

SOCIAL ATTITUDES OF HIGH SCHOOL STUDENTS

by

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INTRODUCTION

This study is based upon information secured from 105 high school students, nearly all seniors, in the Manhattan Senior High School who were enrolled in a course in sociology during the school year 1928-29.

The city of Manhattan from which most of the enrollment of the high school is derived has a population of approximately 11,000. This is based upon information supplied by the census taken by the Business and Professional Women's Club in the spring of 1929, and is exclusive of the out-of-town college students of the Kansas State Agricultural College. The presence of this institution is the principal reason for the existence of the city. The fact that the college is located here brings a large number of people here seeking educational advantages for their children. The college faculty also furnishes the city with a group of people whose education is considerably above what a person might expect in an average community in this part of the country.

A part of the enrollment of the Manhattan Senior High School comes in from the surrounding farming country, two school busses bringing a number of students, and quite a number of students drive to school in their own cars.

ACKNOWLEDGEMENT

It is with most grateful appreciation that I acknowledge the aid given me by so many persons during the course of this study. To Professor Walter Burr goes the first and heartiest appreciation, without whose assistance and guidance this study would not have been possible. To Superintendent W. E. Sheffer and Principal H. Leigh Baker go many thanks for suggestions of questions and for their co-operation in permitting me to make this study in the Manhattan High School. My fellow teacher, Miss Josephine Johnston, is due thanks for kindly aid and criticism of the English in the group interview. I am indebted to Misses Dorothy Rosencrans and Doris Almgren, students in my classes, who gave of their time to criticise the group interview before it was placed in the hands of the classes. To members of the typewriting classes, and especially to Miss Alta Thierer, go much appreciation and thanks for typing and mimeographing done during the preparation and compilation of these interviews. Finally, I wish to express my thanks

to my classes in sociology who gave of their time to answer the interviews, and to the numerous instructors and professors who assisted with guidance and advice.

PURPOSE AND NATURE OF THE STUDY

This study grew out of a growing curiosity as to what the high school student thinks about the educational environment with which he is surrounded and the things which affect this environment. It was further augmented by an article by Thurstone on the subject of measuring attitudes.¹ A controversial article by Bain² led to further thought on the subject. A number of conferences with Professor Walter H. Burr, Superintendent W. E. Sheffer of the Manhattan Public Schools, and Principal H. Leigh Baker of the Manhattan Senior High School convinced me that a study of the attitudes of high school students would be highly desirable.

1. Thurstone, Louis Leon; Attitudes Can Be Measured. American Journal of Sociology, Volume 33:4, pages 529-54; January 1928.
2. Bain, Read; Religious Attitudes of College Students. American Journal of Sociology, Volume 32:6, pages 762-70; March 1927.

The chief values of this study lie in pointing out a method of determining student attitudes; pointing out specific facts concerning the students of the Manhattan Senior High School; and shedding some light upon what may be the attitudes of high school students elsewhere to the extent that those studied are typical.

METHOD AND TECHNIQUE

An examination of a number of recent magazine articles on the subject of attitudes suggested possible means of conducting such a study but many of them had weaknesses which made the methods suggested inadvisable for the problem at hand. After some consideration it appeared that personal interview method would be the most desirable one. When considered further it became apparent that there were two factors operating against the use, the time, element and the lack of frankness in answering some of the questions which were necessary. The questionnaire method, long condemned as unsatisfactory by a number of authorities among which were³ Bain, was then carefully considered.

3. Bain, Read; An Attitude on Attitude Research. American Journal of Sociology, Volume 33:8, pages 940-57; May 1928.

Considerable thought was given to eliminate the undesirable features such as a possible misunderstanding of the questions, failure of all the subjects to respond, collaboration of subjects in answering the questions, and a lack of secrecy and protection to the subject.

Finally the objections to each plan were eliminated as nearly as possible by the means suggested here. A large number of other questionnaires were consulted for ways of stating the questions in the most clear and concise manner. Professors, principals, and high school teachers were asked to criticize the questions. When the number of questions were completed two of the students in the classes were called in for a private interview to see if the questions were stated in such a manner as could be understood by high school students. Then the questions were mimeographed so there would be a copy available for each student in all the sociology classes in the school. To insure further complete understanding of the questions they were read in class, the students noting the meaning of which questions they did not understand clearly. After the questions had all been read those which were not clearly understood were interpreted and clarified for the students.

To insure that every student would answer the questions the group interviews were given to them during class time and two class periods were devoted to the student answering

the questions. Collaboration was also prevented by this means and by asking that the students not confer with one another while answering the questions.

Secrecy and protection were guaranteed the student by his not being requested to put his name anywhere on the paper he filled out. This also made possible greater frankness of answer and hence more valuable results.

As final insurance of complete understanding of the questions I remained in the classroom at all times to answer any questions which might occur to the student during the process of writing the interview.

It will be noted in the procedure that the most undesirable features of the personal interview method and of the questionnaire method were eliminated. It is for this reason and the fact that the students were handled in four groups or classes, two each semester, that I have called this method the group interview method. In order to prevent any bias of the second semester students, no results of any of the questions were given the students until every student concerned had answered the questions as completely as he could.

In some cases there is an apparent lack of evidence but it must be remembered that where responses to approximately four hundred items were asked that some would necessarily

be left out for one reason or another.

Following the completion of the interviews by the students, the work of assembling the results began. The results are compiled into the tables which are found in another part of this study. Some interpretation of the table follows each.

EXPLANATION OF TERMS

The term "subject teacher" means the teacher of the particular subject to which the answer referred. For example, to the question "What junior high school subject teacher did you like most?", the answer might be "English". In such a case the teacher was not named but indicated by the subject taught. This was used because the name of the teacher was not important while the subject was. Another reason for the use of this term was the fact that the student might have attended in schools other than Manhattan in which case it would have been impossible to find what subject the teacher taught due to the anonymity of the interviews.

Another term commonly used is "group interview" or simply "interview", a term which applies to the body of questions answered by the student to give the information embodied in this study.

The third and last special term used is "percentage like rating" as applied to the teachers. This is based upon expressions of likes and dislikes of the teachers by the students. The term itself is the percentage of expressions of "likes" for a teacher of the total number of "likes" and "dislikes" for that teacher. For example, a teacher might have 90 "likes" out of a total number of 100, in which case her "percentage like rating" would be 90%.

FINDINGS

The findings of this study are tabulated on the following pages and in most cases a short interpretive paragraph follows each table. In many cases tendencies are also pointed out in this paragraph. Some of the reasons which are given in the tables may seem to overlap, a few may seem stated in too simple language for a study of this type, or in some cases may contain slang, but it must be remembered that the reasons given were those of high school students and are stated in their language as nearly as possible.

In a few cases there are related tables which are indicated by letter following the Roman numeral. The reason for such treatment was to make the numbers of the tables coincide with the numbers of the questions in the group interview that a comparative study of the two would

be simplified. Each table bears a title corresponding to a question in the group interview which bears the same number.

TABLE I. IN WHAT COUNTRY WAS YOUR FATHER BORN?

United States	95
Sweden	6
Mexico	1
Russia	1
Wales	1
England	1

It is apparent from the above data that the students were mostly of native stock so that any anti-attitude which might be found would not be the result of national feelings. The few exceptions were carefully examined and no deviation from the general average was found.

TABLE II. FROM WHAT NATIONALITY DID YOUR FATHER DESCEND?

German	29
English	24
Irish	20
Scotch	11
French	10
Dutch	10
Swedish	10
Welsh	4
Indian	2
Negro	1
Mexican	1
Swiss	1
Denish	1
Hebrew	1

The above tabulation further bears out the preceding one and adds the information that Manhattan is populated to a large degree with Northern European stock.

TABLE III. WHAT IS YOUR FATHER'S OCCUPATION?

Not living	8
Retired	2
Farmer	24
Carpenter	5
Feed & Produce Dealer	5
College Instructor	5
Salesman	3
Contractor	3
Miller	3
Shoe Repairer	3
Dairyman	3
Day Laborer	3
Mechanic	3
Physician	2
Truck Driver	2
Barber	2
Lawyer	2
Baker	2
Minister	2
Custodian	2
Tire Repairman	2
Auto Dealer	2
Butcher	1
Librarian	1
Cook	1
Sign Writer	1
Road Patrolman	1
Engineer	1
Musician	1
Lumberman	1
Restaurateur	1
Grocer	1
Auto Wrecker	1
Photographer	1
Telephone Manager	1
Trackman	1
Telephone Repairman	1
Foreman	1

The surprising result of this tabulation was that so few of the parents were in any way connected with the college. It had been rather generally assumed by the public that most of the students were children of college pro-

fessors or other persons connected with the college. Actually less than 3% were connected with the college in any way. It had been further stated that the children of the college instructors were more critical and antagonistic toward the high school than others but a careful analysis of these answers did not verify such a contention. If anything such students seemed more sympathetic. Probably more dislikes and criticisms of the high school came from the students who had received their grade school education in the rural schools. Further than this no general conclusions can be drawn from the occupational background of the father.

TABLE IV. WHAT KIND OF SCHOOL OR SCHOOLS DID YOUR FATHER ATTEND?

Public	83
Country	65
City	26
Private	8
Parochial	5

The above table seems to indicate that most of the fathers were educated in rural schools, even though they follow occupations now which are urban occupations. This might possibly be conducive to a criticism of city schools and their ways but again an examination of the answers of these students did not seem to bear out such a belief, nor on the other hand did it seem to indicate a more tolerant or lenient attitude.

The fact that the total number of city and country schools attended exceeding the number of public schools is explained by the fact that some students indicated private and parochial schools as being either in the city or the country.

TABLE V. IN WHAT PLACE OR PLACES DID YOUR FATHER ATTEND, INCLUDING COLLEGES?

Kansas	46
Manhattan	21
Salina	3
Tamego	2
Hoxie	2
Marysville	1
Winfield	1
Wathena	1
Winchester	1
Halifax	1
Liberal	1
Republic	1
Kansas City	1
Junction City	1
Bala	1
Keats	1
Baldwin	1
Riley	1
Cleburne	1
Woodston	1
Colby	1
Oakley	1
Wichita	1
Wabunsee	1
Mankato	1
Kirwin	1
Gaylord	1
Other States	35
Missouri	14
Ohio	4
Illinois	4
Pennsylvania	2
Wisconsin	2
Nebraska	2
Iowa	1

New York	1
Colorado	1
North Carolina	1
Kentucky	1
Tennessee	1
West Virginia	1
Other Countries	8
Sweden	5
England	1
Russia	1
Mexico	1

TABLE VI. HOW FAR DID YOUR FATHER GO IN SCHOOL?
INDICATED BY GRADE

1	
2	
3	
4	
5	3
6	1
7	3
8	31
9	1
10	4
11	1
12	25
13	3
14	6
15	3
16	18
17	
18	2
19	2
20	
No answer	2

From my observation, either from personal interview or by examining the group interview, it is my opinion that there was slightly more criticism of the whole educational system by children of fathers with less than an eighth grade education. However in one case I found a greater than average appreciation of our schools by such a student.

TABLE VII. IN WHAT COUNTRY WAS YOUR MOTHER BORN?

U. S.	95
Sweden	4
Canada	1
Australia	1
Germany	1
Russia	2
Mexico	1

The results shown in this table are almost identical with the Table I, showing the birthplace of the father and little difference was noted in the attitudes of the children of foreign-born mothers and native-born mothers.

TABLE VIII. FROM WHAT NATIONALITY DID YOUR MOTHER DESCEND?

English	27
German	25
Irish	19
Scotch	17
French	10
Dutch	8
Swedish	6
Welsh	3
Danish	1
Bohemian	1
Hebrew	1
Spanish	1
Swiss	1
No answer	5

Little general difference was noted in the results with respect to the ancestry of mothers and fathers. The differences were chiefly in the reversals of the places of certain nationalities, the most outstanding of which was that of the English and German descent. So far as the influence on the children was concerned the effect seemed to be negligible.

TABLE IX. WHAT KIND OF SCHOOL OR SCHOOLS DID YOUR MOTHER ATTEND?

Public	83
Country	53
City	29
Private	7
Parochial	3
No answer	1

This table is little more than a corroboration of the table showing the schools attended by the fathers. The only difference seems to be that the mothers seem to have attended more different schools, indicating, possibly, a more transient experience.

TABLE X. IN WHAT PLACE OR PLACES DID YOUR MOTHER ATTEND SCHOOL, INCLUDING COLLEGE ATTENDANCE?

Kansas	53
Manhattan	16
Emporia	3
Holton	3
Westmoreland	3
Wamego	2
Hoxie	2
Gridley	1
Stockton	1
Eureka	1
Burlington	1
Randolph	1
Riley	1
Leonardville	1
Garrison	1
Flush	1
Bala	1
Wakefield	1
Abilene	1
Liberal	1
Olathe	1
Hays	1
Alma	1
Glasco	1

Topeka	1
Hutchinson	1
Winfield	1
Republic	1
Blue Rapids	1
Smith Center	1
Agra	1
Formoso	1
Galena	1
Laton	1
Plymouth	1
Oberlin	1
Colby	1
Kiowa	1
Minneapolis	1
Other States	24
Missouri	6
Ohio	3
Iowa	2
Nebraska	2
North Carolina	2
West Virginia	2
Illinois	2
Tennessee	1
South Dakota	1
Kentucky	1
Arizona	1
California	1
Other Countries	4
Canada	1
Australia	1
Mexico	1
Russia	1

TABLE XI. HOW FAR DID YOUR MOTHER GO IN SCHOOL?
INDICATED BY GRADE

1	
2	
3	
4	
5	1
6	3
7	1
8	1
9	27
10	1
11	5
12	3
	36

13	2
14	12
15	3
16	11
17	
18	
19	
20	

A casual comparison would indicate that the fathers are better educated than the mothers but a more careful computation reveals that the average difference is less than one tenth of a year in favor of the fathers. The medium group in the case of the mothers is much larger than that of the fathers, the number being 36 and 25 respectively. The average time in attendance at school was approximately 11.3 years in each case. The average for the fathers was brought very high by the fact that a few of the fathers had secured their doctor's degrees, but reduced quite as much by the fact that quite a number had not completed the eighth grade. The average education of these parents is, according to information I have been able to gather, higher than the average for the country at large.⁴ This may possibly explain some other results found in this study as well as a comparatively favorable attitude toward education shown by the students.

4. Talbot, Winthrop; Adult Illiteracy. U. S. Bureau of Education, Bulletin No. 35, 1916, pages 5-13.

TABLE XII. DO YOUR PARENTS OWN YOUR HOME?

Yes	79
No	26

The fact indicated above, that over 75% of the parents owned their own homes, indicates a low rate of transiency and reflects the conservative and favorable attitude expressed by the students.

TABLE XIII. IF YOUR FATHER IS IN BUSINESS, DOES YOUR FATHER OWN ALL THE BUSINESS, OR JUST A PART?

All	46
Part	5
None	37
Invalid	1
Retired	3
Not living	13

The reason for the items "Invalid, Retired, and Not living", being in this table is to account for the total number of students. It is my opinion, after comparing the information in this table with observations of the students and reading their answers in the group interview, that probably the conservatism of property-owning parents caused the students to reflect a similarly conservative attitude. I believe the reader will agree that the student attitude is conservative after a complete reading of this thesis.

TABLE XIV. IS YOUR FATHER EMPLOYED BY SOMEONE?

Yes	39
No	47
Not living	13
Retired	3
Invalid	1
No work now	2

It was interesting to note in this one that the two students whose fathers were unemployed at the present time were inclined to be more bitter and antagonistic in most of their reactions. The means of determining this was to explain in detail the interview as answered by these two students and noting the trend of their answers.

TABLE XV. IF YOUR FATHER IS EMPLOYED, WHERE IS HE EMPLOYED?

College	11
Motor Company	3
Contractor	3
Feed Store	2
Telephone Company	2
Restaurant	2
Bake Shop	2
County	2
Egg Case Company	1
Berry Packing Company	1
Grocery Store	1
Church	1
City	1
Kellner Jetty Company	1
Manhattan Packing Company	1
Railroad Company	1
Milling Company	1
Country Club	1
Power Company	1
Farm	1

The results above would tend to refute the conclusion to Table III except for the fact that only about thirty

per cent of the fathers were employed, and that only about thirty per cent of those employed were employed by the college in any capacity.

TABLE XVI. WHERE WERE YOU BORN?

Kansas	84
Manhattan	44
Hoxie	2
Riley	2
Abilene	2
Randolph	2
Woodston	1
Nortonville	1
Rosalia	1
Keats	1
Bala	1
Olsburg	1
Mintale	1
Hutchinson	1
Chatauqua	1
Basehor	1
Republic	1
Herington	1
Jamestown	1
Eureka	1
Osage City	1
Kirwin	1
Howard	1
Gaylord	1
Blue Rapids	1
St. George	1
Eureka	1
Mankato	1
Wabunsee	1
Salina	1
Green	1
Plainville	1
Jerome	1
Little River	1
Galena	1
Kiowa	1
Clifton	1
Other States	21
Missouri	11
Nebraska	2

California	1
Kyoming	1
Pennsylvania	1
Illinois	1
West Virginia	1
Tennessee	1
Iowa	1
North Carolina	1

This table bears out the statement that attitudes are not the products of the environment of any one community, but that attitudes vary little in relation to place of origin so far as this study shows.

TABLE XVII. WHAT IS THE DATE OF YOUR BIRTH?

1908	1
1909	7
1910	22
1911	39
1912	31
1913	5

Average age $17\frac{1}{2}$ approximately
 Mean age $17\frac{1}{2}$

Little influence upon his attitude was found in age of the student except that a few of the old ones seemed to have developed a rather antagonistic attitude. This may be accounted for by the fact that most of these people had failed some grade or subject at one time or another. Another explanation for this is that at the age of these older students a person is apt to have a generally changing attitude toward all things in life and that such an attitude may be antagonistic as a result of contact with the hard realities of life. A third explanation may be that our

educational system is ill-adapted to some of the students we get and that these students are compelled to remain in this environment longer than is desirable.

TABLE XVIII. HOW MANY BROTHERS HAVE YOU LIVING?

0	22
1	42
2	19
3	11
4	7
5	4

There seems to be little influence on attitudes by the size of the family. Combining the results of this and Table 20 it is found that the average number of children per family is 4.06 which is slightly less than the average for the country at large, but higher than for the average family of native American stock.⁵

TABLE XIX. WHAT ARE THE AGES OF YOUR BROTHERS? INDICATED BY STATING IF THE BROTHERS WERE OLDER, YOUNGER, OR BOTH OLDER AND YOUNGER.

Older	44
Younger	20
Both older and younger	19

This table and Table 21 shed more light on the reasons for the attitudes of the students than almost any other information gathered. It is rather apparent that many of the parents have moved to Manhattan to give older brothers and sisters the advantage of a college education. Naturally

5. Ellwood, C. A. *Sociology and Modern Social Problems*, page 189, 1924, American Book Company.

younger brothers and sisters have both socially inherited and acquired by contact an appreciation of education that expresses itself in favorable attitudes toward the school and things connected with it.

TABLE XX. HOW MANY SISTERS HAVE YOU LIVING?

0	22
1	42
2	25
3	5
4	5
5	3
6	3

TABLE XXI. WHAT ARE THE AGES OF YOUR SISTERS? INDICATED BY STATEING IF THEY WERE OLDER, YOUNGER, OR BOTH OLDER AND YOUNGER.

Older	43
Younger	21
Both older and younger	19

TABLE XXII. WHICH DO YOU THINK LIKE YOU BETTER, YOUR BROTHERS OR YOUR SISTERS?

Boys

No preference	22
Boys think brothers like them better.	13
Boys think sisters like them better.	7

Girls

No preference	37
Girls think brothers like them better.	11
Girls think sisters like them better.	15

Cases where there were neither brothers nor sisters or else only brothers or only sisters. 33

From the above evidence it appears that boys within the family circle think those of their own sex like them better than those of the opposite sex, and the girls seem to believe that those of their own sex like them better but to a lesser degree, than is true of the boys. The following table illustrates the reasons given by the students for their brothers or sisters liking them.

TABLE XXIII. WHY DO YOU BELIEVE THIS TO BE TRUE?

No reason	7
Together more	11
Helps me more	9
Have a better time together	3
More things in common	4
More interested in my welfare	3
More the same age	2
Sister nags at me all the time	1
I treat her better	1
Kinder to me	1
Same sex	1
Has more family spirit	1
Do not quarrel so much	1
He is older	1

TABLE XXIVa. WHICH DO YOU LIKE BETTER, YOUR BROTHERS OR YOUR SISTERS?

Boys	
No preference	20
Boys like brothers better	16
Boys like sisters better	6
Girls	
No preference	41
Girls like brothers better	11
Girls like sisters better	11
Cases where there were neither brothers nor sisters or else only brothers or only sisters.	33

TABLE XXIVb

Cases where they thought the same people liked them that they liked.	38
Cases where this was not true.	2
Cases where there was insufficient information.	5

This table bears out the results of Table XXII with respect to the likes and dislikes of the students. This question is stated conversely to the one illustrated in Table XXII but the fact that in 38 out of 40 cases they believed the same people liked them best that they liked best seems to indicate that brothers are better liked than sisters by both boys and girls. It also seems to indicate that boys like those of their own sex better than the girls, at least so far as their own family is concerned.

TABLE XXV

WHAT REASON CAN YOU GIVE FOR THIS?

No reasons	4
Together more	8
More interests in common	8
Get along better	5
More considerate of me.	4
Nearer same age	3
We never quarrel	2
Likes me better	1
Same sex	1
More friendly	1
I wish I were a boy	1
She is younger	1
Sister won't help me	1
Brothers care too much for own good time	1
We have a good time	1
Confide in each other more	1
More interest in me	1

TABLE XXVI. ON THE WHOLE WHICH DO YOU LIKE THE PEOPLE OF YOUR OWN SEX BETTER OR THE OPPOSITE SEX BETTER?

Boys like own sex better	25
Boys like opposite sex better	14
No preference	3
Girls like own sex better	39
Girls like opposite sex better	13
No preference	11

The results in this table do not quite coincide with those in the preceding tables in that here the girls express a greater preference for those of their own sex. A number of factors may enter into this but I am inclined to believe that in answering as they have here that they are merely setting up a sort of a defense mechanism, for it is my observation of these girls that they associated quite closely with the boys and that they are at an age when they naturally have a preference for boys. There seems to be little discrepancy in the data for the boys although I am inclined to believe that in this table they have expressed a greater preference for those of their own sex than the facts of the matter warranted.

TABLE XXVII. HAVE YOU ALWAYS ATTENDED THE MANHATTAN SCHOOLS?

