	23	16	17	12	13	5	13	10
9.	17	8	5	8	3	5	8	14	-	10	19	15	23	13	23	10	31	9	16	13	50	39	50	63	50
10.	-	-	-	-	-	-	-	-	-	7	-	15	5	-	10	12	8	9	16	-	88	77	86	84	83
11.	-	-	5	3	3	-	15	14	8	10	5	8	18	11	30	12	8	18	29	10	71	69	45	63	47
12.	2	8	14	16	13	-	15	23	16	23	12	8	14	13	20	19	8	32	16	17	69	62	18	37	27

APPENDIX D

TOTAL RESPONSES OF STUDENTS, "A" GROUP 277, WHEN GROUPED ACCORDING
TO GRADES RECEIVED IN SOCIAL SCIENCE ELECTIVES

	Very Strong			Strong			Some			Very Little			None									
	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology				
1.	-	-	-	20	-	33	-	-	22	33	20	22	33	30	57	100	-	100	30			
2.	11	-	-	20	-	33	-	20	22	100	33	10	11	67	67	20	56	-	30			
3.	-	50	33	67	30	-	50	33	20	44	67	10	44	-	-	30	11	-	10			
4.	22	50	67	10	11	50	-	67	50	22	33	33	44	-	-	20	11	-	-			
5.	-	-	67	10	-	100	-	33	40	56	33	33	20	11	-	33	10	33	-	20		
6.	-	-	-	-	-	50	33	-	-	-	-	30	33	50	67	33	30	67	-	67	40	
7.	-	-	-	-	-	-	-	-	-	22	33	20	11	-	33	30	-	67	100	33	100	50
8.	22	50	33	-	10	33	50	33	30	44	33	20	-	-	67	30	-	-	-	33	10	
9.	-	-	-	20	22	-	33	-	10	33	50	67	10	11	-	-	10	33	50	-	100	50
10.	-	-	-	-	-	-	-	-	-	-	-	-	22	-	-	30	78	100	100	100	70	
11.	-	-	-	-	-	-	-	20	-	50	33	33	20	22	-	33	20	78	50	33	67	40
12.	-	-	33	-	10	-	50	-	10	-	33	20	22	-	-	20	78	50	33	100	40	

TOTAL RESPONSES OF STUDENTS, "B" GROUP /517, WHEN GROUPED ACCORDING
TO GRADES RECEIVED IN SOCIAL SCIENCE ELECTIVES

	Very Strong			Strong			Some			Very Little			None												
	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	World History									
1.	-	-	-	-	8	17	17	36	8	36	39	29	84	100	55	44	36								
2.	-	17	9	17	-	-	18	11	21	33	17	36	39	29	50	33	26	17	21	17	33	9	17	29	
3.	-	17	18	44	14	25	33	73	44	21	33	-	9	11	43	33	33	-	-	7	8	17	-	-	14
4.	-	33	46	44	14	50	33	27	44	14	25	17	18	11	43	25	17	-	-	14	-	-	9	-	14
5.	-	-	18	28	-	8	17	36	28	29	17	33	36	39	29	58	17	9	11	29	17	33	-	-	14
6.	8	-	-	6	7	8	-	9	-	7	17	17	9	11	7	8	-	18	17	14	58	83	64	66	57
7.	-	-	-	-	-	-	-	9	-	7	8	17	9	11	14	25	17	27	39	29	67	66	55	50	50
8.	25	-	9	6	-	58	33	27	33	29	17	66	18	33	36	-	-	46	17	7	-	-	-	11	29
9.	8	-	9	6	-	-	-	9	-	7	8	17	36	11	36	33	17	-	22	14	58	66	46	61	36
10.	-	-	-	-	-	-	-	-	-	-	8	-	9	-	-	25	-	9	22	7	67	100	82	78	93
11.	-	-	-	6	-	-	17	27	11	14	17	-	36	11	7	17	-	9	28	29	66	83	27	44	50
12.	17	17	-	17	21	-	-	46	6	7	17	-	27	22	14	33	-	27	22	21	33	83	-	33	36