Yes	29
No	76

This data coupled with that in the following table with respect to the places attended, indicates a number of facts. First and foremost, the results in the later tables

with regard to likes or dislikes for teachers, subjects, schools, and activities are not based entirely on Manhattan schools. Second, the attitudes developed are the results of a multitude of experience in a multitude of schools. Third consideration, and one apart from the phase of attitudes, is the responsibility of the whole state rather than individual communities for the education of its children. The fact that 74% of the students attended schools outside of Manhattan, and the fact that many of them come from rural schools, smaller schools, schools that are not so well supported, schools with poorly trained teaching staffs, or schools with poor equipment makes them fit into this school rather poorly. It creates an additional problem for a school with excellent standing and one which a teaching force finds difficult of solution.

TABLE XXVIII. IF YOU HAVE NOT ALWAYS ATTENDED THE MANHATTAN SCHOOLS, WHERE ELSE HAVE YOU ATTENDED?

Kansas	93
Riley Co. Rural	21
Topeka	3
Abilene	3
Keats	3
Wamego	3
Riley	2
Osage City	2
Randolph	2
Marysville	2
Eureka	2
Stockdale	2
Hoxie	2

Waverly	1
Yates Center	1
St. George	1
Blue Rapids	1
Kirwin	1
Ness City	1
Gaylord	1
Grainfield	1
Kiowa	1
Pratt	1
Clifton	1
Galena	1
Oberlin	1
Dighton	1
Stockton	1
Green	1
Circleville	1
Holton	1
Hiawatha	1
Kansas City	1
Baxter Springs	1
Mankato	1
Salem	1
Neosho Falls	1
Hutchison	1
Baldwin	1
Jamestown	1
Glasco	1
Easton	1
Hillside	1
Herington	1
White City	1
Republic	1
Stuttgart	1
Olsburg	1
Westmoreland	1
Mildred	1
High Point	1
Prairie Grove	1
Wabaunsee	1
Twin Mound	1
Pleasant Hill	1
Paxico	1
Maple Hill	1
Woodston	1
Halls Summit	1

Other States	
Missouri	8
California	4
Nebraska	3
North Carolina	2
Tennessee	2
Washington	2
Idaho	2
Texas	1
Kentucky	1
West Virginia	1
Pennsylvania	1

TABLE XXIX. IF YOU HAVE ATTENDED ELSEWHERE, HOW MANY YEARS HAVE YOU ATTENDED IN MANHATTAN?

Less than 1 year	2
1 year	4
2 years	10
3 years	8
4 years	17
5 years	7
6 years	5
7 years	6
8 years	4
9 years	6
10 years	4
11 years	3

Of the 76 students attending other schools than Manhattan the average time in attendance outside of Manhattan was five years or slightly over 40% of their school life. Based on the total number of students studied about 3.6 years of each student's school life was spent outside of Manhattan or about 30% of the time. This again illustrates the effect of a variety of geographical environments on the development of attitudes.

TABLE XXX. WHAT SUBJECTS HAVE YOU TAKEN IN THE SENIOR HIGH SCHOOL

The material secured in answer to the above question was found to be unnecessary and so difficult to secure that it was omitted. The students could not recall all the subjects accurately either concerning number of subjects, or the number of semesters spent on each. To have secured the information otherwise would have required a complete examination of all office records, and in a quite a number of cases detailed transcripts from other schools attended.

TABLE XXXI. WHAT GRADE SCHOOL TEACHER LIKED YOU MOST?*

Grade	
None given	4
1	8
2	7
3	8
4	10
5	30
6	21
7	8
8	9

*This and the questions which follow are answered by the grade or subject the student was taking at the time rather than the name of the teacher.

In spite of a somewhat prevalent belief that children in the upper grades are the hardest to like and the hardest to teach, 60% of the students believed that these very teachers liked them most. This is based upon opinions of a number of superintendents, grade school teachers, and principals interviewed on this question.

It is also well to note that half of these were fifth grade teachers. The reasons, given in the following table, are worthy of note, especially compared with the reasons given concerning junior and senior high school teachers.

TABLE XXXII. WHAT REASON CAN YOU GIVE FOR THIS?

No reason given	48
I made good grades	10
She took an interest in me	8
She took an interest in all her students	5
She was more willing to help me	5
Family friend	5
We were good friends	3
I helped her more	3
Liked her	2
She thought me bright	1
I was little	1
I was active in extra curricular activities	1
I was good	1
I took more interest in school	1
She babied me	1
I made more progress under her	1
She treated me best	1
We were together a great deal	1

TABLE XXXIIIa. WAS THE GRADE SCHOOL TEACHER WHO LIKED YOU MOST A MAN OR A WOMAN?

Man	5
Woman	96

TABLE XXXIIIb

Total number of teachers which the students had in the grades:

Men	30
Women	509

From these figures it will be noted that the number of men teachers cited as liking the student most was not pro-

portionately as large as the total number of men teachers in the grades. This is probably as one would expect for I am of the opinion that the student would naturally react more favorably to feminine influence in his early years and that it is also quite natural that the women would like the younger children better than men would.

TABLE XXXIV. WHAT KIND OF MARKS DID YOU MAKE UNDER THE TEACHERS, WHO LIKED YOU MOST?*

*E--Excellent, G--Good, M--Medium, P--Poor, F--Failing.

E	28
G	59
M	10
P	0
F	1
No mark given	4

The fact that the marks ran quite high was to be expected in that the students who survived our educational system to the senior year of high school would naturally have made comparatively high marks in the grades. Also the very fact that so many students cited marks as a reason for the teacher liking them would make for high marks in this group.

6. Ross, E. A.; Civic Sociology, page 114. 1926. The World Book Company.

TABLE XXXVa. WHAT GRADE SCHOOL TEACHER DID YOU LIKE MOST?

1	9
2	7
3	11
4	7
5	25
6	20
7	8
8	10
None given	8

TABLE XXXVb.

Cases where the student believed the same teacher liked him most that he liked most. 63

Cases where this was not true. 33

Cases where there was insufficient information. 9

That a person believes the same person likes him that he likes is well borne out in this table for over 60% of the students liked the same teacher best that they thought liked them best. The following table giving the reasons is enlightening especially when compared with Table KXXII for in this one marks are relegated to a comparatively unimportant place. However, it may be that other factors than marks entered into the liking for the student, in fact it was probably other factors which induced the good marks to which the student attributed his teacher's liking for him.

TABLE XXXVI. WHY DID YOU LIKE THIS GRADE SCHOOL
TEACHER MOST?

No reason given	24
Personal interest in me	22
Kindness	9
Personality	5
Willingness of help	4
Made grade interesting	4
We were better acquainted	3
Family friend	3
Entered into student activities	2
We got along better	2
I made good grades	2
We were together more	2
Knew how to handle pupils	2
Friendly	2
Sympathetic	1
I liked her methods	1
Intelligence of teacher	1
I had an easy time	1
Let me skip a grade	1
She was a very good teacher	1
Was my sister	1
More interested in school and community welfare	1
Able to make one understand better	1
Visited our home often	1

TABLE XXXVII. WAS THE GRADE SCHOOL TEACHER YOU
LIKED MOST A MAN OR A WOMAN?

Man	2
Woman	95

In this we note that men were not liked nearly in proportion to their total number in the grade school. The explanation in Table XXXIII probably holds good for this one as well.

TABLE XXXVIII. WHAT MARK DID YOU MAKE UNDER THE
GRADE SCHOOL TEACHER YOU LIKED
MOST?

E	21
C	57
M	7
P	1
F	0
No mark given	11

There was little relative difference in the marks made under the teacher liked best and the teacher who liked the student best. Very likely the same explanation holds in each case.

TABLE XXXIX. WHAT JUNIOR HIGH SCHOOL SUBJECT
TEACHER LIKED YOU MOST?

Boys	
No response	8
Mathematics	12
English	8
History	5
Civics	2
Printing	2
General Science	1
Manual Training	1
Eighth grade	1
Seventh grade	2
Girls	
No response	21
English	13
Latin	3
Mathematics	3
Pennmanship	2
General Science	2
Foods	2
History	2
Clothing	2
Physical Education	1
Geography	1
Hygiene	1
Eighth grade	6
Seventh grade	4

It is rather apparent that the junior high school student believed the teacher, who taught the subject he or she was traditionally supposed to like best, liked that student best. The girls who express an opinion at all seemed to have a wider range of subjects included.

TABLE XL. WHAT REASON OR REASONS CAN YOU GIVE FOR THIS JUNIOR HIGH SCHOOL TEACHER LIKING YOU MOST?

No reason given	40
Personal interest	10
I made good marks	7
Family friend	4
Liked the subject taught	3
Always witty and willing to help	2
I helped her a great deal	1
I tried hard to learn	1
We got along well together	1
Nicer to me than to others	1
Interested in helping me	1
Was naturally likable	1
Gave me lead in a play	1
He was the coach and I was one of the players	1
We were just good friends	1
Interesting	1

The most noticeable feature of the reasons given here is the falling off of marks being given as a reason. This is perhaps due to a greater discrimination on the part of the student by the time he has arrived in the junior high and by the fact that at that age the child likes to have a personal interest manifest in him by the people with whom he comes in contact. Even so the factor of marks still rank quite high.

TABLE XLa. WAS THE JUNIOR HIGH SCHOOL TEACHER THAT LIKED YOU MOST A MAN OR A WOMAN?

Man	25
Woman	51

TABLE XLb.

Total number of teachers which the students had in the junior high school.

Men	178
Women	671

Here we find quite a reversal of opinion from the grade school attitude for the number of men teachers the student believed liked him best was far greater in proportion to the total number of men teachers in the junior high school than the number of women. Perhaps this maybe partially accounted for by the fact that the boys at this age seem to be more attracted to those of their own sex than in the grades. The comparatively large number of students not answering these questions on the junior high school may be accounted for by the fact that many of them attended the rural schools thru the eighth grade.

TABLE XLII. WHAT MARK DID YOU MAKE UNDER THE JUNIOR HIGH SCHOOL TEACHER THAT LIKED YOU MOST?

E	30
G	37
M	9
P	0
F	0
No mark given	0

The fact that the marks were higher in the junior high school than in the grade school may be accounted for by the fact that the marks in the junior high represent only one subject while those in the grade school represent a number of subjects lumped together. Also the fact that the student probably liked the particular subject best which this teacher taught might influence the marks in an upward direction.

TABLE XLIIIIa. WHAT JUNIOR HIGH SCHOOL SUBJECT
TEACHER DID YOU LIKE MOST?

Boys	
No response	5
Mathematics	13
English	7
History	6
General Science	4
Printing	2
Physical Education	1
Music	1
Latin	1
Civics	1
Pennmanship	1
Girls	
No response	6
English	18
Mathematics	7
History	5
Latin	5
Clothing	5
Pennmanship	4
Civics	1
Hygiene	1
Music	1
Art	1
Physical Education	1
General Science	1
Seventh grade	2
Eighth grade	5

TABLE XLIIIb.

Cases where the student thought the same junior high school subject teacher liked them that they liked.	45
Cases where this was not true.	30
Cases where there was insufficient information.	30

As in the question involving the teacher who liked the student best, a wider range of subjects were given by the girls than by the boys. It should be noted also that in 60% of the cases the student liked the same teacher that he believed liked him best. This shows no variation from the data for the grade school.

TABLE XLIV. WHY DID YOU LIKE THIS JUNIOR HIGH SCHOOL SUBJECT TEACHER MOST?

No reason given	25
Personality	9
Method of teaching	8
I liked subject	7
Was a good sport	5
Good natured	5
Was willing to help	4
Close friends	4
Interested in students	3
Fairness	2
Interesting	2
Subject interesting	2
Nice	2
Kindness	2
High ideals	2
Was the coach	2
Was a real man	1
I got more out of course	1
Not sarcastic	1
In school for more than teaching	1
Knew his subject	1

Allowed social activities	1
With class work	1
Was full of pep	1
Family friend	1
Sincere	1

A much greater range of reasons were found to account for liking the junior high school teacher than for liking the grade school teachers. The reason for liking that held first place in the grade school, personal interest, had dropped to eighth place, and the personality of the teacher ranked first. This is probably due to a changing viewpoint of the junior high student and the fact that having so many different teachers little personal interest is developed as compared with the grade school.

TABLE XLV. WAS THE TEACHER A MAN OR A WOMAN?

Men	26
Woman	68

The preference for men teachers in the junior high was considerably greater than the total number of men teachers as compared with the number of women teachers. This is doubtless due to the fact that the boys crave the companionship of older men at this age and are afraid of being considered "sissy" if they liked the women teachers or had even close friendship with any of them.⁷ It also leads me to be-

7. Hall, Granville Stanley; Adolescence. 1907. D. Appleton and Company.

lieve that we need more men teachers in the junior high than we have had up to the present. It might be possible to deduce the conclusion that the men teachers were better in the junior high than the women teachers, but this is a rather dangerous conclusion and is resting on rather slender evidence.

TABLE XLVI. WHAT MARKS DID YOU MAKE UNDER THE JUNIOR HIGH SCHOOL SUBJECT TEACHER THAT YOU LIKED MOST?

E	37
G	40
M	16
P	0
F	0
No mark given	1

Again it is noted that the marks in the junior high school are higher than in the corresponding question for the grade school and may be explained in the same way as Table XLII.

TABLE XLVII. WHAT SENIOR HIGH SUBJECT TEACHER LIKED YOU MOST?

Boys	
No response	10
Mathematics	8
History	4
English	3
Vocational Agriculture	3
Bookkeeping	2
Constitution	2
Typing	2
French	1
Manual Training	1
Mechanical Drawing	1

Printing	1
Physics	1
Pennmanship	1
Botany	1
Music	1
Girls	
No response	13
English	16
Mathematics	12
Foods	5
Clothing	3
Home living	3
History	3
Typing	2
French	1
Spanish	1
Music	1
Public Speaking	1
Bookkeeping	1
Physical Education	1

A reversal of variety of subject teachers who the student believed liked him best is found in the senior high, for in this case the boys showed a wider variety. Also it may be noted that English dropped from second to third place so far as the boys were concerned. It is also worthy of note that the vocational subjects, clothing and foods, occupied much more important places in the senior high than in the junior high as rated by the girls. It may be that the senior high school girls would prove more interesting to such teachers than junior high school girls.

TABLE XLVIII. WHY DID THIS SENIOR HIGH SCHOOL SUBJECT TEACHER LIKE YOU MOST?

No reason	44
I was a good student	7

I liked subject	5
Personality of teacher	4
Grades	4
Personal Contact	3
Actions on part of teacher	3
Because I tried	2
I worked outside of class	2
Personal interest	2
Liked my brother before me	2
Interested in young people	1
Both of us liked the subject	1
She trusted me	1

The reasons given here are not so varied as in the same group for the junior high school and apparently the interest in the subject played a much more important part than at any previous time.

TABLE XLIXa. WAS THE SENIOR HIGH SCHOOL SUBJECT
TEACHER WHO LIKED YOU MOST A MAN
OR A WOMAN?

Man	24
Woman	53

TABLE XLIXb:

*Total number of teachers which the student had in the senior high school.

Men	404
Women	640

Here we note a reversal of likes on the part of the men and women teachers from what we found in the junior high school. The women teachers seemed to like the students better, from the student's viewpoint at least, far beyond the proportion one might expect to find. It was also interesting to note that of the 445 teachers that the

boys had in the senior high school 205 of them were men, while of the 599 that the girls had only 199 were men. This seems to indicate that there is a tendency for the girls to be trained more by women and the boys to be trained more by men. However, in the case of the boys the proportion of men teachers does not measure nearly up to the proportion of women teachers that the girls have.

TABLE L. WHAT MARKS DID YOU MAKE UNDER THE SENIOR HIGH SCHOOL SUBJECT TEACHER WHO LIKED YOU MOST?

E	30
G	32
M	17
P	1
F	0
No mark given	2

The marks made in the senior high school seem to be somewhat lower than they did in the junior high school, due to the fact that the work became increasingly difficult and that the persons who made the low marks in the junior high school had been eliminated. However, the marks were still quite a good deal higher than average.

TABLE LI. WHAT SENIOR HIGH SCHOOL SUBJECT TEACHER DID YOU LIKE MOST?

Boys	
No response	6
History	9
English	5
Vocational Agriculture	5
Mathematics	5
Typing	3
Sociology	2

Constitution	1
Shorthand	1
Pennmanship	1
Manual Training	1
Mechanical Drawing	1
French	1
Business law	1
Girls	
No Response	5
English	23
History	9
Mathematics	7
Clothing	3
Sociology	2
Foods	2
Latin	2
Typing	2
Home Living	1
Physics	1
Shorthand	1
Music	1
Art	1
Botany	1
Spanish	1
Bookkeeping	1

Again we note a wider range of subjects among the teachers liked by the girls than by the boys. The subjects had also materially changed position, mathematics dropping a great deal, history climbing up in both groups. Vocational agriculture climbed up far higher than it could reasonably be expected from the small number of boys who took it. This was probably due to a very good teacher and to a great liking for the subject by the farm boys who were taking it.

TABLE LII. WHY DID YOU LIKE THIS SENIOR HIGH SCHOOL SUBJECT TEACHER MOST?

No reason	30
Personality	10
Did a good job of teaching	8

Good sport	7
Personal interest	5
Helped people	4
Fairness	4
Interesting	4
Sympathetic	3
Good natured	3
I liked the subject	3
Easy	2
Same in and out of school	2
Interested in young people	1
Personal friends	1
Told us our faults and helped revive school spirit	1
She is so cute	1
Does not act superior to students	1
My ideal	1
Have a deep respect for him	1
Kindness	1
I made good grades	1

There are no deductions to be made from this beyond those made in the case of the junior high teachers for the range of reasons seems to be little different except for a slightly greater importance being attached to personality and personal interest.

TABLE XLIII. WAS THE SENIOR HIGH SCHOOL SUBJECT
TEACHER THAT YOU LIKED MOST A
MAN OR A WOMAN?

Man	30
Woman	56

The liking for the men teachers was slightly greater than the proportion of men teachers in the total would warrant our believing. However, the difference would be insignificant but for the fact that the choices were pretty clearly divided with respect to the sex of the student, the

boys liking the men and the girls liking the women best. This further accentuates the need for men teachers to do more of the teaching of boys in our secondary schools.

TABLE LIV. WHAT MARK DID YOU MAKE UNDER THE SENIOR HIGH SCHOOL SUBJECT TEACHER THAT YOU LIKED MOST?

E	24
G	50
N	20
P	0
F	0

So far as marks are concerned there seemed to be a falling off in the "E" group and a great increase in the "G" group with a slight increase in the "N" group over the results for the junior high school, very probably for the reasons given in Table L.

TABLE LV. WHAT SCHOOL PRINCIPAL LIKED YOU MOST?*

*Indicated by school attended at the time.

Grade	28
Junior high	22
Senior high	26
No response	29

Schools outside of Manhattan. (Grade)

Yates Center

Blue Rapids

Warego

Omaha (Nebraska)

Milan (Missouri)

Dighton

Senior high

Kiowa

Randolph

Clifton

Keats

Stockdale

Seaman Rural
Hutchinson
Sheridan County
Kansas City, Missouri
Weston, West Virginia
Philadelphia, Pennsylvania
Junior high
Abilene

Based upon the judgment of the student, the principal who liked the students best was the senior high school principal. However, this conclusion must be qualified for so many of the students attended rural school where there was no principal that such a conclusion is at once condemned as erroneous. Second, almost half of the senior high school principals were outside of Manhattan. Eliminating these factors, we may seek for a fair comparison with the junior high school but for the same reason such a conclusion is erroneous because the rural school student has completed two years of the junior high school work before he comes in contact with the junior high school so he has only a third the chance to make the principal like him which the city school student has. It does, however, become apparent that the student believed the Manhattan Junior High School principal, liked him better than the Manhattan Senior High School principal, for only one junior high principal was listed as being outside of Manhattan while eleven senior high principals were outside of Manhattan.

TABLE LVI. WHAT REASON OR REASONS CAN YOU GIVE FOR THIS PRINCIPAL LIKING YOU MOST?

No reason given	45
Seemed interested in my welfare	9
Personal contact	6
I worked for him	6
I was a good student	5
He was thoughtfully human	4
Family friend	3
None of the others could tolerate me	1
He was coach and I was a player	1
I respected him	1
She liked everyone	1

In so many cases no reason was given that no satisfactory conclusion can be drawn. The reasons given are quite what one might expect.

TABLE LVIIa. WHAT SCHOOL PRINCIPAL LIKED YOU MOST?*

*Answered by the school student who was attending at the time.

No response	24
Grade	24
Junior High	24
Senior High	30
None of them	3

Other schools represented

Grade

Omaha, Nebraska

Kansas City

Gaylord

Dighton

Randolph

Junior High

Hoxie

Senior High

Blue Rapids

Wamego

Pratt

Abilene

Clifton
 Philadelphia, Pennsylvania
 Excelsior Springs, Missouri
 Kansas City, Missouri
 Keats
 Stockdale
 Hutchinson

TABLE LVIIb.

Cases where the student believed the same principal liked him most that he liked most.	50
Cases where the student did not like the principal most that he believed liked him most.	22
Cases where there was insufficient information.	33

TABLE LVIII. WHY DID YOU LIKE THIS PRINCIPAL MOST?

No reason given	33
Kind and good-hearted	11
Personality	8
Personal interest	7
Interested in young people	7
Honest and fair	4
Easy to get along with	3
Very friendly	2
Good sport	1
I worked for him	1
Very considerate of the country student	1
Was human	1
His ability to master rowdies	1
Stayed at our house	1

Of the students who gave the first reason most of them referred to the grade school principal, and of those who gave the second either the junior or senior high school principals were the ones cited. However, the first reason accounted for a number liking the junior high principal. This is along the same line as the reasons for liking teachers

was found to be, namely that personality became increasingly important as the student advanced through school.

Assuming that all those who gave no response were country school students and that their choice would have been distributed in the same proportion as the others we find that the senior high school principal is by far the most popular with the students. However, again it must be remembered that 40% of those who expressed a choice for the senior high school principal gave out of town principals, so that so far as Manhattan is concerned the junior high school principal was much better liked than the senior high school principal. This is further accentuated by the fact that the farther back in the school career one goes the greater the probability that the student attended some other school. It is also worthy of note that over 70% of the students liked the same principal best that they believed liked them best, at least where any choice at all was given.

TABLE LIX_a. WHAT GRADE SCHOOL TEACHER LIKED YOU LEAST?*

*Indicated by the grade the student was in at the time.

1	0
2	0
3	11
4	20
5	13
6	14
7	0
8	0

TABLE LIXb.

Cases where the teacher who liked the student least taught the grade following the grade taught by the teacher who liked the student most.	39
Cases where the teacher who liked the student least taught the grade preceding the grade taught by the teacher who liked the student most.	25
Cases when neither was true.	15

In trying to discover the reason for the student liking the particular teacher the least it was found that the one he thought liked him best either just preceded or just followed the one he thought liked him least, so perhaps each was placed as she was by virtue of contrast with her predecessor or successor. There did not, however, seem to be such a concentration on any one or two grades as in the case of the teacher he thought liked him best.

TABLE LX. WHAT REASON CAN YOU GIVE FOR THIS GRADE SCHOOL TEACHER LIKING YOU LEAST?

No reason given	31
Disinterested in students	8
Punished me excessively	7
Ill-tempered	6
I was unruly	5
Unfair and dishonest	4
I was too dumb	3
Had no patience	2
Just naturally did not like me	1
I made a mistake and everybody laughed at me	1
I did not apply myself	1
His roommate quarreled with my brother	1

I did not like her	1
I argued with her	1
She was sarcastic	1
I thought I was too smart	1
I would not stay after school to talk to her	1
I was not of her religion	1
She could not keep order	1
I was a new student	1

Coming back to the grade school again from the viewpoint of the teacher who liked the student least we find that personal interest is again a dominant factor, except that of course in this case it is a lack of personal interest. Punishment and natural ill-temper on the part of the teacher also ranked high as one might expect.

TABLE LXI. WAS THE GRADE SCHOOL TEACHER WHO LIKED YOU LEAST A MAN OR A WOMAN?

Man	8
Woman	71

It becomes evident that the conclusions drawn at first with respect to the men teachers not being the desirable teachers for the grades is true for the number of men who liked the students least was double the percentage of men in the total number of men teachers in the grades.

TABLE LXII. WHAT MARK DID YOU MAKE UNDER THE GRADE SCHOOL TEACHER WHO LIKED YOU LEAST?

E	2
G	30
M	33
P	10
F	4

It is rather safe to assume that the marks made by the student are either a cause or a result of the teacher not liking the student for the marks are much lower than where we considered the teachers who liked the student most.

TABLE LXIIIa. WHAT GRADE SCHOOL TEACHER DID YOU LIKE LEAST?*

*Indicated by the grade the student was in at the time.

No teacher indicated	16
1	7
2	9
3	13
4	21
5	10
6	18
7	7
8	4

TABLE LXIIIb.

Cases where the student liked the teacher least who taught the grade following the grade taught by the teacher he liked most.	43
Cases where the student liked the teacher least who taught the grade preceding the grade taught by the teacher he liked most.	29
Cases where neither was true.	17

TABLE LXIIIc.

Cases where the student thought the same teacher liked him least that he liked least.	68
Cases where the student did not think the same teacher liked him least that he liked least.	11
Cases where there was insufficient information.	18

That the dislike of student and teacher is reciprocal is shown by the fact that the student liked the same teacher least that he liked least in 70% of the cases, and in only about 13% of the cases was the opposite true, the remainder of the cases not giving sufficient information. As in Table LIX we find that the teacher liked least usually followed or preceded the teacher liked most.

TABLE LXIV. WHY DID YOU LIKE THIS GRADE SCHOOL TEACHER LEAST?

No reason given	24
Ill-tempered	15
Punished unnecessarily	9
Unfair	5
Was not helpful	5
Did not like me	5
Unsympathetic	4
Was too old	3
We did not get along	3
Failed me	2
Interested outside of school	2
Sarcastic	2
Ugly	1
Dumb	1
Too silly	1
Too strict	1
Two faced	1
Babied me too much	1
I did not study but got good grades	1
Always tried to catch me at something	1
Did not try to teach me a difficult subject	1
I did not think much of her as a teacher or as a person	1

In this table we find a new factor, or rather one which has appeared only very slightly before, namely ill-temper of the teacher for in 23% of the cases where any reason at

all was given for disliking a teacher this was the reason. The next reason, that of punishing unnecessarily was perhaps very closely allied, but because it was given separately by the student it has been listed separately. This reason accounted for about 14% of the total reasons given.

TABLE LXV. WAS THE TEACHER A MAN OR A WOMAN?

Man	7
Woman	82

In this case we find that the number of men teachers liked least by the students was not so great as the number they believed liked them least. This may in part be due to the fact that men probably do not show their liking for smaller children as do women, and that men are probably by nature less demonstrative and gruffer than women, a fact which might be interpreted by the student as dislike for him. On the other hand the student found less occasion to dislike the men teachers than Table 61 might have led us to believe and the percentage of men teachers liked least was only 8% as compared with 8% of the whole number of grade teachers being men. The difference here can hardly be regarded as significant.

TABLE LXVI. WHAT MARKS DID YOU MAKE UNDER THIS TEACHER?

E	7
G	35
M	35
P	9

F

3

That the student is less influenced toward a dislike of a teacher by marks than the teacher toward the student might be assumed by comparing Table LXII with the results here. However, so many other factors enter into the equation that this would not be a safe assumption. However, in spite of disliking the teacher the marks remain decidedly above the average so one may quite safely assume that marks do not determine the attitude toward the teacher.

TABLE LXVII. WHAT JUNIOR HIGH SCHOOL SUBJECT TEACHER LIKED YOU LEAST?

Boys	
None given	7
English	12
Geography	8
Manual Training	4
Mathematics	2
Eighth grade	2
History	2
Latin	1
Physiology	1
Civics	1
Seventh grade	1
Study Hall	1
Girls	
None given	21
Foods	10
Mathematics	7
English	5
Geography	4
Latin	4
Clothing	2
Physical Education	2
Physiology	1
History	1
Ninth grade	1
Eighth grade	1

Seventh grade	1
Home Room	1
Study Hall	1
General Science	1

As one might expect the English teacher was the one the boys thought liked them least. However the ranking of geography and manual training so near the top bore investigation and a little inquiry revealed the fact that there was a particularly undesirable teacher in charge of geography and that the manual training teacher was rather cold and undemonstrative, the type of teacher that finds little to like in the junior high school student. From my observations I am inclined to believe that the most enthusiastic teachers in school should be placed in the junior high school. One might have expected that mathematics would have received a higher ranking with the girls but instead the one least, expected a vocational subject, foods, ranked highest. Again a little personal investigation revealed that the teacher in charge of this work should never have been permitted in any school system, much less in the junior high school. She was characterized by the students, when asked about her particularly, as being sarcastic, selfish, uninterested in students, and having various other equally condemning qualities. It is fortunate that she did not remain long in the school. It is surprising that English ranked so high with the girls

but probably the reason for it ranking so high with both boys and girls is that they are in contact with English teachers every semester and have a greater opportunity for being either liked or disliked by these English teachers.

TABLE LXVIII. WHAT REASON OR REASONS CAN YOU GIVE FOR THIS?

No reason	31
Uninterested in students	8
I was unruly and impudent	8
I was not a bright student	5
Always blamed me for everything	5
I did not work	2
She failed me	2
I did not like the subject	2
I did not like the teacher	2
I could not dress fine enough	1
Teacher was hard-boiled	1
Was sarcastic	1
Always gave me the same grade regardless of my work	1
I had a southern dialect	
Was an awful old hen	1
I was not good looking enough	1
Was a family friend	1
I was not the type she liked	1
She was lazy	1
Would not help students	1

In this case the student was almost as willing to condemn himself as the teacher for the tie for first place was his admission of his unruliness. Other reasons tabulated were without any particular distinction.

TABLE LXIX. WAS THE JUNIOR HIGH SCHOOL TEACHER WHO YOU LIKED LEAST A MAN OR A WOMAN?

Man	14
Woman	64

From information in Table Klb we find that the percentage of men teachers who were rated as liking the students least is almost identical with the percentage of men teachers in the total number of junior high school teachers.

TABLE LXX. WHAT MARK DID YOU MAKE UNDER THE JUNIOR HIGH SCHOOL TEACHER WHO LIKED YOU LEAST?

E	3
G	13
M	37
P	18
F	5
No marks given	2

It seems to appear that marks of the ability to make good marks has some influence on the teacher's liking a student, or at least there must be some sort of a relationship between these facts for it is as consistently true that marks are lower where the teacher does not like the student in the junior high school as it was in the grade school. In fact in the junior high school the marks were lower than those of the grade school. This may possibly be discounted by the fact that this represents only one subject while the grade school mark is the average of all subjects taken during that particular year.

TABLE LXXIa. WHAT JUNIOR HIGH SCHOOL SUBJECT TEACHER DID YOU LIKE LEAST?

Boys	
No response	9
English	14

Geography	7
Mathematics	3
Manual Training	2
Study Hall	2
History	1
Civics	1
Physiology	1
Seventh grade	1
Eighth grade	1
Girls	
No response	13
Foods	13
Mathematics	8
English	6
Geography	6
Latin	5
General Science	2
Physical Education	2
Clothing	2
Physiology	1
History	1
Study Hall	1
Seventh Grade	1
Ninth Grade	1
Home Room	1

TABLE LXXIb.

Cases where the student believed the same teacher liked him least that he liked least.	58
Cases where this was not true.	14
Cases where there was insufficient information.	16

From a study of the two tables above and Table LXVII there is evidence that some conditions existed which might have been prevented. For example, is there any reason or excuse for a teacher of foods ranking highest in these tables? Also, when one considers the fact that by no means all of the

students took geography, there is no good reason why thirteen of the students should have liked this teacher least. Somewhere along the line of employing these teachers there was a slip which cost a great deal of friction and bad feeling. Certainly a situation of this kind would call the attention of school officials to the fact that the teachers must be very carefully chosen, and it is my opinion based on my observations in this study that greater care should be taken in the choice of junior high school teachers than in the choice of any other teachers.

TABLE LXXII. WHY DID YOU LIKE THIS JUNIOR HIGH SCHOOL TEACHER LEAST?

No reason	22
Treated me unfairly	6
Was a grouch	5
Sarcastic	5
Unsympathetic and unwilling to help	5
Poor teacher	5
Did not like me	5
Not interested in the students	4
I made poor grades	4
Ill-tempered	4
Thought himself superior	4
Did not know her subject	3
Not considerate	2
Too inquisitive	1
I could not get along with her	1
Would say one thing one day and another thing the next	1
She had a low moral standard	1
Made you feel unnecessary	1
Expected too much of students	1
I did not like her personality	1
Too particular and touchy	1
I just did not like her	1

While the reasons given here are somewhat varied one thing appears to be indicated and that is that the junior high school teacher should be more pleasant individual than any other teacher. The reason for my statement is that so many gave as reasons for not liking the teachers things one ordinarily considers the opposite of pleasant. Either this is true or else the junior high school teachers who taught these boys and girls were a particularly unpleasant lot.

TABLE LXXIII. WAS THE JUNIOR HIGH SCHOOL TEACHER YOU LIKED LEAST A MAN OR A WOMAN?

Man	13
Woman	70

A comparison of this data with Table LXb indicates that the men teachers in the junior high school were disliked to slightly lesser degree than might have been expected from the percentage of men in the total number of junior high school teachers.

TABLE LXXIV. WHAT MARK DID YOU MAKE UNDER THE JUNIOR HIGH SCHOOL TEACHER YOU LIKED LEAST?

E	4
G	12
M	42
P	17
F	5
No mark given	3

Very little difference is found in this table and Table LXX the tendency seeming to be that marks have some influence or are a result of the student not liking the teacher as well

as the teacher not liking the student. There may be some other factors influencing this so it is not safe to draw any definite conclusion.

TABLE LXXV. WHAT SENIOR HIGH SCHOOL SUBJECT TEACHER LIKED YOU LEAST?

Boys	
No response	10
History	10
Mathematics	7
English	5
Physics	3
Physical Education	2
Typing	1
Botany	1
Bookkeeping	1
Economics	1
Sociology	1
Girls	
No response	21
History	11
Physics	5
Physical Education	5
Mathematics	5
English	4
Typing	3
Sociology	2
French	1
Spanish	1
Latin	1
Art	1
Music	1
Bookkeeping	1
Foods	1

Just how to explain why the history teachers should like the students least in such a large percentage of the cases is difficult, especially when so many of the cases are boys who are traditionally supposed to be good history students. It may be that the percentage like rating of the teachers would

reveal this but to go into that at this moment is not necessary. Another fact, difficult of explanation, is why mathematics should rank so much higher with the boys than with the girls when traditionally the boys are supposed to be better mathematics students than the girls. One possible explanation is that the teachers might expect the boys to be quiet and docile, two things which boys cannot be at this age, while the girls are less inclined to be boisterous. On the other hand, the explanation may lie in the very nature of these particular teachers. At any event the facts brought out here are at variance with what one might expect to find.

TABLE LXXVI. WHAT REASON CAN YOU GIVE FOR THIS
SENIOR HIGH SCHOOL SUBJECT
TEACHER LIKING YOU LEAST?

No reason given	38
I had difficulty with the subject	8
Always finding fault with me	4
I did not hang around her	3
I did not like her	3
Did not like my attitude	2
Could not study under her	1
My marks were not good	1
Acted so indifferent toward me	1
Sarcastic	1
A queer woman	1
Grouchy	1
Poor teacher	1
Liked only seniors	1
Could not understand her	1
I was too noisy	1
Got my lesson and then fooled around	1
We could not agree	1
I put things off till the last minute	1
Always looked cross at me	1

That the reasons given by the students shed little light upon the true nature of the difficulty is my opinion after considering the reasons carefully. However, I am inclined to think that we must have some teachers who do not see very clearly the students viewpoint and who do not truly appreciate the nature of the high school student and the problems faced by the student.

TABLE LXXVII. WAS THE SENIOR HIGH SCHOOL TEACHER WHO LIKED YOU LEAST A MAN OR A WOMAN?

Man	24
Woman	50

By comparing the data here with that in Table XLIXb we find that the men teachers were credited with liking the students least to a lesser degree than one might have expected, the total percentage of men teachers being about 38% while in this table they represent only 31%. This difference is great enough to be significant, although I have no means of accounting for it. One might say that the men teachers were better teachers or that they liked students better than the women teachers of the school but this would be a rather dangerous conclusion to make up on so little evidence.

TABLE LXXVIII. WHAT MARK DID YOU MAKE UNDER THE SENIOR HIGH SCHOOL TEACHER WHO LIKED YOU LEAST?

E	2
C	14

M	44
P	9
F	4
No mark given	1

No particular conclusion may be drawn for this that has not been drawn for the junior high school marks, although the marks here seem to be slightly higher than they were in the junior high school, a fact which might not have been expected.

TABLE LXXIXa. WHAT SENIOR HIGH SCHOOL SUBJECT TEACHER DID YOU LIKE LEAST?

Boys	
No response	9
Mathematics	9
History	7
English	6
Physical Education	4
Physics	3
Sociology	2
Economics	1
Physiology	1
Girls	
No response	15
History	10
Physical Education	8
Mathematics	6
Physics	4
Typing	3
English	3
Foods	2
Bookkeeping	2
Spanish	2
General Science	1
Botany	1
Latin	1
Biology	1
Sociology	1
Art	1
French	1
Physiology	1

TABLE LXXIXb.

Cases where the student liked the same senior high school subject teacher least that liked him least.	44
Cases where this was not true.	22
Cases where there was insufficient information to determine the <u>truth</u> or untruth of the correlation.	12

It is interesting to note that in 56% of the cases the student liked the same teacher least that he thought liked him least, showing that there must be some relation here but what that relation is I have no way of determining nor do I believe that any plan could be devised for obtaining this information.

In this case we find a much wider range of subjects represented in the opinion of the girls than of the boys. It is well to note the high rank in both cases of the same subjects, namely history, mathematics, and physical education. It was hardly to be expected that these would rank so high, especially mathematics and history teachers with respect to the "likes" of the boys. A comparison with the percentage like rating of these teachers might be in order here. The average percentage like rating of all the teachers in the senior high school was 89%. The mathematics teachers ranked as follows: 87% and 68%; the history teachers as follows: 83%, 94%, 87%, and 77%; the physical education teachers as follows: 99% (for the boys), and 71% (for the girls). Now there are

some factors which enter into this which prevent drawing accurate conclusions such as: No means of determining which teacher the student had; no means of checking the relative value of each class or subject with respect to the time spent in each one, and the fact that some of the teachers might be in other schools or out of the Manhattan schools at the present time. At any rate it seems to me that the attitude of the student was caused by the teachers.

TABLE LXXX. WHY DID YOU LIKE THIS SENIOR HIGH SCHOOL SUBJECT TEACHER LEAST?

No reason given	35
Was sever and hard-boiled	6
Graded unfairly	5
Assigned too much work	4
Did not like her personality	4
Was partial	3
Poor teacher	3
Had halitosis	2
Did not like me	2
Not interested in students	2
Did not like subject	1
He was lazy	1
Accused me of being lazy	1
Had to have her own way	1
Took the whole period in talking	1
Too personally inquisitive	1
Gossiped about students	1
Carries things to the extreme	1
Sarcastic	1
Snobbish	1
Too wild outside of school	1
Talked too much psychology	1
Have not gotten acquainted with this one	1
Too much time wasted in class	1
Never tried to make anyone like her	1

Either the senior high school student expects too much kindness or else our high school teachers are unduly severe

seems to be the most outstanding thing pointed out here. Also it seems to be apparent that the senior high school student can either see partiality quite clearly or else he imagines he can as a sort of a defense for himself.

TABLE LXXXI. WAS THE SENIOR HIGH SCHOOL SUBJECT TEACHER YOU LIKED LEAST A MAN OR A WOMAN?

Man	21
Woman	55

Again we note that the men teachers rank above the women teachers for only 28% of the students liked them least while they constituted 33% of the teaching force. On the whole it would appear that Manhattan Senior High School has on its staff very good men teachers.

TABLE LXXXII. WHAT MARK DID YOU MAKE UNDER THE SENIOR HIGH SCHOOL SUBJECT TEACHER YOU LIKED LEAST?

E	6
G	17
H	41
P	11
F	4
No mark given	2

On the whole the students seem to be making higher than average marks in spite of liking these teachers least so one cannot attribute this attitude to low marks. They seem to be slightly higher than those under the teacher who liked the student least but the difference is not at all significant.

TABLE LXXXIIIa. WHAT SCHOOL PRINCIPAL LIKED YOU LEAST?*

*Indicated by the school attended at the time.

No response	39
Grade school	23
Junior high school	14
Senior high school	29

TABLE LXXXIIIb.

Other schools than Manhattan represented.

Grade schools
Blue Rapids
Gaylord
Unionville
Nampa, Idaho
Junior high schools
Abilene
Herington
Senior high schools
Eureka
Clifton
Neosho Falls
Warsaw, Missouri

In 72% of the cases where there was sufficient information given the student believed the same principal liked him least that he liked least.

TABLE LXXXIIIc.

Cases where the student liked the same principal least he thought liked him least.	53
Cases where he did not think the same principal liked him least he liked least.	19
Cases where there was insufficient information to determine an statement.	33

From the above data it would appear that the senior high

school principals liked their students less than the principals in either grades or junior high school. This may be somewhat discounted by the fact that many of the students attended rural schools where, in most cases, there was no principal. Yet in contrast to this is the 33 who gave no response probably because they were these very students. It at least seems to indicate to me that the students did not believe the senior high school principal liked them very much.

TABLE LXXXIV. WHAT REASON CAN YOU GIVE FOR THIS PRINCIPAL NOT LIKING YOU?

No reason given	33
Did not become acquainted	8
I was "ornery"	2
Was indifferent	2
I did not like her	1
I talk in assembly	1
Always tried to catch me in trouble	1
I was sent to the office so often	1
I was stubborn	1
My "bud" beat him up	1
He teased him	1
Did not like children very well	1
Did not like anyone not active in school affairs	1
Was not helpful to the students	1
I did things that did not please him	1
Was grouchy toward me	1
Liked only his pets	1
Did not like my folks	1
I would not swallow his stories	1
Gave me an "unexcused" when I was accidentally tardy	1

The reason which stands out most among the few replies to this question is that the principal and student did not

become acquainted, due largely perhaps to the size of the school. I am inclined to believe, however, that we should not excuse the principals too much on this basis for after all none of the schools attended by these students were so very large.

TABLE LXXXVa. WHAT SCHOOL PRINCIPAL DID YOU LIKE LEAST?

No response	37
Grade school	24
Junior high school	15
Senior high school	29

TABLE LXXXVb.

Other schools than Manhattan represented.

Grade schools
Blue Rapids
Dighton
Junior high schools
Herington
Abilene
Senior high schools
Eureka
Unionville
Neosho Falls
Natchinson
Seaman Rural
Warsaw, Missouri

It seems to appear now, in substantiation of Tables LV, LVI, and LVII, that the senior high school principal is the least popular with the students of any principal. This may be refuted to some degree by the fact that their recollection of the senior high school principal in the most

vivid and that dislikes stand out, but at the same time there is no reason why the liking of the principal should not be just as vivid. Of course it will be noted that the number who liked the grade school principal least is almost as large, but it must be remembered that the student is in the grade school six years and in the senior high school only three years, therefore having twice as much opportunity to like or dislike a grade school principal. The very fact that the number who liked the senior high school principal least was almost twice as great as the number of dislikes of the junior high school principal seems to me to be significant. Some may, of course, account for this by saying that so many of our students are in the junior high school only one year or perhaps not at all, having come from the rural schools, but even so, I do not believe this would account for the great difference recorded.

TABLE LXXXVI. WHY DID YOU LIKE THIS PRINCIPAL LEAST?

No reason given	32
Did not become acquainted	5
Did not see the student viewpoint	5
Strict and hard-boiled	5
Did not like me	3
We had a quarrel	2
Was sneaking	2
Majority did not like him	2
Grouchy and unkind	2
Not friendly	1
Never saw much of her	1

Too "high-hatted"	1
Thought I was in the way	1
I did not like his methods of accomplishing things	1
Was not helpful to the students	1
Was indifferent	1
I was afraid of her	1
He was a fake	1
His attitude toward some students	1

Again the point of failure to become acquainted seems to me to be a charge against the principal, for after all the student can hardly be expected to push himself forward into acquaintanceship, and I am inclined to believe that it is not the nature of high school students to do so. The second reason, though not less important, borders closely upon the first and is equally a problem for the principal to solve. Children find it practically impossible to see the adult viewpoint so the principal should endeavor to see the students viewpoint.

TABLE LXXXVII. WHAT SUBJECT DID YOU LIKE MOST IN THE GRADES?

Boys	
No response	2
Arithmetic	21
Geography	5
History	5
Reading	3
Spelling	2
Art	2
Pennmanship	1
English	1
Girls	
No response	3
English	14
Reading	13

Arithmetic	11
History	6
Spelling	6
Art	5
Geography	2
Physiology	1
Pennmanship	1
Music	1

The liking for subjects in the grade school is perhaps a truer indication of the student's natural bent than anything else. Assuming that this is true we are more nearly right in concluding that there is a situation in the senior high school which needs some remedial measure. The old traditional beliefs with respect to the likes and dislikes of students for particular subjects seems to be rather well borne out in this table.