TOTAL RESPONSES OF STUDENTS, "C" GROUP /1967, WHEN GROUPED ACCORDING
TO GRADES RECEIVED IN SOCIAL SCIENCE ELECTIVES

	Very Strong				Strong				Some				Very Little				None								
	Civics	Economics	Sociology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History						
1.	5	-	25	5	7	5	-	6	5	21	11	-	6	14	21	19	43	19	32	29	59	57	144	45	21
2.	-	-	31	18	14	-	29	25	23	14	11	-	6	18	36	43	29	13	32	14	45	42	25	9	21
3.	3	-	31	32	21	5	14	25	27	21	19	29	25	27	50	35	-	19	9	7	41	57	-	-	-
4.	5	14	19	23	7	16	28	13	41	21	22	43	19	23	43	27	14	44	5	14	24	-	6	9	14
5.	3	-	25	23	7	3	29	19	41	29	32	29	38	36	50	29	29	13	-	14	35	14	6	-	-
6.	5	-	-	-	-	5	14	-	-	14	22	14	6	14	7	8	43	6	32	21	62	29	88	55	57
7.	8	14	6	-	7	5	-	13	18	21	8	43	25	18	14	11	-	19	23	29	65	43	38	36	29
8.	32	-	31	18	21	22	43	19	18	29	19	29	6	27	36	11	29	19	18	7	14	-	25	18	7
9.	14	-	6	5	-	3	-	13	5	21	14	-	13	14	7	16	57	13	27	14	54	43	56	50	57
10.	-	-	-	-	-	3	-	-	5	-	-	14	-	-	14	16	14	-	5	14	81	72	100	90	72
11.	-	-	-	-	7	-	-	-	5	7	-	-	6	14	21	14	14	6	27	14	86	86	88	50	50
12.	-	-	19	14	21	-	-	13	18	43	5	43	6	18	7	19	-	19	18	-	76	57	44	32	29

TOTAL RESPONSES OF STUDENTS, "D" GROUP 57, WHEN GROUPED ACCORDING
TO GRADES RECEIVED IN SOCIAL SCIENCE ELECTIVES

	Very Strong			Strong			Some			Very Little			None												
	Civics	Psychology	World History	Civics	Economics	Sociology	Civics	Economics	Sociology	Civics	Economics	Sociology	Civics	Economics	Sociology	Civics	Economics	Sociology	World History						
1.	-	-	6	-	23	11	-	6	22	7	22	67	35	22	15	11	11	17	44	54	56	22	35	11	
2.	-	-	12	11	-	22	33	47	11	31	22	11	12	56	46	11	22	6	11	23	44	22	24	11	
3.	-	-	29	-	-	22	34	35	22	39	56	33	29	44	23	-	22	-	11	40	22	-	6	22	
4.	8	-	18	-	31	56	33	29	-	31	22	56	29	22	8	-	11	6	56	23	22	-	18	22	
5.	-	11	29	-	15	33	33	12	11	31	33	22	35	56	31	11	33	12	11	23	22	-	12	22	
6.	-	-	12	-	-	11	11	-	-	23	-	-	12	11	-	-	33	6	33	77	89	56	71	56	
7.	-	-	12	-	8	22	-	12	11	23	-	11	12	11	15	11	33	24	33	54	67	56	41	44	
8.	23	33	11	18	22	23	22	22	24	-	15	11	56	29	33	15	11	11	-	33	23	22	-	29	11
9.	23	33	11	18	11	8	11	22	18	11	15	-	11	12	33	-	11	22	6	11	46	44	33	53	33
10.	-	-	-	-	-	-	-	6	-	-	22	-	-	11	-	-	11	33	18	-	100	67	67	71	89
11.	-	-	-	-	-	11	-	-	-	-	11	11	29	33	8	33	22	6	22	92	44	67	65	44	
12.	-	11	6	-	15	22	-	18	-	-	-	11	12	44	8	22	33	6	-	77	56	44	59	56	

TOTAL RESPONSES OF STUDENTS, "F" GROUP IV, WHEN GROUPED ACCORDING TO GRADES RECEIVED IN SOCIAL SCIENCE ELECTIVES

	Very Strong			Strong			Some			Very Little			None		
	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History
1.	-	-	-	-	-	-	-	67	-	-	-	-	-	-	-
2.	-	-	-	67	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	33	100	-	-	-	-	-	-	-
4.	-	33	-	-	-	-	-	-	-	-	33	-	-	-	100
5.	-	-	-	-	-	-	67	-	-	-	-	-	-	-	33
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100
7.	-	-	-	33	-	-	-	-	-	-	33	-	-	-	33
8.	-	-	-	33	-	-	33	-	-	-	-	-	-	-	33
9.	-	-	-	67	-	-	-	-	-	-	-	-	-	-	33
10.	-	-	-	-	-	-	-	-	-	-	-	33	-	-	-
11.	-	-	-	-	-	-	33	-	-	-	-	-	-	-	67
12.	-	-	-	33	-	-	33	-	-	-	-	-	-	-	33