TABLE LXXXVIII. WHY DID YOU LIKE THIS SUBJECT MOST IN THE GRADE SCHOOL?

No reason given	53
It was easy	28
It was interesting	11
Always making something new	1
It was where I shone above the rest	1
I liked the teacher	1
I did well in it	1
I made good marks	1
It was more fun, I did not have to work	1
Fun to work problems	1
I liked to read stories	1

There seems to be but one outstanding reason for the student's liking the particular subject, namely that it was easy, a second reason, that it was interesting, very closely allied. It is perhaps difficult to distinguish between the

two although listed separately by the students. The minor reasons could perhaps have been more closely classified after a personal interview but this was out of the question.

TABLE LXXXIX. WAS THE GRADE SCHOOL TEACHER OF THE SUBJECT YOU LIKED MOST A MAN OR A WOMAN?

Man	5
Woman	95

When compared with Table XXXIIIf we find that the percentage of men is slightly less than the percentage of men in the total number of grade teachers, but the difference is negligible so far as furnishing any basis for conclusions.

TABLE XC. WHAT MARK DID YOU MAKE IN THE SUBJECT YOU LIKED MOST IN THE GRADE SCHOOL?

E	50
G	37
M	6
P	0
F	0
No mark given	7

If this table reveals nothing else it certainly reveals that if a student likes a subject the probability is that he will make good marks.

TABLE XCI. WHAT GRADE DID YOU LIKE MOST WHILE YOU WERE IN THE GRADE SCHOOL?

1	4
2	3
3	9
4	1
5	21
6	34
7	8
8	13

No response

12

On the whole there seems to be a gradually increasing liking for the grades as the student moved up the educational ladder. It was to be expected that there would be a falling off at the seventh and eighth grades because most of the students were city school students who attended the junior high school. However, I am at loss to explain the great drop at the fourth grade. It seems to me there is a relationship between the liking for the teacher and the liking for the grade but no attempt has been made to work out this correlation.

TABLE XCII. WHY DID YOU LIKE THIS PARTICULAR GRADE MOST?

No reason given	33
Liked the teacher	20
Had most fun then	18
Was the most interesting	10
I felt superior	2
Was the last grade	2
I began to realize the value of school	1
A greater variety of subjects	1
Was not hard	1
I went to private girl's school then	1
I had to work for what I got	1
Class was small	1
We moved to a new community and everything was new	1
More things to do but work	1

This table seems to substantiate the argument that the teacher has a good deal to do with the liking of a

particular grade or that the grade has a good deal to do with the liking of a teacher.

TABLE XCIII. WAS THE TEACHER OF THE GRADE YOU LIKED MOST A MAN OR A WOMAN?

Man	9
Woman	84

The percentage of men indicated here is considerable above the percentage of men in the total number of grade school teachers, the respective percentages being 9.7% and 5.7%. This difference is significant but I have found no reasonable explanation for it.

TABLE XCIV. WHAT MARKS DID YOU MAKE WHILE IN THE GRADE YOU LIKED MOST IN THE GRADE SCHOOL?

E	20
G	50
M	16
P	0
F	0
No mark given	7

The marks here are still a great deal above the average but somewhat lower than for the subject the student liked most in the grade school which was to be expected for that mark represented a more specialized part than did the grade.

TABLE XCV. WHAT SUBJECT DID YOU LIKE MOST IN THE JUNIOR HIGH SCHOOL?

Boys	
No response	3
Mathematics	11
History	8
General Science	6

English	5
Manual Training	2
Printing	2
Pennmanship	1
Civics	1
Music	1
Geography	1
Vocational Agriculture	1
Girls	
No response	8
English	12
Mathematics	8
Clothing	7
History	6
Pennmanship	5
Foods	2
Physiology	2
Latin	3
Spelling	2
Art	2
Music	2
Hygiene	1
Physical Education	1
General Science	1
Civics	1

In this table a trend is noted away from the subjects liked most in the grade school. The most apparent of these is the drop in the popularity of mathematics. Another is the quite pronounced preference of the girls for vocational subjects.

TABLE XCVI. WHY DID YOU LIKE THIS SUBJECT MOST IN JUNIOR HIGH SCHOOL?

No reason	45
Liked teacher	19
Easy	18
Interesting subject	6
Practical	2
Made good marks	2
Something new	1
I plan to teach it	1

The reasons for liking the subject most were what one might have expected and need no comment.

TABLE XCVII. WAS THE TEACHER OF THE SUBJECT YOU LIKED MOST IN THE JUNIOR HIGH SCHOOL A MAN OR A WOMAN?

Man	30
Woman	64

The number of men teachers was far greater in proportion to the percentage of men in the total number of junior high school teachers, the percentages being 21% and 32% respectively. This is significant but again I have no means of accounting for it.

TABLE XCVIII. WHAT MARK DID YOU MAKE IN THE SUBJECT YOU LIKED MOST IN THE JUNIOR HIGH SCHOOL?

E	40
G	41
M	9
P	0
F	0
No mark given	4

A comparison with Table XC reveals a lower level of marks than were made by these students in the grade school in the subject they liked most. This may possibly be accounted for by the increasing difficulty of the subjects as the student moves up the educational ladder.

TABLE XCIX. WHAT SUBJECT DID YOU LIKE MOST IN THE SENIOR HIGH SCHOOL?

Boys	
No response	2
Physics	12

Mathematics	5
Mechanical Drawing	3
Constitution	3
Vocational Agriculture	3
Typing	2
English	2
Chemistry	2
Printing	2
Penmanship	1
Wood Work	1
Shorthand	1
History	1
Bookkeeping	1
Spanish	1
Sociology	1
Music	1
Girls	
No response	5
English	19
Clothing	5
Mathematics	5
Sociology	4
Typing	4
Foods	3
Journalism	3
History	3
Art	2
Bookkeeping	2
Home Living	1
Music	1
Spanish	1
Physics	1
French	1
Latin	1
History	1
Physical Education	1
Botany	1

Significant changes are found in this table for among the boys we find an increasing prominence of vocational subjects. Mathematics, while in second place, is a weak second. About the only means I have of explaining this is that when talking to a number of the boys about the matter they suggested that they saw little practical value of it in the

occupation they planned to follow. Others suggested the teachers as reasons for not wishing to take it. From another source I happen to know that there was a great increase in the enrollment for debate because of a dislike for a certain mathematics teacher. While none of the students answering this interview were in that group, it at least indicates a tendency which seems to appear in this study. English remains a first place choice with the girls.

TABLE C. WHY DID YOU LIKE THIS SUBJECT MOST IN THE SENIOR HIGH SCHOOL?

No reason given	32
Interesting subject	39
Liked teacher	7
Easy	7
Practical	6
Something new	2
Easy teacher	1
Good teacher	1
Could understand it and get it better than others	1
Made good marks	1
Learned a great deal	1

The only marked tendency shown here was that the students apparently liked the subject for the sake of interest in it. The teacher seemed to have little influence directly, but perhaps the teacher in many cases was responsible for the subject being interesting.

TABLE CI. WAS THE TEACHER OF THE SUBJECT YOU LIKED MOST IN THE SENIOR HIGH SCHOOL A MAN OR A WOMAN?

Man	46
Woman	52

This table seems to indicate that the men are teaching the subject liked best in far greater numbers than their percentage of the total number in the senior high school, the percentages being 46% and 38%. This difference is significant and especially when the fact is noted which I disclosed in checking back upon the likes of boys and girls separately. The boys had men teachers in their favorite subjects in 32 cases and women teachers in 8 cases. The girls have men teachers in 14 cases and women teachers in 44 cases. There are perhaps a number of explanations for this, some of which occur to me being that men might naturally teach the subjects most liked by boys, women teaching those most liked by girls; that the men teachers are better than the women teachers in that they make the subject more interesting, an explanation which needs considerably more study before it can be safely accepted. It was also interesting to note that the boys had men teachers in the subject they liked most in more cases than the girls had women teachers, the percentages being as follows, boys had men teachers in 80% of the cases, girls had women teachers in 76% of the cases. I think this difference is great enough to be significant but again much more study along this particular line needs to be made.

TABLE CII. WHAT MARK DID YOU MAKE IN THE SUBJECT YOU LIKED MOST IN THE SENIOR HIGH SCHOOL?

E	33
G	36
M	18
P	0
F	1
No mark given	10

Here we find the tendency revealed in Table XCVIII continued for the marks made are somewhat below those made in the subject liked most in the junior high school. The most significant thing revealed here in my estimation that one girl made a failing mark in the subject she liked most.

TABLE CIII. WHAT SUBJECT DID YOU LIKE LEAST IN THE GRADE SCHOOL?

Boys	
No response	8
Reading	7
Spelling	7
English	5
Geography	5
Arithmetic	4
Music	3
History	1
Civics	1
Drawing	1
Girls	
No response	15
Arithmetic	18
Geography	14
Spelling	4
History	3
Civics	2
Penmanship	2
Reading	2
Physiology	2
Cooking and sewing	1

From this table it would seem that early in life boys show an aversion for things related to English, for what is treated under the caption of English in the junior and senior high school is largely what has grown out of reading, spelling, and grammar or English of the grade school. The girls show a quite decided aversion for mathematical material.

TABLE CIV. WHY DID YOU LIKE THIS SUBJECT LEAST IN THE GRADE SCHOOL?

No reason given	20
Hard subject	27
Uninteresting	12
Could not understand it	7
Did not like it	6
I thought it useless	3
It was tiresome to do the same thing over and over	1
Too many things to remember	1
Did not like the teacher	1
I failed in it	1
Teacher did not explain	1
Teacher was cranky	1
I was scared	1

From the reasons given in this table it would seem that the grade school student is most baffled by the difficulty of the problem facing him and that he therefore disliked the subject. However, the fact that the subject is uninteresting plays a no small part.

TABLE CV. WAS THE TEACHER OF THE SUBJECT YOU LIKED LEAST IN THE GRADE SCHOOL A MAN OR A WOMAN?

Man	6
Woman	79

The percentage of men teachers of the subject liked least was somewhat above the percentage of men teachers in the total number of grade school teachers represented, the percentage being 7 $\frac{1}{2}$ % and 6 $\frac{1}{2}$ % respectively. This difference, in my opinion, is not great enough to be significant.

TABLE CVI. WHAT MARK DID YOU MAKE IN THE SUBJECT YOU LIKED LEAST IN THE GRADE SCHOOL?

E	6
G	20
M	31
P	24
F	1
No mark given	3

A comparison of this with Table XC shows that there must be some sort of a relation between the marks made and liking or disliking the subject, for when the subject was liked the marks ran much above the average while in this case the marks were almost exactly average.

TABLE CVII. WHAT GRADE DID YOU LIKE LEAST WHILE YOU WERE IN THE GRADE SCHOOL?

1	8
2	8
3	12
4	23
5	11
6	19
7	6
8	3
No response	15

A comparison of this with Table XCI reveals some interesting information, first that while the fourth grade was the one ranking highest of those least liked it ranked

lowest among those liked most, but that the sixth grade ranked highest in the grade liked most, ranked second highest in the grade liked least. It also was interesting to note that no very specific trend was found in the grade liked least such as there was in the grade liked most.

TABLE CVIII. WHY DID YOU LIKE THIS GRADE LEAST WHILE YOU WERE IN THE GRADE SCHOOL?

No reason given	21
Did not like the teacher	36
The hardest grade	5
Poor teacher	3
Moved so often that year	4
Most uninteresting	4
I did not like to begin going to school	2
I was in a new place	2
I was punished	2
I had to repeat the grade	1
No fun at all	1
It was so different	1
I was "ornery"	1
Too many teachers	1
Did not like to be shut up in a building all day	1
Too many examinations	1
Was not used to being with other children	1
Did not like that school	1
Teacher did not like me	1
My last year in that school	1

By far the most outstanding reason given was disliking the teacher and it accounts for more than half of the cases where any reason at all was given.

TABLE CIX. WAS THE TEACHER OF THE GRADE YOU LIKED LEAST A MAN OR A WOMAN?

Man	5
Woman	85

The difference from the percentage of men in the total number is so negligible in this case as to warrant no comment.

TABLE CX. WHAT MARK DID YOU MAKE IN THE GRADE YOU LIKED LEAST IN THE GRADE SCHOOL?

E	6
G	25
M	41
P	11
F	1
No mark given	6

A comparison of this with Table XCIV again reveals a relation between a student's likes or dislikes and the marks he makes. However a comparison with Table CVI and XC reveals that there is less difference in the marks made in the grades liked most and least than there is between the subjects liked most and least. This may possibly be accounted for by the more specialized nature of a subject as compared with a grade.

TABLE CXI. WHAT SUBJECT DID YOU LIKE LEAST WHILE IN THE JUNIOR HIGH SCHOOL?

Boys	
No response	3
English	13
Geography	8
Mathematics	7
Latin	4
Manual training	3
History	2
Occupations	1
Physiology	1
Girls	
No response	8
Mathematics	16
History	6

Geography	6
Foods	6
Clothing	5
Physiology	4
Latin	4
General Science	3
English	2
Art	1
Civics	1
Spelling	1

These subjects found in this list, and in the order in which we find them was quite to be expected for the high rank of clothing and foods in the case of the girls. This may possibly be explained in part by the information found in Table LXXIa.

TABLE CXII. WHY DID YOU LIKE THIS SUBJECT LEAST WHILE IN THE JUNIOR HIGH SCHOOL?

No reason given	24
Did not like teacher	24
Hard subject	16
Uninteresting subject	13
Could not understand it	6
Teacher did not make it interesting	4
Useless to me	3
Too hard to remember dates	1
Could not remember vocabularies	1
Sarcastic teacher	1
Too much unnecessary material taught	1

This seems to hearken back to Table LXXII in reasons given and seems to substantiate my opinion that either the students expected more than ordinarily pleasant teachers or these teachers must have been a particularly unpleasant lot.

TABLE CXIII. WAS THE TEACHER OF THE SUBJECT YOU LIKED LEAST IN THE JUNIOR HIGH SCHOOL A MAN OR A WOMAN?

Man	20
Woman	74

The percentage of men teachers represented in this table is within four tenths of one per cent of the number of men in the total number of junior high school teachers so there is no basis for any conclusions.

TABLE CXIV. WHAT MARK DID YOU MAKE IN THE SUBJECT YOU LIKED LEAST IN THE JUNIOR HIGH SCHOOL?

E	2
G	12
M	53
P	21
F	4
No mark given	2

Again the opinion seems supported that there is a definite and positive relation between marks and the liking of a subject or grade. In this case the mark made fell somewhat below the average, a thing which had not occurred in any table noted so far in this study. However, this seems to be in line with the general tendency of marks as we move up the educational ladder and irrespective of what we are measuring so long as the thing measured is comparable in each case.

CXV. WHAT SUBJECT DID YOU LIKE LEAST IN THE SENIOR HIGH SCHOOL?

Boys	
No response	1
English	12
History	7
Mathematics	6
Latin	5
Physics	2
Sociology	2
Spanish	1

Constitution	1
French	1
Botany	1
Typing	1
Economics	2
Girls	
No response	8
History	18
Mathematics	12
Physics	8
Latin	4
Constitution	3
English	2
Clothing	1
Physical Education	1
French	1
Shorthand	1
Spanish	1
Sociology	1
Bookkeeping	1
Economics	1

When this table is compared with Table LXXIX we find a quite striking similarity although in this case we find that history plays a far more important part, indicating perhaps, although without finality, that the dislike for the subject is more a cause of the student disliking the teacher than is a dislike for the teacher a cause for disliking the subject. This is such bare evidence, however, that I am merely suggesting that such might be a possibility.

TABLE CXVI. WHY DID YOU LIKE THIS SUBJECT LEAST IN THE SENIOR HIGH SCHOOL?

No reason given	21
Hard subject	26
Uninteresting	22
Did not like teacher	8
Could not understand it	8
Did not like to remember dates	1
Too many themes	1

Did not get anything out of it	1
Too much outside work	1
Do not think it will help me later	1
It affords no social thoughts	1
No good at all	1
Too general	1
Poor teacher	1
No need for it	1
Teacher had to learn course with students	1

From the evidence above it is very likely that the very nature of the subject made it disliked most although in quite a number of cases the teacher was blamed for it.

TABLE CXVII. WAS THE TEACHER OF THE SUBJECT YOU LIKED LEAST IN THE SENIOR HIGH SCHOOL A MAN OR A WOMAN?

Man	39
Woman	57

In this case the number of men teachers of the subject liked least was slightly greater than the percentage of men in the total number of teachers in the senior high school, the percentages being 40% and 38% respectively. It seems to me that this difference is hardly great enough to be significant.

TABLE CXVIII. WHAT MARK DID YOU MAKE IN THE SUBJECT LIKED LEAST IN THE SENIOR HIGH SCHOOL?

E	1
G	15
M	53
P	17
F	8
No mark given	2

The trend of marks for the subject liked least through the school system seems downward for the marks recorded above are somewhat lower than those found in Table CXIV.

TABLE CXIX. WHAT SUBJECT STUDIED IN THE JUNIOR HIGH SCHOOL DO YOU FEEL HAS BEEN THE MOST VALUABLE TO YOU?

Boys	
No response	4
Mathematics	13
English	8
General Science	4
History	3
Latin	2
Music	2
Vocational Agriculture	2
Printing	1
Civics	1
Spelling	1
Manual Training	1
Girls	
No response	10
English	15
Mathematics	12
Penmanship	6
Clothing	5
Foods	3
Spelling	3
General Science	2
History	2
Civics	2
Latin	2
Art	1

One interesting fact to note here is that while such subjects as mathematics and English have been ranked as the most disliked subjects in other tables the student recognizes them to be valuable to him. This does not hold true for history however.

TABLE CXX. WHY DID YOU THINK THIS WAS THE MOST VALUABLE SUBJECT STUDIED IN THE JUNIOR HIGH SCHOOL?

No reason given	19
Use it every day	27
Made other subjects easier	19
Need it in my life work	7
Liked it	5
Developed my ability	4
I learned a great deal	3
Helps me make a living	2
Will help me later	2
I am taking it as a major course	2
Develops reasoning power	1

Most students seemed to have derived a practical value from their course, or at least that seemed to be the outstanding value as they saw it. If the other subjects which they took in which these helped them were valuable subjects then the study of these was valuable but if they in turn simply help the student in some new subject which finally gives no real value then I believe that we need to check up very carefully on the subjects which the student takes.

TABLE CXXI. WHAT SUBJECT STUDIED IN THE SENIOR HIGH SCHOOL DO YOU FEEL HAS BEEN MOST VALUABLE TO YOU?

Boys	
No response	2
Physics	16
English	8
Mathematics	4
Bookkeeping	2
Vocational Agriculture	2
Constitution	2
Sociology	1
Auto Mechanics	1
Biology	1
Printing	1
Physiology	1
Chemistry	1

Girls	
No response	6
English	19
Typing	10
Sociology	4
Physics	4
Art	3
Foods	3
French	2
Home Living	2
History	2
Mathematics	2
Latin	2
Clothing	1
Journalism	1
Bookkeeping	1
Physical Education	1

The indication in this table seems to be along vocational or practical lines although there seems to be an appreciation for the less tangible things in the choice of English and sociology for example.

TABLE CXXII. WHY DO YOU BELIEVE THIS SUBJECT WAS THE MOST VALUABLE ONE YOU HAVE STUDIED IN THE SENIOR HIGH SCHOOL?

No reason given	21
Practical daily use	27
Will use it in my life work	16
Everyone needs it	10
Broadens a person's knowledge	9
I learned a great deal	5
Helps in other subjects	3
Helps me make a living	2
Explains so many things	1
Beginning to understand subject better	1
Teaches quickness and ability	1
Develops reasoning power	1

In this case, as in the junior high school except to a greater degree, the practical use and vocational aspects stand out most clearly as reasons. It seems to show that

the high school student is assuming a more serious and mature viewpoint and is beginning to consider his future vocation very definitely.

TABLE CXXIII. WHAT SUBJECT STUDIED IN THE JUNIOR HIGH SCHOOL DO YOU FEEL HAS BEEN LEAST WORTHWHILE TO YOU?

Boys	
No response	6
Geography	7
Latin	6
English	5
Manual Training	5
Mathematics	3
Occupations	2
History	2
Penmanship	2
Music	2
Physiology	1
Civics	1
Girls	
No response	13
Mathematics	10
Geography	9
Latin	8
History	7
Foods	4
General Science	3
Penmanship	3
Art	2
Agriculture	2
Physiology	1
Clothing	1

From the appearance of this table I am inclined to think the curriculum in geography needs revision, unless perhaps the fact discovered in Table LXXIa. concerning the dislike for the geography teacher influenced the students, or because their dislike for her was because she taught the subject poorly.

At any rate, the information revealed in this table should be sufficient grounds for investigating this situation more carefully.

TABLE CXXIV. WHY DO YOU THINK THIS JUNIOR HIGH SCHOOL SUBJECT WAS LEAST WORTHWHILE TO YOU?

No reason given	22
Never used it	24
Did not learn anything	13
Have forgotten it	9
Did not like it	6
Will never do me any good	3
Did not take enough to do me any good	2
Poor teacher	1
Was a bore	1
Do not intend to take any more	1
Learned more in other subjects	1
Did not pass	1

The practical nature of the student persists in cropping out for in thinking the subject least worthwhile he thinks in terms of actually using it in his daily life. Perhaps the second reason, that he did not learn anything, can be laid partially at the door of the teacher, though of course, not all the blame can be placed there.

TABLE CXXV. WHAT SUBJECT STUDIED IN THE SENIOR HIGH SCHOOL DO YOU FEEL HAS BEEN THE LEAST WORTHWHILE TO YOU?

Boys	
No response	6
History	5
Latin	4
Sociology	4
Mathematics	3
Spanish	3
Music	3
English	3

Constitution	2
Physics	2
Bookkeeping	2
Botany	2
Mechanical Drawing	2
Printing	1
Girls	
No response	12
History	14
Mathematics	12
Physics	8
Latin	5
Foods	2
Spanish	2
Music	2
Design	1
Biology	1
Constitution	1
French	1
Bookkeeping	1
Clothing	1

The subjects were so evenly balanced among the boys that no conclusion could be drawn with respect to them. However, with the girls it appears that no tangible values could be seen in history, mathematics, or physics and from my observation of high school girls it is my opinion that this might be expected.

TABLE CXXVI. WHY DO YOU THINK THIS SUBJECT STUDIED IN THE SENIOR HIGH SCHOOL WAS THE LEAST WORTHWHILE TO YOU?

No reason given	27
Will never use it	19
I see no practical use for it	15
Did not learn anything	7
Have forgotten all of it	4
Have never used it since	3
Did not understand it	3
Did not like it	2
Cannot remember it	2

Not in my line of work	2
Only a few need it	1
Do not use it	1
Do not use the same method elsewhere	1

From an observation of this table I am more than ever inclined to believe that the high school student can see little but the practical side of things or else that he is so short-sighted that he can see no value in things beyond the present or the immediate future.

TABLE CXXVII. WHAT SUBJECT OR SUBJECTS WHICH YOU HAVE BEEN REQUIRED TO TAKE IN THE JUNIOR HIGH SCHOOL DO YOU THINK SHOULD NOT BE REQUIRED OF EVERYONE?

Boys	
No response	24
Latin	8
Music	2
History	2
Manual training	2
Mathematics	2
Occupations	2
Girls	
No response	24
Mathematics	10
Geography	8
Latin	5
Foods	4
History	4
Penmanship	3
Agriculture	2
Clothing	1
Music	1
Physical Education	1

I am inclined to think that the student in this case would eliminate the subjects which he did not like, although essentially I agree with him that there is an over-emphasis of certain subjects. This is simply a personal opinion,

however, based in part on this study and observations during my own teaching experience.

TABLE CXXVIII. WHY DO YOU THINK THIS SUBJECT OR THESE SUBJECTS SHOULD NOT BE REQUIRED OF EVERYONE IN THE JUNIOR HIGH SCHOOL?

No reason given	11
Most people never use it	25
No value in life	5
Too easily forgotten	3
Unnecessary	3
Unimportant	2
Some people cannot learn it	2
Duplication of other teaching	2
Is of no use later	1
Has never helped me	1
Not everyone liked it	1
Can learn as much at home	1

The practical mind of the student still remains uppermost if the information in this table is to be believed for most of the reasons given are of a very practical nature.

TABLE CXXIX. WHAT SUBJECT OR SUBJECTS WHICH YOU HAVE BEEN REQUIRED TO TAKE IN THE SENIOR HIGH SCHOOL DO YOU THINK SHOULD NOT BE REQUIRED OF EVERYONE?

Boys	
No response	18
Mathematics	7
Physics	4
History	3
English	3
Spanish	1
French	1
Physical Education	1
Physiology	1
Economics	1
Constitution	1
Botany	1
Girls	
No response	22

Mathematics	13
Physics	11
History	10
Constitution	2
Physical Education	2
Cooking	1
Latin	1
Bookkeeping	1

Naturally not all the subjects listed above are required of everyone although the individual student who gave the subject in answer to this question may have had to take it to satisfy some major or minor requirement. However, it does seem to be apparent that many students resent having to take mathematics and physics. It is my opinion that a technique of teaching these on the level of the high school student has not been entirely mastered and that if the subjects were taught in a more practical way we would have less objection to them. I am inclined to agree with the students that we do require some subjects which should not be required of everyone.

TABLE CXXX. WHY DO YOU BELIEVE THIS SUBJECT SHOULD NOT BE REQUIRED OF EVERY SENIOR HIGH SCHOOL STUDENT?

No reason given	16
Many never need it	30
Many cannot master it	8
Good for only a few	4
Too much repetition of former subjects taken	3
Not important	3
Not interesting to many	1

The practical nature of the high school student seems

to be boundless for every time he has opportunity to express it he does so. It may be that he is expressing a rebellion against the rigidity of requirement which seems to exist in our school system forcing many a round peg through a square hole. At the same time I am inclined to think that at present our elective system is very liberal. This may perhaps be a feeling growing out of a comparison with the very rigid requirements of my own high school experience. The expressions in this part of this study I believe should cause us to give more careful attention to the matter of requirements or perhaps the method of teaching required subjects.

TABLE CXXXI. WHAT SUBJECT OR SUBJECTS NOT NOW REQUIRED OF EVERYONE IN THE JUNIOR HIGH SCHOOL DO YOU THINK SHOULD BE REQUIRED OF EVERYONE?

Boys		
No response		30
Latin		3
Mathematics		2
Penmanship		2
General Science		1
Civics		1
Physical Education		1
History		1
Spelling		1
Girls		
No response		47
Penmanship		6
Latin		4
Mathematics		2
General Science		2
English		1
Civics		1

From the indication of this table most of the students are quite content that there shall be no subjects added to the junior high school curriculum. A comparison of this with the tables showing the subjects which they would eliminate show on the whole a quite conservative attitude and one which seems to be not so different from the educational philosophy prevalent at the present time.

TABLE CXXXII. WHY DID YOU THINK THIS SUBJECT SHOULD BE REQUIRED OF EVERYONE?

No reason given	1
Necessary in everything	9
Aids in other subjects	6
Very practical	6
Good for poor writers	2
Too many poor spellers	1
Trains the mind	1
Need it later	1

That everything should be practical approaches being an obsession with high school students if one is to give credence to the information supplied in these tables and I am at loss to explain it.

TABLE CXXXIII. WHAT SUBJECT OR SUBJECTS NOT NOW REQUIRED OF EVERYONE IN THE SENIOR HIGH SCHOOL DO YOU THINK SHOULD BE REQUIRED OF EVERYONE?

Boys	
No response	25
Sociology	4
Physics	4
Senior English	3
Business Law	2
Public Speaking	1
Typing	1
Mathematics	1

Biology	1
Chemistry	1
Girls	
No response	40
Senior English	9
Home Living (For Girls)	5
Sociology	3
A foreign language	3
Mathematics	1
Public Speaking	1
Physiology	1

The result of this table is the first indication away from the purely practical subjects and over to the more informational and appreciation subjects.

TABLE CXXXI. WHY DO YOU THINK THIS SUBJECT SHOULD BE REQUIRED OF EVERYONE IN THE SENIOR HIGH SCHOOL?

No reason given	5
Everybody needs it	14
Practical	3
Beneficial	3
Need to know life's problems	2
Does you more good	2
Have to have it for college	1
Learn more then than any other time	1
Interests you in other countries and people	1
Makes you bale to converse with other people better	1
Must learn to reduce crime	1
All can never be learned	1
Good for mind	1
Will make better homes	1
Develops leadership	1
Country would be improved by it	1
Cannot get too much of it	1

Except for the fact that everybody needs that particular subject, in the estimation of the student, the reasons are so varied that one can scarcely discuss them with any

degree of satisfaction.

TABLE CXXXV. DO YOU THINK IT WOULD BE BETTER NOT TO HAVE ANY REQUIRED SUBJECTS IN THE SENIOR HIGH SCHOOL AT ALL?

Yes	12
No	90
No response	3

The above table seems to indicate that the high school student, although not exactly satisfied with the curriculum as it exists, is by no means a radical on the subject to the extent that he wishes to do away with all required subjects.

TABLE CXXXVI. IF YOU THINK IT WOULD BE BETTER TO DO AWAY WITH ALL REQUIRED SUBJECTS IN THE SENIOR HIGH SCHOOL, WHAT REASON DO YOU GIVE FOR IT?

Planning life's work and should be allowed choice	3
Student knows what he wants better than does the school	2
Gives the student opportunity to specialize	2
Some people will never use required subjects	2
Major and minor is best plan	1
Develops a sense of responsibility	1
Should be allowed to take vocational work in any field	1

While the number of people who believed that required subjects should be done away with entirely the reasons given by these few seem to be quite sound and logical, and probably would be for the ones who believed this. On the other hand it might not be, for these persons might possibly be the ones who needed to take certain required subjects more than anyone else.

TABLE CXXXVII. IF YOU DO THINK THAT THERE SHOULD BE NO REQUIRED SUBJECTS IN THE SENIOR HIGH SCHOOL, WHY DO YOU THINK SO?

No reason given	8
Students would pick easy subjects	44
Certain subjects are necessary	19
Would not take the things needed	7
Students would not choose a well-balanced course	5
Would be a great many useless courses taken	3
Students do not know what they want so early in life	2
Would bring about a poor school	2

Apparently the high school student has little faith in himself for he believes, in over 50% of the cases, that the student would pick the easy courses, and I presume that he is at least partly correct in his assumption. I think that on the whole the students have presented some very valid objections to having all elective subjects in the senior high school.

TABLE CXXXVIII. DO YOU THINK IT WOULD BE BETTER TO HAVE NO REQUIRED SUBJECTS IN THE SENIOR YEAR ONLY, WITH THE REQUIRED SUBJECTS IN THE TENTH AND ELEVENTH GRADES?

Yes	60
No	35
No response	10

Here the opinion seems to be in favor of more liberality than is at present accorded although this may hardly be a fair statement either for in all probabilities if the re-

quired subjects were in the tenth and eleventh grades only there would be more of them at that time. If this were true the difference would be simply that the senior in high school would have more freedom. Be that as it may, most of the students favored such a scheme.

TABLE CXXXIX. IF YOU BELIEVE THAT THE REQUIRED SUBJECTS SHOULD BE IN THE TENTH AND ELEVENTH GRADES ONLY, WITH THE SENIOR YEAR ENTIRELY ELECTIVE, WHAT REASONS CAN YOU GIVE FOR IT?

No reason given	8
Knows by that time what he wants	37
Want to pick things for life work when a senior	4
Those who failed could take required subjects in senior year	3
Help in earning living better	3
Senior year would be easier	2
Would like school better if allowed choice	2
Senior needs more time for social affairs	1
Student does not know what he wants in earlier years	1

The students believe that by the time they become seniors that they should be given credit for having judgment enough to pick their own subjects. I am inclined to agree with them, but I doubt that some of them considered that there would probably only be more required subjects in the earlier years.

TABLE CXXXX. IF YOU DO NOT THINK THAT THE REQUIRED SUBJECTS SHOULD COME IN THE TENTH AND ELEVENTH GRADES WITH NO REQUIRED SUBJECTS IN THE SENIOR YEAR AT ALL, WHY DO YOU THINK NOT?

No reason given	13
Tendency for students to pick easy subjects this way	5
Certain subjects necessary	4
Students would not take what they need	3
Could not take all required subjects in two years	2
Too monotonous in tenth and eleventh grades	1
Ought to elect just a few	1
Should be no radical change in senior year	1
Senior should be no more privileged than the others	1
Would overburden the tenth and eleventh years	1
Should be one required subject in senior year	1
Satisfactory system now	1
Need a whole unified course	1

While some of these reasons might be directed against some other plans a few of them are valid reasons and show that the students are thinking straight on the matter.

TABLE CXXXXI. DO YOU THINK IT WOULD BE BETTER FOR EVERY PERSON TO HAVE ALL SUBJECTS REQUIRED, IF THEY WERE OUTLINED FOR HIS PARTICULAR PURPOSE SUCH AS: PRE-ENGINEERING, PRE-JOURNALISM, VOCATIONAL AGRICULTURE, VOCATIONAL HOME-MAKING, ETC.?

Yes	46
No	49
No response	10

On this question there seems to be quite an even division of opinion and any conclusion to this must be made following the next two tables in which the reasons are given.

TABLE CXXXXII. IF YOU THINK A SPECIFICALLY PLANNED COURSE FOR EACH RELATED GROUP OF OCCUPATIONS WOULD BE BEST, AND THAT EACH STUDENT SHOULD BE REQUIRED SUCH A SPECIFIC COURSE, WHY DO YOU BELIEVE SO?

No reason given	14
Would give better training	15
Can get the things most needed then	9
Student should have his goal in mind	2
Would be best means to get people to take course best suited to their needs	2
Would save time	2
If vocation is chosen he could specialize	2

In almost every case the student recognized the need for specialization and gave reasons which hinged upon it. It seems to me that on the whole the students are thinking straight on the matter of the right kind of training for themselves and recognize this as a possible means of securing it.

TABLE CXXXXIII. IF YOU DO NOT THINK SPECIALIZED COURSES AIMING AT PARTICULAR GROUPS OF OCCUPATIONS SHOULD BE OUTLINED AND THE STUDENT BE REQUIRED TO FOLLOW A PARTICULAR ONE, WHY DO YOU TAKE THIS STAND?

No reason given	10
Student might want to change course	14
Would cause over-specialization	11
Students do not know what they want to do so early	6
Needs of the individual too varied for such a plan	2

Let people take what they like	2
Should get general education first	1
Would get no pleasure out of such a course	1
Too compulsory	1
Just do not like the plan	1

These students recognize that there is a danger in over-specialization and also that at such an early time in life a very few boys and girls have decided definitely upon their future vocations that they can begin training for them at this time. The reasons given are valid enough and should cause educators to hesitate a moment before advocating such a plan.

TABLE CXXXXIV. ON WHAT SUBJECT IN THE SENIOR HIGH SCHOOL DO YOU SPEND THE MOST TIME, OR HAVE YOU SPENT THE MOST TIME IF TAKEN BEFORE THIS YEAR?

Boys	
English	12
Sociology	7
Mathematics	7
History	6
Chemistry	3
Latin	1
Typing	1
Vocational Agriculture	1
Bookkeeping	1
Debate	1
Shorthand	1
Physics	1
Girls	
No response	5
History	12
Mathematics	10
Shorthand	7
Latin	6
English	5
Journalism	4

Sociology	4
Constitution	3
Typing	2
Physics	2
Bookkeeping	1
Home Living	1
Art	1

There seems to be little relation between time spent on the subject and liking or disliking it, beyond English for boys, and history and mathematics for the girls. In these cases it seems to be a positive correlation between disliking the subject and length of time spent studying it. The difficulty of the subject may have a great deal of bearing on it.

TABLE CXXXXV. WHAT MARK DID YOU MAKE IN THE SUBJECT ON WHICH YOU SPENT THE MOST TIME?

E	16
G	24
M	53
P	4
F	2
No mark given	1

From the appearance of this table there must be a positive relation between the time spent on the subject and the mark made in that subject for on the whole the marks were decidedly above the average although there were a few low marks.

TABLE CXXXXVI. HOW MUCH TIME DO YOU SPEND IN STUDY OUTSIDE OF SCHOOL EVERY DAY ON AN AVERAGE?

Boys	Hours	Minutes
3	None	None

8	0	15
12	0	30
8	0	45
3	1	00
6	1	30
2	2	00
1	Over two hours	
Girls		
2	0	15
2	0	30
9	0	45
10	1	00
11	1	30
6	2	00
18	2	00
4	Over two hours	

It appears from this table that the girls put in a great deal more time studying than the boys do. The result is that on the whole the girls make higher marks, than boys. The average amount of time spent in study outside of school was 65 minutes. For the girls this average reached almost 80 minutes but for the boys it dropped to 45 minutes. This may be explained in part by the fact that the boys have many more extra-curricular activities to occupy their time and that many of them worked outside of school as wage earners.

TABLE CXXXVI. ARE YOU EMPLOYED (FOR PAY) OUTSIDE OF SCHOOL?

Boys	
Yes	25
No	17
Girls	
Yes	9
No	54

This table helps to explain why the girls spend so much more time in study than do the boys. The very fact that so

many of the boys are employed keeps them from putting so much time in study.

TABLE CXXV. IF YOU ARE EMPLOYED AT WHAT DO YOU WORK?

Boys	
Odd jobs	4
Clerk	4
Theatre	2
Orchestra	2
Delivery work	2
Hotel work	1
Baker	1
Bus driver	1
Paper route	1
Hospital help	1
Radiator work	1
Washing dishes	1
Mechanic	1
Banking	1
Saleswork	1
Farm work	1
Girls	
Store clerk	3
Odd jobs	2
Stenographer	1
Waitress	1
Nursing	1
Caring for children	1

This table seems to show that our boys are not too proud to work at almost any occupation that is honest work for many very menial tasks are represented here. It may be that they can get no better positions, but even so the boys seem quite willing to accept such positions rather than nothing. On the part of the girls so few occupations are represented that it is almost impossible to come to any conclusion. However, one of two things may account for the

small number of girls who are employed. They may not be willing to work at menial tasks or there may be fewer positions open to girls. Other factors which may enter into the situation, although I believe, they are of minor importance, such as lack of time, parents not wanting them to work, and not needing any money above their allowance.

TABLE CXXXXIX. IF YOU ARE EMPLOYED, HOW MUCH TIME DO YOU SPEND AT IT DAILY?

Boys	Hours
5	1
13	2
3	3
5	4
0	5
0	8
Girls	Hours
1	1
4	2
0	3
2	4
1	5
1	8

From an analysis of this table we find that of the girls who work the average amount of time which each spends daily is 3 hours and 20 minutes, while the average time spent by each boys is 2 hours and 20 minutes, while the average time spent for girls is more. For purpose of comparison of the time spent out of school on study and work we shall average all the time spent on each among all the students of each sex. In the case of the girls it was 1 hour and 47 minutes, and in the case of the boys it was 2 hours and 6 minutes.

This throws a light upon the reason for the girls making higher marks than the boys, for if each puts in more time on an average in study and less outside altogether then if all other factors are equal the girls should make better marks. One other factor to be considered is the time spent on extra-curricular activities, a factor with which we will deal in Table CXC.

TABLE CL. WHAT IS YOUR PRESENT IDEA OF WHAT YOUR LIFE WORK WILL BE?

Boys	
Do not know	5
Engineer	5
Aviator	5
Doctor	3
Electrical Engineer	3
Printer	3
Architect	2
Athletic Coach	2
Business man	2
Mechanical Engineer	2
Farmer	2
Mail carrier	1
Merchant	1
Saleswork	1
Scientist	1
Attorney	1
Banker	1
Musician	1
Civil Engineer	1
Girls	
Do not know	14
Teacher	16
Stenographer	8
Bookkeeper	5
Nurse	3
Journalist	3
Interior decorator	2
Housewife	2
Clothing designer	2

Writer	2
Dietician	1
Musician	1
Librarian	1
Lawyer	1
Architectural Engineer	1
Aviatrix	1

The plans for the future seem to be well distributed over a large number of occupations. It may seem that certain of the occupations listed above are duplications but doubtless there are shades of distinction as great as would be found in any compilation of occupations.

TABLE CLI. DO YOU THINK HIGH SCHOOL WILL HELP YOU IN THE OCCUPATION WHICH YOU THINK NOW THAT YOU WILL ENTER?

Yes	80
No	6

I presume that most persons would think that the answer to this question would be obvious, but the fact that 6 students did not think their high school education would help them indicates that it was not. When this question was asked it was thought that the student who did not think high school would help him would be somewhat dissatisfied with it and have an anti-attitude toward it. A careful examination of the group interview of these students did not reveal this to be the case however.

TABLE CLII. DO YOUR PARENTS DISCUSS YOUR REPORT CARDS WITH YOU?*

*(a). When your marks are good? (b). When your marks are bad? (c). Regardless of your marks?

Boys	
a	0
b	7
c	27
Never	5
Sometimes	3
Girls	
a	0
b	8
c	53
Never	0
Sometimes	2

From the indications in this table it would seem that parents are less inclined to talk to boys about report cards than to girls about them. It may be that the boys are unwilling or reticent about the matter themselves. Some further facts concerning the reticence of boys will be found in Tables CLIII, CLXIX, and CLXX.

TABLE CLIII. HOW OFTEN DO YOUR PARENTS TALK OVER YOUR SCHOOL WORK WITH YOU?

Boys	
Never	8
Daily	7
Alternate days	4
Semi-weekly	10
Monthly	10
Once a year	3
Girls	
Never	9
Daily	20
Alternate days	6
Semi-weekly	14
Monthly	13

Once a year

1

This table seems to indicate a smaller frequency of times which the boys discuss school with their parents than we find for the girls. A rough mathematical calculation based on the above table indicates that on an average the boys discuss school work with their parents 53 times during the year while the girls show a total of 94 times. Does this, I wonder, indicate that the parents are less interested in the educational welfare of their sons than that of their daughters or does it indicate a greater reticence on the part of the boys as was suggested in the discussion of Table CLII?

TABLE CLIV. WHAT HAS BEEN THE MOST HAPPY EVENT OF YOUR SCHOOL CAREER?

No response	45
Senior-Junior	6
Freshman Sneak	6
Graduation	5
End of schools	4
Making good marks	4
Football season	4
Getting a part in a play	3
Parties	3
Emporia contest	2
Going on Girl Reserve trip to Estes Park	2
First day of school	2
Getting the best girl in school	1
Going on band trip	1
Receiving a letter	1
A track meet	1
Winning a poetry contest	1
Learning that I had talent in English	1
Winning a typing contest	1
Vacation	1

Girls' athletic season	1
Junior-Senior banquet	1
Work for teachers who appreciate it	1
Freshman initiation	1
Elected editor of school publication	1
Winning scholarship medals	1
Physical education exhibition	1
Music contest	1
Hanging May baskets	1
Freshman Carnival	1
When my charcoal sketch was sent to the exhibition gallery	1

The things which constituted the happiest events of the school career were many and varied in kind. However, a careful study of them indicates that school parties and related events were the most frequent, with school contests or winning some honor second. After these two general classes are eliminated there are very few things left.

TABE CLV. WHAT HAS BEEN THE MOST UNHAPPY EVENT OF YOUR SCHOOL CAREER?

No response	59
When I failed	9
Changing schools	5
Beginning of school	3
Absence due to illness	3
Being punished for Freshman Sneak	2
Worked for something and failed to get it	2
Disagreement with my superiors	2
Not to take music this year	1
Death of father	1
Could not go to contest	1
Called to office of the principal	1
Studying	1
Accused falsely of cheating	1
Attending rural school for two years	1
Oral reports before the class	1
One of the plays	1
Taking county examinations	1
When forced to resign Girl Reserve presidency	1

When my work was unsatisfactory	1
Being downtrodden by superiors	1
Being defeated for class office	1
Being turned down for rifle club because of height	1
Missing scholarship letter by a small margin	1
Taking hard subjects	1
Having scarlet fever during December	1
Getting an incomplete	1
When my teacher died	1

The events given here were more widely distributed than in the preceding table and fewer large groups. The most predominant one here was the matter of low or failing marks. It may not or it may be significant that whereas 45 did not respond in Table CLIV while 59 did not respond in this table. At any rate, it may indicate that the students have more happy than unhappy events in their school careers that stand out in their memories.

TABLE CLVI. WHAT FEATURE OF THE GRADE SCHOOL DID YOU LIKE MOST?

No response	33
Recess	24
Programs	7
Holidays	4
Plays	3
Parties	3
Reading hour	3
Having only one teacher	2
Graduation	2
Lunch time	2
Class picnics	2
Their plan of work	2
Playground	2
Music class	2
All classes in same room	1
Could do all our work in school time	1

Painting	1
Friday afternoon contests	1
Afternoons	1
Studying	1
Arithmetic matches	1
Athletic contests	1
Lining up to march in	1
Large cafeteria	1
Arrangement of the day	1
Operetta	1
May day program	1

The liking of recess most of anything in the grade school by the student seems to me to be quite natural for up to this time he has been quite free and the rigidity of the classroom would make him yearn for recess period and appreciate it most. It should be a basis from which school people could build an educational program in the play period of the fact brought out in this table, if it is universally true.