APPENDIX E

TOTAL NEGATIVE RESPONSES OF STUDENTS WHEN
GROUPED ACCORDING TO D.A.T. SCORES

	Group I (11)				Group II (35)				Group III (38)				Group IV (40)							
	Clives	Economics	Sociology	Psychology	World History	Clives	Economics	Sociology	Psychology	World History	Clives	Economics	Sociology	Psychology	World History	Clives	Economics	Sociology	Psychology	World History
1.	14	-	-	17	25	7	16	5	5	8	7	15	-	10	14	-	3	-	-	5
2.	-	22	14	-	-	-	16	-	16	4	7	9	5	10	5	6	-	3	-	9
3.	43	78	57	67	50	80	59	62	100	62	33	59	38	45	59	47	54	39	42	45
4.	-	22	29	-	-	27	6	10	26	3	13	18	18	15	36	24	11	3	10	45
5.	14	33	14	17	75	27	19	-	26	27	-	21	18	20	27	41	20	13	16	46
6.	-	22	-	-	25	-	-	-	5	-	-	6	5	10	5	-	-	-	-	-
7.	14	11	14	-	-	7	3	-	5	12	7	9	-	-	-	7	2	5	12	10
8.	14	33	43	33	40	20	3	43	42	31	13	27	29	55	45	18	40	41	63	47
9.	-	11	-	-	13	-	-	-	-	4	-	-	-	5	9	10	18	15	2	11
10.	14	-	14	33	-	13	-	-	5	-	-	3	-	5	14	-	-	-	-	-
11.	14	22	43	-	-	40	43	29	47	42	27	23	24	15	45	59	40	29	42	45
12.	14	-	-	-	13	7	16	10	26	15	7	18	5	10	18	-	5	10	-	14

APPENDIX F

TOTAL NEGATIVE RESPONSES OF STUDENTS WHEN GROUPED
ACCORDING TO VERBAL I.Q. SCORES

	Group I (8)				Group II (17)				Group III (32)				Group IV (67)							
	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History	Civics	Economics	Sociology	Psychology	World History
1.	-	-	-	14	14	-	7	-	-	25	25	20	6	13	5	-	7	2	-	11
2.	-	25	13	29	-	-	7	-	-	-	-	13	-	19	-	7	7	2	-	5
3.	125	62	50	43	71	80	71	100	70	50	50	53	50	69	68	52	55	44	40	48
4.	50	13	38	14	43	20	29	-	10	17	25	10	11	25	45	19	14	7	10	32
5.	25	25	-	-	29	20	21	9	20	25	25	23	11	38	27	19	19	12	16	39
6.	-	13	-	-	14	-	7	-	-	17	-	3	11	13	-	-	2	-	3	-
7.	25	13	-	-	-	10	-	-	-	-	8	7	6	6	5	0	5	-	-	5
8.	50	13	63	43	43	20	43	36	50	42	17	17	33	41	27	15	35	40	52	45
9.	-	25	-	-	14	-	7	-	-	17	-	-	-	-	-	-	2	-	-	3
10.	25	-	13	29	-	-	7	-	-	8	-	-	-	13	9	-	2	-	-	-
11.	75	25	50	43	-	20	43	27	20	25	4	27	33	31	55	52	43	12	32	42
12.	25	-	13	14	14	-	7	-	-	17	25	20	6	13	9	4	9	9	3	18

A STUDY OF THE INFLUENCING FACTORS IN STUDENTS'
CHOICES OF SOCIAL SCIENCE ELECTIVES IN TWO
SELECTED HIGH SCHOOLS

by

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During the past ten years, there has been a concentrated effort to improve the science and mathematical areas of the high school program. While these two curriculums have received so much the attention, the rest of the high school program has not kept pace. It is the opinion of the writer that the social science curriculum is one of these areas of the high school program that has not kept up. This study was made to discover the reasons why students did or did not select the various elective subjects in the social science curriculum.

The senior classes in two selected high schools in Kansas were used in the study. A questionnaire which contained twelve possible reasons why students would elect a social science elective was given to these two groups. The students were asked to rate the degree of influence each statement had on why they had taken a particular subject. The five degrees of influence used in this study were "Very Strong", "Strong", "Some", "Very Little", and "None". Five different social science elective subjects were surveyed and each student filled out a questionnaire for each elective subject he had taken.

A second questionnaire was filled out by all students on the social science electives they had not taken. This questionnaire had the same twelve reasons as were on first, except in a negative form. The students were asked to indicate the reason(s) which had the "Greatest" influence upon

them not to take one of the subjects being surveyed.

The students were then placed in quartiles for three different measures of ability: scores on the Differential Aptitude Test, verbal IQ from the Lorge-Thorndike Intelligence Test, and grades in social studies subjects.

The major reason why students did not take electives in social science curriculum was a lack of interest. The students surveyed were not interested in the social science electives offered and thus this proved to be the most important reason why they did not take a specific social science elective subject.

The type of teacher had very little influence upon students selecting a social science elective. Even the students of high ability did not want to be challenged by a good teacher whereas the slower student did prefer an easier teacher.

Only a small amount of influence was shown on the part of the parents or school personnel for the students to elect one of the subjects being surveyed. Students seemed to be mainly on their own when selecting a social science elective.

The ease with which a subject worked into a student's schedule proved to be an important reason why he did or did not choose a particular subject. Too frequently students would use social science electives as "fill ins" for their class schedules. It appeared too little importance was placed upon learning and applying the information which was

contained in these subject fields.

Apathy toward the social science curriculum was shown in the other findings of this study. Civics and World History were two particular subjects in which a large amount of student non-interest was shown. In our advanced technological society, the schools must keep pace by producing an educated citizenry. American democracy thrives on an interested and properly educated society. It is the job of the social science department of the high school to make the major contribution in this educational process. The social science curriculum is behind the other areas of the high school and more emphasis needs to be placed on this field which is the study of man and how he functions and works in his society.