TABLE CLVII. WHAT FEATURE OF THE JUNIOR HIGH SCHOOL DID YOU LIKE MOST?

No response	52
Assembly	15
Elective subjects	5
Study Halle	4
Home room	4
Physical education	3
When I graduated	3
Short school day	2
Glee club	2
Building	2
Intra-murals	2
Music contest	1
Swimming pool (Not in Manhattan)	1
Class play	1
Penmanship	1
Good principal	1
Strict teachers	1
Sixty-minute classes	1

Freshman Sneak	1
Music	1
Vocational Agriculture	1
Going to and from classes	1

The evidence given here indicates a possible means for some good educational work, namely through the assembly. It might possibly be, however, if the educational feature were stressed too much that assembly might not be so well liked. There seem to be no other outstanding choices of the students in the junior high school.

TABLE CLVIII. WHAT FEATURE OF THE SENIOR HIGH SCHOOL DID YOU LIKE MOST?

No response	41
Assembly	12
Athletics	8
Physical education	5
Girl Reserves	5
Junior-Senior banquet	4
Activities	3
Dramatics	3
School spirit	3
Games, plays, etc.	2
Building	2
Having different teachers	2
Short school day	2
Elective subjects	2
Looking forward to commencement	2
Noon hour	1
More like college	1
School as a whole	1
Swimming pool (Not in Manhattan)	1
Blue M	1
Vacation	1
Senior-Junior	1
The teachers	1
Activity period	1

In this instance the assembly period again stands out as the most important single item, with athletics running a fairly close second, and surpassing it if we consider physical education with athletics. The features are so varied that one can hardly come to any conclusion with respect to the high school student's attitude except that the things he likes most are not very closely connected with his subjects but rather the so-called side issues of education or the extra-curricular activities.

TABLE CLIX. WHAT FEATURE OF THE GRADE SCHOOL DID YOU LIKE LEAST?

No response	55
Too long hours	4
Same room all day	3
Arithmetic classes	3
Writing period	3
Cranky teachers	3
Examinations	2
Lining up and marching in	2
Music	2
Staying in after school	2
Assembly	2
Failing	2
Not enough to study	1
The principal	1
Reading before the class	1
Standing on the floor to learn a poem	1
All subjects being compulsory	1
Studying	1
The seats	1
Going to the office	1
Long school year	1
Too far from home	1
Silent recesses	1
History period	1
The old stairs	1

Spelling	1
Negroes could attend	1
Required to take cooking and sewing	1
Health period	1
Recesses not long enough	1
From last recess till dismissal	1
End of six weeks	1
Opening exercises	1
Too small a playground	1

If one is to accept the first item of no responses as an indication, again it would appear that the students liked grade school more than they disliked it for the item mentioned is larger in this table than it is in Table CLVI. The chief objections seem to group themselves around the monotonous and compulsory nature of the grade school.

TABLE CLX. WHAT FEATURE OF THE JUNIOR HIGH SCHOOL DID YOU LIKE LEAST?

No response	64
Home room	10
Seventh hour	7
Latin being required	2
Long hours	2
Assembly	3
Orchestra	1
Pupil conduct	1
Principal	1
Being sent to the office	1
Lecture	1
Semester quizzes	1
Too many hours	1
Chorus	1
No recreation	1
Bad grades	1
Having different teachers	1
Algebra	1
Puritanical teachers	1
The teachers	1
End of six weeks	1
No good place to keep books	1

Because the ninth grade was not considered senior high school	1
Could not talk in halls	1

Two things stand out in this table worthy of note, one that in comparison with Table CLVII there were more cases where no response was given, which may indicate a greater like than dislike for the teachers of the junior high school; the other thing being the high rank of the home room in cases where any responses were given at all. This might warrant a careful study of the problem and the application of remedial measures or the abandonment of this feature.

TABLE CLXI. WHAT FEATURES OF THE SENIOR HIGH SCHOOL DID YOU LIKE LEAST?

No response	55
Home room	20
Sixth hour	5
Long periods	4
Physics being required	1
No activity period	1
Principal	1
Physical education	1
Manual training shop	1
Study period during Girl Reserve period	1
Being sent to the office	1
The seats	1
Not enough social life	1
Class distinction	1
The whole thing	1
Lack of school spirit	1
Having to have majors and minors	1
Examinations	1
Drinking fountains	1
Too many people in it (Not Manhattan)	1
Not having a swimming pool	1
New grading system	1
Geometry	1

Activity period (Not Manhattan)	1
Low grades	1

The number of no responses exceeds that of Table CLVIII, which is in line with what we have learned about the grade and junior high schools. In the case of the senior high school the antipathy toward the home room seems to have increased over that in the junior high school. From the results of this table and my personal observation in the school I am of the opinion that either the home room should be abandoned or some use should be made of it which the students will appreciate and find valuable. Certainly they do not have that feeling at present.

In the answers recorded in Tables CLIV to CLXI, inclusive, I found that the students had difficulty in discerning between events, features, and just things which happened to be liked with school. This is apparent when one considers the items carefully recorded in these tables. I do not believe, however, that this materially affects the results or conclusions drawn for in most cases there was no conclusion of terms.

TABLE CLXII. TOWARD HOW MANY TEACHERS HAVE YOU FELT ANGRY?*

*Answers are recorded by the reasons for being angry at the teacher.

Marks	27
Teacher was ill-tempered	12
Being sarcastic	9

Accusing me unjustly	7
Showing favoritism	6
Assigning unnecessary work	6
Embarassing me before the class	6
Giving too severe punishment	5
Taking offense at little things	5
Incompetent	4
Unfairness	4
Prejudiced	3
Making me attend sixth hour frequently	3
Over bearing	3
Unreasonable	3
Inconsiderate	3
Prying into personal affairs	2
Overbearing	2
Not providing a study period	2
Hard-boiled	1
Nagging	1
Unwillingness to explain	1
Sending me to office	1
Her foolish sayings	1
Her ignorance	1

In most cases the reasons for being angry at the teacher is due either to marks or to a case of ill-temper and related ills of either the student or teacher. Just where most of the blame can be placed, is difficult to determine, each probably trying to shift the blame to the other.

TABLE CLXIII. HOW MANY GRADE SCHOOL TEACHERS HAVE VISTED YOUR HOME?

Number of teachers visting	Number of cases of each
None	18
1	16
2	18
3	11
4	15
5	5
6	17

7
81
4

A mathematical calculation of the number of times which the teacher visited the homes of the students while in the grade school was 311 or an average of slightly less than 3 times during the grade school life of the student. Based upon the total number of grade school teachers in Table XXXIIIb which was 539 we find that only slightly more than half of the grade school teachers visited the homes. This could indicate that if more visiting took place an improved relation might be made to exist between the home and the school.

TABLE CLXIV. WHAT GRADE OR GRADES DID THE TEACHERS TEACH WHO VISITED YOUR HOME?

Grade of teacher	Times visited
Kindergarten	1
1	51
2	45
3	48
4	51
5	47
6	50
7	10
8	8

The indications in the above table are that in no one grade did the teachers seem to prefer to visit the students, nor were the teachers of any one grade particularly outstanding in this respect. One could naturally expect the seventh and eighth grades to drop very low because most of the students attended the junior high school rather than the rural

school.

TABLE CLXV. HOW MANY JUNIOR HIGH SCHOOL TEACHERS VISITED YOUR HOME?

Number of teachers visiting	Number of cases of each
None	76
1	14
2	5
3	6
4	3
5	1

From the above table it is very apparent that the junior high school teachers were not much given to visiting the homes of the students. There are so many factors operating to keep the junior high school teacher from visiting the homes that it is to be expected that the number of visits would be low, but even so it is my opinion that the number should be greater than 60 visits which when set against the information in Table XLI showing a total of 849 junior high school teachers shows that only about one teacher in sixteen visits the homes of her students. This ratio is perhaps too unfavorable for it must be considered that the student has more than one junior high school teacher. Nevertheless there is opportunity for improvement. It might have been a good thing to have found out how many of the parents visited the junior high school but before this occurred to me it was too late to secure the information.

TABLE CLXVI. WHAT SUBJECT OR SUBJECTS DID THE JUNIOR HIGH SCHOOL TEACHER TEACH WHO VISITED YOUR HOME?

English	14
Mathematics	11
History	6
Music	5
Foods	4
Physical education	3
Civics	2
Principal	2
Geography	2
Vocational agriculture	2
Clothing	2
Latin	1
Physiology	1
Manual training	1
Art	1
General Science	1
Penmanship	1
Spelling	1

From the above data it would appear that the English and mathematics teachers were the ones who visited most, but this must be qualified from the student probably had more of these than any other teachers. The number of teachers who visited from the junior high school was so small that the information in this table is too inadequate for any conclusion.

TABLE CLXVII. HOW MANY SENIOR HIGH SCHOOL TEACHERS HAVE VISITED YOUR HOME?

Number of teachers visiting	Number of cases of each
One	73
1	14
2	7
3	3
4	1
5	2

In the senior high school we find the situation almost as same when it comes to the total number of teachers who visited homes for the number in the senior high school was 66 out of a total of 1044, which would indicate one teacher out of every sixteen visited the homes. This ratio being about the same of that in the junior high school it puts the teachers in both schools in a place where they can ill afford to boast of their records. The same situation obtains in the senior high school as in the junior high school with respect to the number of subjects so no accurate conclusion can be drawn.

TABLE CLXVIII. WHAT SUBJECT DID YOU STUDY UNDER THE SENIOR HIGH SCHOOL TEACHER WHO VISITED YOUR HOME?

English	19
History	10
Mathematics	4
Vocational Agriculture	4
Physical education	3
Foods	3
Clothing	2
Music	2
Typing	2
Agriculture	1
Latin	1
Constitution	1
Bookkeeping	1
Art	1
Study Hall	1
Home room	1
Biology	1
Sociology	1
Spanish	1
Physics	1
Journalism	1

Principal
Sponsors

1
4

While the range of subjects in the senior high school among the teachers who visited the homes is wide the preponderance of English teachers is significant in spite of the student usually taking two or more years of English and thus being under more English teachers. The preponderance in favor of history is not great enough to be significant in my estimation. Again we note a chance for improvement, but it is my experience that so long as we have the amount of other work to do visiting to any appreciable degree is impossible.

TABLE CLXIX. DO YOU EVER HAVE PERSONAL MATTERS YOU WOULD LIKE TO DISCUSS WITH YOUR TEACHERS, BUT REFRAIN FROM DOING SO BECAUSE YOU FEEL THERE IS A LACK OF SYMPATHY OR INTEREST ON THE PART OF THE TEACHER?

Yes
No

32
73

While the number who feel free to talk personal matters over with the teachers is by far the greater, it is my opinion that 30% is too large a percentage of the student body that feels the teachers are unsympathetic. This percentage may not be exactly accurate for it may be that a part of this number never had personal matters they wished to discuss with anyone.

TABLE CLXX. DO YOU EVER DISCUSS PERSONAL MATTERS WITH TEACHERS BECAUSE YOU FEEL THAT THEY TAKE AN INTEREST AND ARE SYMPATHETIC WITH YOUR VIEWPOINTS?

Boys	
Yes	11
No	31
Girls	
Yes	21
No	42

In the preceding table there was no significant difference between the boys and the girls. In this table, however, the data seems to indicate that the boys are less inclined to discuss personal affairs with teachers and seek their council, for only about one-third of them did so while half of the girls did so. This somewhat substantiates the data in Tables CLII and CLIII.

TABLE CLXXI. WHO WERE THE TEACHERS WITH WHOM YOU DISCUSSED YOUR PERSONAL MATTERS?

Teachers elsewhere	17
Socolofsky	13
Houghton	9
Knittle	6
Campbell	6
Baxter	5
Johnston	4
Schmitz	4
Chestnut	3
Larson	3
Miller	3
Darby	2
Emery	2
Gerber	2
Moyer	2
Swarm	2
Duncan	1
Little	1
Smith	1

Dempsey	1
Hill	1
Zipse	1
Blanchard	1
Petty	1
Dunlap	1
Hoerner	1

From the indications in this table Miss Socolofsky was the one teacher who was the most outstanding in securing the confidence and faith of the students. The students distributed their choices out pretty well over the faculty, however, for very few of the teachers are not represented in this table. It seems to me from this table that the student body of the Manhattan Senior High School has a good deal of faith and appreciation of the teachers who associate with them.

TABLE CLXXII. WHAT SUBJECTS OR GRADES HAVE YOU EVER REPEATED BECAUSE OF FAILURE?

None	52
Mathematics	19
English	10
Grade one	8
Grade six	3
Grade two	3
History	2
Geography	2
Grade five	2
Sociology	1
Grade seven	1
Constitution	1
Typing	1

It would appear from this table that the student body answering this was of quite high rank intellectually with

such a small number of failed subjects or grades. I wonder, however, what justification there is for mathematics representing over one-third of the failures. Can there be any good reason or excuse for such a condition?

TABLE CLXXIII. ON AN AVERAGE, HOW MANY EVENINGS A WEEK DO YOU SPEND AT HOME?

Boys	
None	2
1	3
2	8
3	11
4	11
5	5
6	1
7	1
Girls	
None	0
1	2
2	13
3	13
4	12
5	7
6	3
7	3

It appears at a casual glance that the girls remain home more than do the boys. A mathematical calculation reveals the exact status is that the boys are home on an average of three evenings a week while the girls are at home on an average of four evenings a week. This may be accounted for in part by the fact that some boys work evenings.

TABLE CLXXIV. WHERE DO YOU USUALLY SPEND THE EVENINGS YOU ARE AWAY FROM HOME?

Boys	
Shows	8
Athletic events	7

Other homes	7
Working	7
Parties	5
Girls	
Shows	35
Other homes	29
Parties	13
Dances	9
Church	9
Car riding	5
League	3
School functions	3
Library	2
Studying with someone	2
Clubs	2
Grandfather	1
Basketball games	1
Dates	1
Boys continued	
Hi-y	2
Loafing	2
Club	2
Church	2
Riding	2
Dances	2
Library	1
Lodge	1
Masonic Temple	1
De Molay	1
League	1
Hunting	1
Rowing	1

This table would indicate that the girls spent their time in a greater variety of places for a greater total number of places were indicated. A longer list was given by the boys but the total number of places was smaller in proportion to their total numbers than was the list for the girls. It seems also to indicate that the shows profit handsomely from our high school students if the whole school follow the average set by this group. It is my opinion from

studying this table that we need to study carefully the problem of leisure time disposal more than has been done in the past. It seems to me that we could hardly justify our students spending so much time at commercial amusements.

TABLE CLXXV. WHAT PERSON WITH WHOM YOU ARE IN CLOSE CONTACT DO YOU THINK IS MOST INTERESTED IN YOUR WELFARE AND SUCCESS?

No response	23
Mother	35
Both parents	25
Father	4
Employer	4
Teacher	2
Brother	2
My girl	2
Friend	2
Sister	2
Grandfather	1
Grandmother	1
Minister	1
Cousin	1

It appears that mother gets most of the credit for being interested in the welfare of her children. This could cause father to take notice, and perhaps take a few minutes from golf or business to become acquainted and make friends with his children. This data may be due in part to the fact that the father may be less demonstrative of his interest in his children, but whatever it is this needs some thought on the part of the fathers. The remainder of the list is quite widely distributed but it seems to me that the fact two boys thought their girls were most interested in their welfare and success is significant, in that it

marks a distinct break away from the family. There may perhaps be no significance but such is my opinion on the matter.

TABLE CLXXVI. WHAT PERSON WITH WHOM YOU ARE IN CLOSE CONTACT DO YOU THINK IS LEAST INTERESTED IN YOUR WELFARE AND SUCCESS?

No response	74
Teachers	11
Friend	5
Brother	4
Mother	3
Father	3
Parents	1
Sister	1
Uncle	1
Ex-friend	1
My girl	1

That the teachers should stand at the head of this list might have been expected but the fact that they represented almost half the total number of persons the student thought least interested in him is a rather severe indictment and if this is generally true it behooves the teachers to think less of efficiency in teaching subject matter and more of efficiency in being interested in boys and girls. It is my opinion also that our school executives, not in Manhattan only, should be less insistent on fine showings in a scholastic way and should look for improved personal interest and development in both teachers and students.

TABLE CLXXVII. HOW MUCH SPENDING MONEY DO YOU HAVE EACH WEEK?(THAT SPENT FOR NECESSITIES SUCH AS CLOTHING, BOOKS, ETC. NOT INCLUDED).

Boys	
No response	3

No allowance	11
25 cents	1
50 cents	4
75 cents	3
\$1.00	7
\$1.50	4
\$2.00	3
\$3.00	1
More than \$5.00	1
No stated amount	4
Girls	
No response	7
No allowance	12
25 cents	3
50 cents	10
75 cents	5
\$1.00	9
\$1.50	4
\$2.00	3
\$3.00	1
More than \$5.00	1
No stated amount	8

Expressed in terms of averages the boys have an allowance of \$1.31 per week, and the girls \$1.03 per week. This includes only those for which approximately correct data was available and does not take into consideration the items of the table marked no response, no allowance, or no stated amount. This would seem unfair to the girls at a first glance but it may be that it is actually favorable to the girls for out of the allowance of the boys comes the item of dates which not only is not found in girl's items but which helps to reduce the amount of money the girls spend. I am quite willing to state that no boy in the high school would find it possible to have even one date per week on the

difference in his allowance and that of the girls. To offset this in part is the item of money earned by the boys, an item which, unfortunately for this comparison, was omitted.

TABLE CLXXVIII. WOULD YOU HAVE CONTINUED TO ATTEND SCHOOL IF YOUR PARENTS HAD PERMITTED YOU TO QUIT WHEN YOU WANTED TO?

Yes	100
No	5

The answer to this question came very nearly being unanimous and seems to indicate that the student realizes the value of school.

TABLE LXXXIX. IF YOU WOULD NOT HAVE QUIT SCHOOL HAD YOUR PARENTS PERMITTED IT, WHY WOULD YOU HAVE CONTINUED?

No reason given	8
I realize its necessity	41
I want an education	29
For my own personal welfare and success	7
I like school	7
I want to go to college	2
Easier to go to school than to work	1
Do not want to be a common laborer all my life	1
Too young to go to work	1
Have always had education drilled into me	1
Would never finish if I once quit	1
Too many advantages to be missed without it	1

Most of the students see the practical value of the education and I am inclined to believe that we have drilled the

idea of securing an education into our students with a sufficient degree of success. In a few cases I fear it has been too thorough for the one who said it was easier to go to school than to work needs a good jolt to wake him up to the real values of education. However, I do believe most of the students are thinking straight on the matter of education. Their desire for the best education has possibly been sharpened by living in a college town.

TABLE CLXXX. IF YOU WOULD NOT HAVE CONTINUED WITH YOUR SCHOOL WORK IF YOUR PARENTS HAD PERMITTED YOU TO QUIT, WHY WOULD YOU HAVE QUIT?

No reason	1
I am not interested in school	1
I wanted to earn money	1
Will not do me any good in my work	1
Did not like school	1

The reasons expressed by these students was quite varied and I believe are scarcely significant without a personal investigation in each case, which was not possible because of the anonymity of the interviews.

TABLE CLXXXI. ON AN AVERAGE, HOW MANY HOURS SLEEP DO YOU GET EVERY NIGHT?

Hours	Number of students
6	5
7	24
8	43
9	24
10	4

For a small group it would have been almost impossible to have secured a more perfect distribution curve. The peak

is quite high but there is only one more number below the middle group than there is above it. From this we cannot but infer that the average amount of sleep for this group of high school students is correct although there are a few who are getting too much and a few who are getting too little perhaps.

TABLE CLXXXII. IN COLUMN (A) PLACE THE ACTIVITIES IN WHICH YOU HAVE PARTICIPATED IN THE ORDER IN WHICH YOU ENJOY THEM MOST AND IN COLUMN (B) LIST THEM IN THE ORDER OF BENEFIT YOU HAVE DERIVED.

Part A. Total number of points and number of students ranking each activity in order of enjoyment.

Activities	Points	Number of students
Girls Reserve	278	43
Intra-mural athletics	196	35
Girls' Athletic Association	125	22
Inter-scholastic Athletics	118	18
Hi-y	86	15
Operettas	80	14
Dramatics	79	13
School Council	38	9
Class offices	22	5
Blue M staff	17	4
Stock judging	12	2
Mentor staff	9	2
Debate	7	1
Oratory	5	1
Other activities	71	14

Part B. Total number of points and number of students ranking each activity in order of good derived.

Activities	Points	Number of students
Girls Reserve	284	44
Intra-mural athletics	201	33
Girls' Athletic Association	110	21

Inter-Scholastic Athletics	101	18
Hi-y	92	15
Dramatics	71	14
Operettas	70	14
School Council	34	7
Blue M staff	26	5
Class offices	23	5
Mentor staff	14	2
Stock judging	14	2
Debate	7	1
Oratory	5	1
All others	73	15

Part C. Rating of each activity on an enjoyment basis.

Debate	7.00
Inter School Athletics	6.55
Girls Reserve	6.46
Dramatics	6.08
Stock judging	6.00
Hi-y	5.73
Operettas	5.71
Girls' Athletic Association	5.68
Intra-Mural Athletics	5.60
Oratory	5.00
Mentor staff	4.50
Class offices	4.40
Blue M staff	4.25
School Council	4.22
All others	5.07

Part D. Rating of activities on a basis of good derived.

Stock judging	7.00
Debate	7.00
Mentor staff	7.00
Girls Reserve	6.46
Hi-y	6.13
Intra-Mural Athletics	6.09
Inter-Scholastic Athletics	5.61
Girls' Athletic Association	5.24
Blue M staff	5.20
Dramatics	5.07
Oratory	5.00
Operettas	5.00
School Council	4.86

Class offices	4.30
All others	4.87

First of all, the reason for making four parts of the table here was the fact that not all the students rated the same number of activities under Column A and Column B. Part A summarizes the total number of points based on giving a first place seven points, a second place six, and so on down to the seventh place which was as far as any of the students had rated the activities. Naturally this would not give an accurate rating of the activities for many more students participated in some than in others. For this reason the total number of points were divided by the total number of students participating. This is summarized in Part C and shows a true ranking on the basis of enjoyment derived so far as these students are concerned.

Similarly Part D shows the total points and total number of students participating on the basis of good derived from that particular activity. Part D shows a rating of these activities weighted in the same way as was done in Part C. Some of the ratings are not very significant because of so few people participating in each. This is true in the cases of stock-judging, Mentor staff, debate, and oratory. It seems to me to be rather significant that the Girl Reserves held the same rating although slightly different ranking in both Parts C and D. It seems to show that

the girls could derive a great deal of good from an activity and at the same time enjoy themselves. The Hi-Y shows a better rating under good derived than under enjoyment. This may be due to the high rating in Table C for inter-scholastic athletics which placed first in enjoyment with so many of the Hi-Y boys.

Generally speaking this could well furnish a basis for working out an activity-point system for a high school if the time element were also taken into consideration. That was beyond the scope of this study however. This table seems to indicate things are not so greatly different from what my opinion has been from observation and experience within the school.

TABLE CLXXXIII. DO YOU THINK THERE SHOULD BE A LIMIT TO THE NUMBER OF ACTIVITIES IN WHICH A PERSON IS PERMITTED TO PARTICIPATE?

Yes	25
No	80

From this data and my observations of the high school student I am of the opinion he regards rather jealously the right to be in as many activities as he sees fit. My observations are that he feels he is more capable of determining his ability to participate than any fixed rule made by the school could be. He feels that the student with much ability should be permitted to use it and not be hindered by rules or limitations. On the other hand, a few have expressed

themselves as believing that we have some talent which might be developed if opportunity were given the student who cannot now participate because of the monopolisation of the activities by a gifted few.

TABLE CLXXXIV. IF YOU THINK THERE SHOULD BE A LIMIT TO THE NUMBER OF ACTIVITIES IN WHICH A PERSON SHOULD PARTICIPATE, WHAT DO YOU THINK THAT LIMIT SHOULD BE?

Number of activities	Number of students
2	4
3	8
4	3
5	2
Be guided by time available	2
Develop a point system for a guide	1
Must be able to keep up marks	1
No suggestion	4

The above numbers of suggested activities and the other suggestions given are of little value inasmuch as there are so few students represented. Another factor which makes void the results given here is the time element which is not constant or equal in the different activities.

TABLE CLXXXV. DO YOU THINK EVERYONE SHOULD BE COMPELLED TO PARTICIPATE IN SOME EXTRA-CURRICULAR ACTIVITY?

No response	3
Yes	24
No	78

In educational circles, from what I learned in a course dealing with extra-curricular activities, it is a principle that extra-curricular activities should not be compulsory. This table would indicate that most of the students agreed, although not a small number of them believed that there was reason for requiring some participation in activities. The tables which immediately follow this give the students reasons on both sides of the question.

TABLE CLXXXVI. IF YOU THINK EVERYONE SHOULD BE COMPELLED TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES, WHY DO YOU THINK SO?

No reason given	5
Should get more than book knowledge from education	6
A great help to school life	3
Student needs a hobby	1
Extra-curricular activities are a part of education	4
Gets people acquainted	1
Student needs broad experience	1
Student needs personality development	1
Teaches co-operation	1
Place to spend extra time	1
May become more interested in school	1

7. McKown, Harry C.; Extra-Curricular Activities. 1927. Pages 1-12. The Macmillan Company.

While the reasons given are quite valid and show that the student appreciates the value of extra-curricular activities I am of the opinion that we are not justified in requiring participation in extra-curricular activities.

TABLE CLXXXVII. IF YOU THINK STUDENTS SHOULD NOT BE REQUIRED TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES, WHY DO YOU THINK NOT?

No reason given	8
Some do not have time	25
May not be interested	19
Is student's own business	11
Some may not be capable	7
May have to work outside of school	3
Would destroy interest in activities	2
Interfere with studies	1
People come to school to learn	1
Should not be compelled but requested	1

In a school where so many of the students work outside of school hours the objections based on the time element are very sound ones. Also the objection that the student is not interested would be valid where there were not a multitude of activities but in most schools, although not very true of the Manhattan Senior High School, the range of activities would be wide enough to forestall such an objection. On the whole the objections are valid.

TABLE CLXXXVIII. DO YOU THINK EXTRA-CURRICULAR ACTIVITIES TAKE TOO MUCH TIME?

No response	6
Yes	25
No	74

Certainly the students do not believe that activities take too much time, although the 25% who believed so make the problem one worthy to be studied, a problem again beyond the scope of this study.

TABLE CLKXXIX. IF YOU THINK EXTRA-CURRICULAR ACTIVITIES TAKE TOO MUCH TIME, HOW DO YOU THINK IT COULD BE REMEDIED?

No response	8
Have a special regular activity period	8
Give credit for them	1
Limit them	1
Cut some of them out	1
Reducing the amount of study	1
I see no remedy	1
Dividing the work more evenly	1
Devise a point system	1
Let those who are able to do it	1
Get those in who are not now	1

Of the students who suggested a remedy the preponderance was for a regular activity period. I am inclined to agree that this offers the best solution to the problem if we prevent the activities taking other time which rightfully belongs to the home, church, and other activities not allied to the school.

TABLE CKC. ON AN AVERAGE, HOW MUCH TIME A WEEK DO YOU SPEND ON EXTRA-CURRICULAR ACTIVITIES?

Hours	Number of students
No response	32
None	14
One	15
Two	5
Three	9

Four	8
Five	10
Six	2
Seven	1
Nine	1
Ten	3
Twelve	2
Fifteen	2
Twenty	1

While the students may not think too much time is being spent on extra-curricular activities I am inclined to believe that when a student puts in more than six or eight hours a week, as nine of them did, too much time is being taken from other things. The activities may be valuable but I doubt that we could justify that much time. Of the students who spent any time at all on activities the average time per week was $4\frac{1}{2}$ hours, and when distributed over the whole group the time was $2\frac{1}{2}$ per student. This approaches a more reasonable amount of time and I think that the average for those participating at all is as high as should be permissible. It is beyond the realm of this study to make any rules so that is made merely by way of suggestion based on my own observation and the data in this study. I happen to know that the boy who spent twenty hours a week on activities was a very good student, but because of this outside demand on his time made only slightly above average marks. That is not to say, however, that he did not derive a great deal of value from the activities.

TABLE CXCI. DO YOU BELIEVE DANCING TO BE WRONG?

Yes	2
No	103

The answer to this question comes the most nearly being unanimous of any asked in this interview. The reason for its being asked is the much debated question of dances sponsored by school organizations. Other questions follow which develop this point further.

TABLE CXCII. DO YOUR PARENTS OPPOSE DANCING?

Yes	19
No	86

To this we find less unanimity and may help to explain why the opposition to school dances, although the number opposed is a very small minority.

TABLE CXCI. DO YOU DANCE?

Yes	77
No	28

This brings us to a problem in the matter of the school dance, for if we have them we must make some provision for this 25% who do not dance. It may be that if we had school dances that these students would learn, but probably those who were children of parents who opposed it would either not learn or would cause a rift in the family by doing so, a situation to be avoided.

TABLE CXCIV. IF YOU DO NOT DANCE, WOULD YOU LIKE TO?

Yes	24
No	4

It seems to me to be evident from this table that if we had school dances we could be sure of almost unanimous attendance. That is assuming of course there were no other objections to school dances, a matter I doubt.

TABLE CXCIV. IF YOU WOULD NOT LIKE TO DANCE, WHY NOT?

Parents object	2
Dance hall no place for young people	2

The objections to learning are sincere but the question might be raised, is there any more danger in the dance hall than there is in the modern movie, talkie, automobile, or some magazines?

TABLE CXCVI. DO YOU THINK WE SHOULD HAVE SCHOOL DANCES OR DANCES SPONSORED BY SCHOOL ORGANIZATIONS SUCH AS CLASSES OR CLUBS?

No response	6
Yes	77
No	22

This reveals that exactly the same number dance who believe we should have school dances, as shown by comparison with data in Table CXCI. I have not attempted to determine the degree of correlation here but doubtless it is high. It seems to show that the students would like to have the school functions assume the form of dances occasionally, and it is my experience with school organizations that the members will dance if the least opportunity affords itself. If this is done, some provision should be made for the students who do not dance.

TABLE CXCVII. WHY DO YOU TAKE THIS STAND ON THE MATTER OF SCHOOL DANCES?

For school dances	
No reason given	13
Would be sponsored better	28
Students would become better acquainted	11
Create more interest in school	6
Will dance anyway, why not at school	5
Not morally wrong	4
Majority like to dance	3
Would keep students from public dances	2
Gives teachers and students better opportunity to become acquainted	2
Would be less running wild	1
Good entertainment	1
Creates a better feeling	1

If we could be sure that the students were right who said school dances would keep the students away from public dances, I presume most school officials would be glad to help sponsor dances. However, many fear that it would but lead to other dances rather than displacing other dances, a fact which is borne,

Against school dances	
No response	5
No relation to school	5
Would simply be adding another dance	4
Many students would be left out	3
Let them dance elsewhere	2
Would not be good for school	2
School officials oppose it	1

out by the student opinion in the list of reasons against the school dances. It might possibly be worthwhile for an experiment to be made with school dances because so large a

majority of the students desire them.

TABLE CXCVIII. UNDERScore THE WORD WHICH REPRESENTS YOUR ESTIMATE OF THIS HIGH SCHOOL.

Excellent, Good, Average, Poor, Very poor.

No rating	5
Excellent	10
Good	53
Average	36
Poor	0
Very poor	1

It would appear from this data that most of the students believe we have a very good school here for the rating was uniformly high in examination of the interview of the student who rated it very poor showed that his attitude all through his answers was rather antagonistic toward the educational system. It may be added that he had not always attended the Manhattan schools.

TABLE CXCIX. DO YOU KNOW OF ANY HIGH SCHOOL WITH QUALITIES MORE DESIRABLE THAN THOSE OF OUR SCHOOL?

No response	33
Yes	38
No	34

It seems evident that opinion is quite evenly divided. I have no way of knowing if the students who did not respond had always attended high school in the Manhattan High School, a fact which might have been of some aid in making conclusions.

TABLE CC. IF YOU DO KNOW OF SUCH A SCHOOL WHAT ARE THE MORE DESIRABLE QUALITIES?

Shorter class periods	7
Regular activity period	7
School dances	7
Better grading system	5
Better school spirit	5
More activities	3
Better support for activities	3
Better assembly programs	2
Improved music system	2
More beautiful grounds	2
Swimming pool	2
More student government	2
Better athletics	1
No study hall	1
More courtesy	1
More commercial equipment	1
Better principal	1
More vocational courses	1
More teachers	1
Better ventilation	1
Better dramatics equipment	1
Classes divided into A and B groups	1
More electives	1
No fence around yard	1
No home room	1
School handbook	1
More study hall time	1
A school jazz orchestra	1
More attention given to student opinion	1
Tennis courts	1
Two boys' gymnasiums	1
Night meetings of organizations	1
Cadet corps	1

Most of the suggestions are of the kind that would make for a better school, if adopted, and, in fact, a few of them are being adopted at the present time. Some of the suggestions made could hardly be accepted as improvements, and a

few were of a nature that makes their adoption either impossible or unwise. It is my opinion from close study of these suggestions that most of the students recognize good qualities in a school when they appear.

TABLE CCI. LIST OTHER SPECIFIC CHANGES YOU WOULD LIKE TO SEE MADE IN OUR HIGH SCHOOL, SUCH AS HOURS, STUDY HALL, ACTIVITY PERIOD, ETC.

Regular activity period	25
Shorter class periods	13
Optional study hall	12
Abolish home room	7
Evening or after school meetings of Girl Reserves and Hi-Y	4
Begin school at eight o'clock	4
More study halls	4
School dances	3
More school spirit	2
Change principals	2
No study period during class period	2
More power for school council	1
More co-operation between parents, faculty, and students	1
New fountains	1
Be sure teachers are those who would be liked	1
Teach more music	1
Teach German	1
Better equipment	1
Cut out activities	1
Open gymnasium during nonn hour	1
Always dismiss at 3:20	1
Girls' inter-scholastic athletics	1
More clubs	1
Have better assemblies	1
Have better seats	1
Open doors earlier	1
More time for extra-curricular activities	1
More time for studying in class	1
No activity period	1
An activity point system	1

A glance through this table will reveal a lack of unanimity of opinion as to what would be improvements for a good many of the suggestions are exact opposites, and others are somewhat contrary to one another. It appears that a regular activity period is the thing most desired, although the fact that it was suggested in the statement of the question might invalidate the results. This might also hold true for the class periods and the study hall.

TABLE CCII. ACCORDING TO YOUR PRESENT IDEAS AND PLANS
ARE YOU GOING TO FOLLOW THE OCCUPATION OF
YOUR FATHER?

(Answered by boys only).

No response	1
Yes	2
No	39

It appears that the occupation of the father makes little appeal to the boys. This may be due to a number of factors and a study of these lies outside the province of this study.

TABLE CCIII. WHY HAVE YOU COME TO THIS CONCLUSION
WITH RESPECT TO YOUR OCCUPATION?

(Answered by boys only).

Against	
No reason given	5
Do not like it	19
Not enough money in it	4
Like other work better	4
No opportunity for advancement	2
I would not succeed at it	2
Too much competition	1

It is too hard	1
Has done nothing for me	1
For	
I like it	2

The liking or disliking the occupation seems to be the determining factor in most cases. To find the underlying causes of this like or dislike would be a fertile field for study.

TABLE CCIV. WHAT WAS THE OCCUPATION OF YOUR MOTHER, IF EMPLOYED, BEFORE HER MARRIAGE?

(Answered only by boys).

Not employed	24
Housekeeper	8
Teacher	5
Clerk	3
Cook	1
Waitress	1

This table reveals a very small number of the mothers being employed as compared with what one would probably find in a study of the girls of a comparable age at the present time.

TABLE CCV. DOES YOUR MOTHER STILL FOLLOW THE OCCUPATION AT WHICH SHE WAS EMPLOYED BEFORE HER MARRIAGE?

(Answered by only boys).

Yes	3
No	15

It is apparent that a very small number of the mothers are now employed at former occupations.

TABLE CCVI. DOES YOUR MOTHER FOLLOW ANY OTHER OCCUPATION NOW ASIDE FROM BEING A HOUSEWIFE AND MOTHER?

(Answered only by boys).

Yes	6
No	36

This reveals the true number employed and shows that three have taken up new kinds of occupations.

TABLE CCVII. WHAT OCCUPATION DOES YOUR MOTHER NOW FOLLOW?

(Answered only by boys).

Poultrywoman	2
Pastry cook	1
Clerk	1
Housekeeper	1
Tailor	1

It seems from the new occupations which have been taken up that the mother is attempting to take up such occupations as would allow her to remain in the home.

TABLE CCVIII. WOULD YOU MARRY A MAN FOLLOWING THE OCCUPATION OF YOUR FATHER?

(Answered only by girls).

No response	3
Undecided	4
Yes	32
No	24

It would appear from this table that the girls are not so adverse to the occupation of the father as are the boys. The answer might have been different had it implied their following the occupation but such a question would have been

futile.

TABLE CCIX. WHY HAVE YOU COME TO THE CONCLUSION THAT YOU WOULD OR WOULD NOT MARRY A MAN FOLLOWING THE OCCUPATION OF YOUR FATHER?

(Answered only by girls).

For	
No reason given	4
Occupation makes no difference	10
It is honest work and if he likes it, all right	6
I like it	5
If he is a good worker there is advancement	2
Not hard, short hours, good pay	2
Good salary	1
Is a good occupation	1
Better do this than nothing at all	1
Against	
No reason given	5
I do not like it	8
Wages are too low	6
It is too hard	2
Too hard to be honest and make a living	1
No demand for it now	1
Am interested in a person whose occupation is different	1

It appears that the girls are willing to take a chance with the man of their choice regardless of the occupation he follows if the first part of the table is true. On the other hand the second part of the table leads us to believe that the girl wants to like the occupation as well. The remunerative element seems to be quite important in both cases.

TABLE CCX. WHAT WAS THE OCCUPATION OF YOUR MOTHER,
IF EMPLOYED, BEFORE HER MARRIAGE?

(Answered only by girls).

Not employed	32
Teacher	12
Housekeeper	3
Stenographer	3
Clerk	3
Milliner	2
Dressmaker	2
Bookkeeper	1
Cook	1
Office girl	1
Musician	1
Journalist	1
Designer	1

A great many more of the mothers of the girls were employed before marriage than was the case of the mothers of the boys. Just why this should have been the case I do not know. The only possible explanation is the personal opinion that the girls may have been more familiar with the occupation of the mothers than were the boys.

TABLE CCXI. DO YOU THINK YOU WILL FOLLOW THE OCCUPATION OF YOUR MOTHER?

(Answered only by girls).

Yes	9
No	19
Not definite	3

Of the girls who were daughters of woman who had been employed prior to marriage there seemed to be a feeling that they preferred some other occupation. This may be accounted for perhaps by the many more occupations open to women now

than in the past.

TABLE CXXII. WHY HAVE YOU COME TO THIS CONCLUSION
WITH RESPECT TO THE OCCUPATION YOU
MAY FOLLOW?

(Answered only by girls).

For		
No reason given		3
Interesting and paying		2
It is desirable		1
Would enjoy it		1
Is a good job		1
I like it		1
Against		
No reason given		5
Do not like it		8
Rather do something else		5
Follow my own desires		1

From the above data the liking and desirability of the occupation is the determining factor, as a person might expect although one might have expected remuneration to play a more important role.

TABLE CXXII. DOES YOUR MOTHER STILL FOLLOW THE OCCUPATION AT WHICH SHE WAS EMPLOYED PRIOR TO HER MARRIAGE?

(Answered only by girls).

Yes	3
No	23

This seems to indicate that most of the mothers are no longer employed at former occupations and if employed at all they have probably taken up new occupations.

TABLE CCXIV. DOES YOUR MOTHER FOLLOW ANY OTHER OCCUPATION NOW ASIDE FROM BEING A HOUSEWIFE AND MOTHER?

(Answered only by girls).

Yes	6
No	57

This data is closely comparable to that in Table CCVI, the only difference being that proportionately there seems to be a smaller number of mothers of girls who are still employed. The difference hardly seems significant for the small group under consideration. If it held true for a very large group then it might be important and bear investigation.

TABLE CCXV. IF YOUR MOTHER IS NOW EMPLOYED, AT WHAT OCCUPATION IS IT?

(Answered only by girls).

Real estate	1
Runs rooming house	1
Manages restaurant	1
Cook	1
Office work	1
Matron of Community House	1

No significance can be attached to this data although it is interesting to know what occupations are now being followed by the mothers who are still employed.

TABLE CCXVIA

RECORD OF THE EXPRESSIONS OF LIKES AND DISLIKES FOR THE TEACHERS OF THE MANHATTAN SENIOR HIGH SCHOOL*.

Reasons for liking	Teachers																				All others									
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j		K	k	L	l	M	m	N	n	O
Thorough knowledge of the subject	25	6	42	31	19	15	5	12	14	0	11	12	18	9	23	56	11	28	7	5	7	6	5	31	7	7	6	0	1	80
Seems to like young people	28	10	16	19	29	14	5	4	34	6	10	12	16	6	28	33	10	13	14	6	5	4	7	32	4	5	4	1	3	72
Insists that students do their work	6	3	28	22	7	11	3	16	19	4	9	5	16	8	11	27	4	22	10	6	4	4	9	26	6	6	3	0	0	57
Interested in your activities	22	6	12	12	19	7	3	6	24	2	9	2	13	5	16	32	10	13	5	5	4	4	4	25	3	2	2	2	1	53
Teaches material outside of text	13	2	20	20	9	8	3	13	8	2	4	3	3	5	12	42	2	15	12	4	2	3	2	21	2	1	3	1	0	28
Teaches only text-book material	0	0	2	2	0	1	1	5	9	0	0	1	6	0	2	3	0	4	0	0	0	1	1	5	2	1	1	0	6	8
Ability	15	6	31	21	20	14	3	10	25	6	12	6	15	7	17	36	12	19	8	5	5	4	8	27	3	6	4	2	3	79
Hard worker	12	5	13	17	10	13	1	4	21	3	10	4	10	7	12	24	3	10	11	3	4	3	4	24	3	1	2	0	1	49
Good-natured	29	4	29	17	21	28	9	13	30	5	20	12	20	6	30	46	14	20	15	6	7	8	10	30	3	6	4	1	11	79
Honest	21	2	23	17	15	13	3	13	22	2	11	3	14	6	13	31	7	11	10	5	3	4	6	23	7	4	3	1	1	48
Enthusiastic	13	6	12	16	16	7	2	4	23	1	11	4	7	4	11	28	4	9	5	4	2	3	3	20	2	1	2	1	2	48
Impartial	13	2	17	6	3	7	3	8	9	1	5	2	5	8	9	26	5	6	9	5	2	3	4	16	1	4	5	0	0	44
Modest	12	2	13	5	5	6	0	9	12	2	5	1	6	5	8	12	4	5	10	4	2	0	5	16	3	3	3	0	0	35
Sincere	19	3	16	9	9	5	2	11	14	1	4	7	7	7	12	24	5	6	12	8	3	3	5	20	4	3	5	1	0	52
Sympathetic and helpful	19	6	25	5	8	5	4	11	21	2	3	3	13	4	12	21	4	7	7	3	2	2	3	22	5	4	2	1	1	50
Easy	3	1	7	1	7	5	4	3	1	0	3	3	2	2	4	3	0	2	3	3	0	1	2	2	2	1	0	0	2	25
Hard-boiled	0	0	4	4	0	4	0	4	4	0	3	1	3	0	2	0	0	1	0	0	0	0	1	0	0	1	0	0	1	10
Humorous	10	2	9	11	13	9	3	0	20	0	3	3	4	4	7	20	4	15	1	2	5	5	3	12	0	1	2	1	2	38
Other reasons	1	0	1	1	0	0	0	0	0	0	2	1	0	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0

*Each letter represents a teacher whose name is not given.

TABLE CCXVIb

RECORD OF THE EXPRESSIONS OF DISLIKES FOR THE TEACHERS OF THE MANHATTAN SENIOR HIGH SCHOOL*.

Reasons for disliking	Teachers																				All others									
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j		K	k	L	l	M	m	N	n	O
Incompetent	0	0	1	1	2	6	0	2	0	0	6	0	5	0	1	1	0	0	6	0	1	0	1	0	1	0	0	1	6	10
Ill-tempered	0	0	8	3	1	1	0	3	0	0	8	0	10	2	1	0	0	5	1	0	0	1	4	2	4	1	1	4	4	13
Lazy	0	0	0	4	1	4	0	1	0	0	3	1	7	0	4	0	0	0	0	0	0	0	0	0	0	0	1	10	10	
Grabby(Grouchy)	0	0	2	3	0	2	2	3	0	0	5	1	10	1	0	0	1	3	0	0	1	0	3	1	0	2	2	2	6	10
Dull(Gloomy)	0	1	2	5	0	1	0	3	1	0	1	0	5	0	1	1	0	0	0	1	0	0	2	0	1	0	2	1	3	10
Deceitful	0	0	0	1	0	1	0	0	0	0	2	1	8	1	0	0	0	3	1	0	0	0	1	0	0	0	0	1	1	11
Conceited	0	1	1	9	0	4	1	2	2	0	3	1	4	0	1	0	0	4	1	0	0	0	1	0	2	1	1	1	5	13
Sarcastic	0	1	1	8	3	2	0	3	1	0	8	0	10	1	0	2	1	3	1	2	0	0	6	0	8	2	2	1	4	14
Unsympathetic	0	0	2	5	0	4	1	2	1	0	7	0	8	0	1	2	0	2	0	0	0	0	3	1	2	0	2	1	2	10
Hard-boiled	0	1	4	5	0	1	1	4	2	0	5	2	1	1	1	1	3	0	1	1	0	5	2	3	2	1	2	6	11	
Easy	0	2	0	5	1	0	0	1	0	0	0	3	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	2	8	
Awkward	0	0	0	1	0	3	0	1	1	0	0	0	4	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	3	4
Teaches material outside of text	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	2	0	0	1	0	0	0	0	0	0	0	0	1	1	1
Teaches only text- book material	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	7

*Each letter represents a teacher whose name is not given

The following bit of direction preceded the chart from which this data was taken: "In the following table check the reason or reasons for liking or disliking each teacher with an X opposite the teacher's name and opposite the reason. If the reason is not listed write it in. If you have had other senior high school teachers than those listed please write in their names and check them as you have the others. "POSITIVELY NO ONE WILL KNOW HOW YOU CHECKED ANY TEACHER SO FEEL FREE TO EXPRESS YOUR REAL IDEAS." In addition to this I assured the students that whatever rating they made would be entirely secret and that their rating would have no bearing on their marks in this or any other subject. To this promise I have adhered without exception for I refrained from checking this rating until these students were out of my classes, thus preventing any unconscious or subconscious influence which might have entered into my marking of the students.

The fact that there are so many ratings is due to a further oral direction that more than one reason might be given although I expected the student to pick out the more important reasons.

It is very clear that the students liked the teachers more than they disliked them with two exceptions for the preponderance is in the direction of the likes.

No totals or averages have been calculated because it was believed best to reserve such data for individual tables where the significance of each could be more clearly demonstrated.

TABLE CCKVII. RECORD OF THE NUMBER OF LIKES, DISLIKES, AND TOTAL NUMBER OF TIMES EACH TEACHER WAS PLACED IN ORDER OF NUMBER OF TIMES PLACED.

Teacher	Likes	Dislikes	Total
h	464	9	473
l	360	6	366
B	319	21	340
E	313	9	322
b	236	52	288
A	261	0	261
G	176	77	253
H	236	11	247
i	206	24	230
C	209	9	218
c	172	30	202
F	135	48	183
d	146	27	173
J	145	12	157
L	82	27	109
I	99	3	102
g	93	6	99
f	85	8	93
j	74	5	79
M	57	22	79
O	29	48	77
a	66	6	72
m	57	8	65
N	52	12	64
K	57	3	60
k	58	1	59
D	53	5	58
e	38	0	38
n	12	18	30
All others	<u>855</u>	<u>132</u>	<u>987</u>
Total	5145	639	5784

This data is simply a tabulation of the ranking in total number of times each teacher was checked. The total number of times checked probably has little to do with the actual rating of a teacher for which reason a device has been provided to weight these rankings. The data on this will be found in Table CCXVIII.

TABLE CCXVIII. PERCENTAGE LIKE RATING OF TEACHERS.

A	100.0	D	91.39
e	100.0	f	91.38
l	98.37	i	89.6
h	98.31	m	87.7
k	98.30	c	85.1
E	97.5	d	84.4
I	97.1	b	81.9
g	96.9	N	81.3
C	95.9	L	75.3
H	95.6	F	73.7
K	95.0	M	72.1
j	94.9	G	69.6
B	94.7	n	40.0
J	92.4	O	37.7
a	91.7	All others	86.7

Average 87.2

In determining the percentage like rating of each teacher the total number of times rated by the students was divided by the number of times rates as being liked. This was done because it was obvious that the total number of times rated as shown in Tables CCXVIa, CCXVIb, and CCXVII were not true indices of the teacher's rating by the student for in some cases the number who had come in contact with that teacher was almost negligible in number. This is very

clearly brought out in the case of teacher c who was rated only 38 times but who rated 100%. There are a few opportunities for error in this table by virtue of the fact that some teachers were rated so few times. Had there been a larger number of students in contact the rating might have been changed. However, there being no way of measuring this we must be content with the data presented.

In determining the average I divided the total number of likes. This was used instead of taking the mean in the above table. It is obvious from Table CCXVII that the frequencies, which in this case would be teachers, are not equal. Therefore average instead of median.

It would appear that the present teachers of the Manhattan high school rated better than those of past years or other schools for the rating for all others, was somewhat lower than the average for the total number of teachers. This fact is accentuated when it is considered that teacher m, n, and o are no longer connected with the Manhattan High School. Since the tabulating of this data the additional information has come that teachers k, g, i, and M will not be in the Manhattan High School next year. The loss of these teachers will cut down the average somewhat for they are in the upper group with one exception.

One other item should perhaps be mentioned with respect to the ratings, namely my own, which was a great deal above the average. It may be that I was so rated because the students believed that by so rating me they would flatter me and so improve their marks. It may also be true that no particular significance can be placed on my own rating. I merely offer the suggestion as a personal opinion.

TABLE CCXIX. RECORD OF THE NUMBER OF TIMES EACH REASON WAS CHECKED BY THE STUDENTS AS REASONS FOR LIKING THE TEACHERS.

Reasons	Number of times checked
Good natured	531
Thorough knowledge of subject	496
Seems to like young people	450
Honest with students	424
Insists that students do their work	349
Interested in your activities	328
Ability	327
Enthusiastic	304
Hard worker	284
Sincere	277
Sympathetic and helpful	275
Teaches material outside of text	263
Impartial	228
Humorous	216
Modest	192
Easy	92
Teaches only textbook material	55
Hard-boiled	44
Other reasons	10
Total	<u>5145</u>

It is my opinion from the data in this table that the students appreciate good student-teacher relations above the subject matter or the ability of the teacher in "putting across" the subject matter. I am inclined to believe that if we strive to improve in this respect we would go much further in improving our schools than by striving mainly toward scholastic excellence. Why could we not have contests in student-teacher relations as well as in subject matter? Might it not be as fruitful? Another rather interesting thing is that there is almost five times the tendency to like the teacher because she teaches material outside of the text-book as there is to like the teacher for teaching only text-book material. The good-natured teacher seems to be much more appreciated than the hard-boiled one. It may be that I am mistaken but it is my personal opinion that such a rating as this is one of the best indices of a teacher's success or failure. It might be carried to the point of employing teachers more on the basis of personality than scholastic qualifications.

TABLE CCXX. RECORD OF THE NUMBER OF TIMES EACH REASON WAS CHECKED BY THE STUDENTS AS REASONS FOR DISLIKING THE TEACHERS.

Reasons for disliking	Number of times checked
Sarcastic	84
Ill-tempered	77
Hard-boiled	69
Crabby(Grouchy)	60

Conceited	58
Unsympathetic and unwilling to help	56
Incompetent	52
Lazy	46
Dull (Gloomy)	42
Deceitful	33
Easy	26
Awkward	21
Teaches only textbook material	18
Teaches material outside of textbook	<u>9</u>
Total	639

The trend which seemed to stand out in Table CCXIX is borne out here, namely that it is better student-teacher relations rather than subject matter which students seek. In this case the qualities which dealt with subject matter stood very low in the list while those which dealt with relations ranked high. We note the same relation of the reasons with respect to the teaching only textbook material or material outside of the textbook.

If a person were analyzing teacher traits it might be possible to arrive at some sort of a scale by a division of the total number of points by the number of students ranking the teachers. It would also be possible to compare the standings of the individual teachers by comparing them to the ranking of the reasons in Tables CCXIX and CCXX.

It must be remembered in considering these tables on the teacher qualities that the story might be very different with respect to a different group of teachers or if the question

were asked with respect to the qualities which a student most desired in a teacher. That, however, is beyond the realm of this study for the thing which I sought was the reaction of the student toward the teachers in our school and not in a theoretical set-up. It may be, however, that the student naturally saw the thing he liked most in the teachers who were rated so and the same for those he disliked. That, of course, is beyond my power to say.

CONCLUSION

Throughout the statement of findings I have pointed out possible trends and conclusions, leaving only some general inferences to be made. It does not lie within the province of this thesis to make any rules or conclusions applicable to all high schools since the research project has dealt with only the Manhattan Senior High School, but the study does indicate the possibility of applying a similar measuring-stick to other schools.

Prior to the time of making this study it had been my opinion that there was a great deal of dissatisfaction with the school and ill-feeling toward the personnel on the part of the students. While this is not refuted conclusively the attitude seems more favorable than otherwise. There are but few points of friction which assume sufficient proportion to need attention. On the whole the attitude toward the teachers was very favorable. The expression with respect to the curriculum was not one of radicalism nor did the attitude toward the extra-curricular activities seem to indicate any unhappiness.

Some of the points which need attention as mentioned in the preceding paragraph are the home room period, certain teachers, the feeling between student and principal, the numerous failures in the field of mathematics, the problem

of recreation and leisure time, the use of the long school period, and, what I believe to be most important of all, the relations between students and teachers. While these cannot be discussed at any length here and because they have been touched upon in the findings of this study I shall mention but a few with some possible remedial suggestions.

The home room period, from my own observation of it, and combined with the reflection of the student viewpoint, is an unsatisfactory institution in its present form. It is a device for selecting School Council members and in a few cases has been the means of worthwhile instruction, but on the whole the students consider it merely a time-killer. My suggestion is that its disposal for the time being should be left to a vote of the student body. If there is a practical use for it it may be revived at a future date. A possible substitute, which seems to be in demand by a large number of the students is the activity period.

Many of the ills of the school seem to me to hinge upon better student-teacher relations and I believe that such a conclusion is borne out by this study. We have heard from educators, sometimes rather perfunctorily however, that we should seek to teach students and not subjects. That admonition has either not been followed for one reason or another, or our teachers have failed to take it seriously. My own impression is that, unconsciously or subconsciously,

there is an insistent undercurrent of desire on the part of school executives which expresses to excel scholastically and discussions in faculty meetings with respect to subject matter, check-up on students work, tests, examinations, standardized and achievement measurements, outlines, and allied matters until the teacher is lost in a maze and fails to see the student as such.

Other matters which need attention are more nearly in the field of education than sociology and a study of these should receive consideration from that source.

Beyond the application of this study to the Manhattan Senior High School and its problems there comes the consideration, of what does this entire study may mean to other schools. I am not in position to say that ills exist in all high schools, but I do not hesitate to say that in schools with which I have been associated there have been problems of the here dealt with which needed some study. In this respect this study points out a method for the measurement and study of other high schools. It is very possible that the interview blank as used in this case would not be minutely applicable but with slight variation it could be used in almost any school to determine the situation at hand. Without presuming to have had the entire confidence of the students who so faithfully responded to this interview I do

believe that I had it to a sufficient degree to make the results as tabulated valuable and useful, and I am sure that no study of this kind can be successful unless the person making it has the confidence of the student. I am also convinced that the person making the study must be frank, square, and perfectly honest in his dealings with the students if he is to expect good results. If such conditions do obtain than I am equally sure that the results will be most valuable to the teachers, administrators, and students of any high school.

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APPENDIX

GROUP INTERVIEW

1. In what country was your father born?
2. From what nationality did he descend?
3. What is his occupation?
4. Underscore the kind of school or schools he attended. Public, private, parochial, city or country. (not including colleges).
5. In what place or places did he attend? (Include colleges attended also, if any).
6. How far did he go in school? (In grades, in high school, or in college).
7. In what country was your mother born?
8. From what nationality did she descend?
9. Underscore the kind of school or schools she attended. Public, private, parochial, city, or country. (Not including colleges).
10. In what place or places did she attend? (Include colleges attended also, if any).
11. How far did she go in school? (In grade, in high school, or in college).
12. Do your parents own your home?
13. If your father is in the business, does he own the business or just part?
14. Is he employed by someone?
15. If so, where?
16. Where were you born?
17. What is the date of your birth?
18. How many brothers have you living?
19. What are their ages?
20. How many sisters have you living?
21. What are their ages?
22. Which do you think like you better, your brothers or your sisters?
23. Why do you believe this to be true?
24. Which do you like better, your brothers or your sisters?
25. What reason can you give for this?
26. On the whole which do you like better, your own or the opposite sex?
27. Have you always attended the Manhattan schools?
28. If not, where else have you attended?

29. If you have attended elsewhere, how many years have you attended in Manhattan?
30. What subjects have you taken in the senior high school?
31. What grade school teacher liked you most? (Answer this with the grade you were in at the time or the subject you were taking rather than the name of the teacher for the following questions).
32. What reason can you give for this?
33. Was this teacher a man or a woman?
34. What kind of marks did you make under this teacher? (Use the following scale throughout these questions in indicating marks: E--Excellent, G--Good, M--Medium, P--Poor, F--Failing).
35. Which grade school teacher did you like most?
36. Why?
37. Was the teacher a man or a woman?
38. What mark did you make under this teacher?
39. What junior high subject teacher liked you most?
40. What reason or reasons can you give for this?
41. Was this teacher a man or a woman?
42. What mark did you make under this teacher?
43. What junior high subject teacher did you like most?
44. Why?
45. Was the teacher a man or a woman?
46. What marks did you make under this teacher?
47. What senior high subject teacher liked you most?
48. What reason or reasons can you give for this?
49. Was the teacher a man or a woman?
50. What mark did you make under this teacher?
51. What senior high subject teacher did you like most?
52. Why?
53. Was the teacher a man or a woman?
54. What mark did you make under this teacher?
55. What school principal liked you most? (Indicate by the school you were in).
56. What reason or reasons can you give for this?
57. What school principal did you like most?
58. Why?
59. What grade teacher liked you least?
60. What reason or reasons can you give for this?

61. Was the teacher a man or a woman?
62. What mark did you make under this teacher?
63. What grade teacher did you like least?
64. Why?

65. Was the teacher a man or a woman?
66. What mark did you make under this teacher?
67. What junior high subject teacher liked you least?
68. What reason or reasons can you give for this?

69. Was the teacher a man or a woman?
70. What mark did you make under this teacher?
71. What junior high subject teacher did you like least?
72. Why?

73. Was the teacher a man or a woman?
74. What mark did you make under this teacher?
75. What senior high subject teacher liked you least?
76. What reason or reasons can you give for this?

77. Was the teacher a man or a woman?
78. What mark did you make under this teacher?
79. What senior high subject teacher did you like least?
80. Why?

81. Was the teacher a man or a woman?
82. What mark did you make under this teacher?
83. What school principal liked you least? (Indicate by the school you were in).
84. What reason or reasons can you give for this?

85. What school principal did you like least?
86. Why?

87. What subject did you like most in the grades?
88. Why?

89. Was the teacher a man or a woman?
90. What mark did you make in this subject?
91. What grade did you like most while in the grades?
92. Why?

93. Was the teacher a man or a woman?
94. What marks did you make in this grade?
95. What subject did you like most in the junior high?
96. Why?

97. Was the teacher a man or a woman?

98. What mark did you make in this subject?
99. What subject did you like most in the senior high?
100. Why?

101. Was the teacher a man or a woman?
102. What mark did you make in this subject?
103. What subject did you like least in the grades?
104. Why?

105. Was the teacher a man or a woman?
106. What mark did you make in this subject?
107. What grade did you like least in the grades?
108. Why?

109. Was the teacher a man or a woman?
110. What marks did you make in this grade?
111. What subject did you like least in junior high school?
112. Why?

113. Was the teacher a man or a woman?
114. What mark did you make in this subject?
115. What subject did you like least in senior high?
116. Why?

117. Was the teacher a man or a woman?
118. What mark did you make in this subject?
119. What subject studied in the junior high do you feel has been the most valuable to you?
120. Why?

121. What subject studied in the senior high do you feel has been least worthwhile to you?
122. Why?

123. What subject studied in the junior high do you feel has been least worthwhile to you?
124. Why?

125. What subject studied in the senior high do you feel has been least worthwhile?
126. Why?

127. What subject or subjects which you have been required to take in the junior high do you think should not be required of everyone?
128. Why?

129. What subjects or subject which you have been required to take in the senior high do you think should not be required of every one?
130. Why?
131. What subject or subjects not now required of everyone in the junior high do you think should be required?
132. Why?
133. What subject or subjects not now required of everyone in the senior high do you think should be required of everyone?
134. Why?
135. Do you think it would be better not to have any required subjects in the senior high at all?
136. If so, why?
137. If not, why not?
138. Do you think it would be better to have no required subjects in the senior year only, with the required subjects in the tenth and eleventh grades?
139. If so, why?
140. If not, why not?
141. Do you think it would be better for every person to have all subjects required, if they were outlined for his particular purpose such as: pre-engineering, pre-journalism, vocational agriculture, vocational home-making, etc?
142. If so, why?
143. If not, why not?
144. On what subject in the senior high do you spend the most time or have you spent the most time, (If taken before this year)?
145. What grade did you get in this subject?
146. How much time do you spend in study outside of school every day? (Underscore the nearest correct answer). 15 minutes, 30 minutes, 45 minutes, one hour, an hour and a half, two hours, more than two hours?
147. Are you employed (for wages) outside of school?
148. If so, at what kind of work?
149. How much time do you spend at it daily?
150. What is your present idea of what your life work will be?

- 151. Do you think high school will help you in this occupation?
- 152. Do your parents discuss your report cards with you?
 - a. If your grades are good?
 - b. If your grades are bad?
 - c. Regardless of the grades?
- 153. How often do your parents talk over your school work with you on an average? (Underscore the most nearly correct answer). Daily, every other day, twice a week, once a month, once a year, none.
- 154. What has been the most happy event of your school career?
- 155. What has been the most unhappy event of your school career?
- 156. What feature of the grade school did you like most?
- 157. What feature of the junior high school did you like most?
- 158. What feature of the senior high school did you like most?
- 159. What feature of the grade school did you like least?
- 160. What feature of the junior high school did you like least?
- 161. What feature of the senior high school did you like least?
- 162. Toward how many teachers have you felt angry and why? List by giving reasons for each.
 - 1.
 - 2.
 - 3.
- 163. How many grade school teachers have visited your home?
- 164. What grade or grades did they teach?
- 165. How many junior high school teachers have visited your home?
- 166. What subjects did you study under them?
- 167. How many senior high school teachers have visited your home?
- 168. What subjects did you study under them?
- 169. Do you ever have personal matters you would like to discuss with your teachers but refrain from doing so because you feel there is a lack of sympathy or interest on their parts?

170. Do you ever discuss personal matters with teachers because you felt that they took an interest and are sympathetic with your viewpoint?
171. Who were these teachers?(Answer by names).
172. What grades or subjects have you ever repeated because of failure?
173. On an average, how many evenings a week do you spend at home?
174. Where do you usually spend the other evenings?
175. What person, with whom you are in close contact do you think is most interested in your welfare and success?
176. What person, with whom you are in close contact do you think is least interested in your welfare and success?
177. How much spending money do you have per week?(Do not include that for necessities such as books, clothing, etc).
178. Would you have continued to attend school if your parents had permitted you to quit?
179. If so, why?
180. If not, why not?
181. On an average, how many hours of sleep do you get every night?
182. In column (A) number the extra-curricular activities in which you participate in the order in which you enjoy them. In column (B) list the same activities in the order of good derived from them.

A

B

Inter-Scholastic Athletics
 Intra-Mural Athletics
 Dramatics
 Debate
 Oratory
 Mentor Staff
 Blue M Staff
 School Council
 Girls' Athletic Association
 Hi-Y
 Girl Reserves
 Operettas
 Stock Judging
 Class Offices
 Other Activities

183. Do you think there should be a limit to the number of activities in which a person is permitted to participate?

- 184. If so, what should be the limit?
- 185. Do you think everyone should be compelled to participate in some extra-curricular activity?
- 186. If so, why?
- 187. If not, why not?
- 188. Do you think extra-curricular activities take too much time?
- 189. If so, how do you think this could be remedied?
- 190. On an average how much time a week do you spend on extra-curricular activities?
- 191. Do you believe dancing to be wrong?
- 192. Do your parents oppose to dancing?
- 193. Do you dance?
- 194. If not, would you like to?
- 195. If you would not like to, why not?
- 196. Do you think we should have school dances or dances sponsored by school organizations such as classes or clubs?
- 197. For what reason do you make this stand?
- 198. Underscore the word which represents your estimation of this high school. Excellent, Good, Average, Poor, Very poor.
- 199. Do you know any high school with qualities more desirable than those of our own high school?
- 200. If so, what are these qualities?
- 201. List other specific changes you would like to see made in our high school such as hours, a regular activity period, no study hall, and etc.

In the following table check the reason for liking or disliking each teacher with an X in the space opposite the teachers name and opposite the reason. If the reason is not listed write it in. If you have had other senior high teachers than those listed please write them in and check them the same. **POSITIVELY NO ONE WILL KNOW HOW YOU CHECKED ANY TEACHER, SO FEEL FREE TO EXPRESS YOUR REAL IDEAS.**

Reasons for liking AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPp Others
 Thorough knowledge
 of subject
 Seems to like young
 people
 Insists that students
 do their work
 Interested in your
 activities
 Teaches material
 outside of textbook
 Teaches only text-
 book material
 Ability
 Hard worker
 Good-natured
 Honest
 Enthusiastic
 Impartial
 Modest
 Sincere
 Sympathetic and
 helpful
 Easy
 Hard-boiled
 Humorous
 Other reasons

Reasons for disliking AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPp Others
 Incompetent
 Ill-tempered
 Lazy
 Crabby (Grouchy)
 Dull (Gloomy)
 Deceitful
 Conceited
 Sarcastic
 Unsympathetic and
 unwilling to help
 Hard-boiled
 Easy
 Awkward
 Teaches material
 outside of textbook
 Teaches only text-
 book material
 Antagonizes young
 people
 Other reasons

BOYS

1. According to your present ideas and plans, are you going to follow the occupation of your father?
2. Why have you come to this conclusion?
3. What was your mother's occupation, if employed before her marriage?
4. Does she still follow this occupation?
5. Does she follow any other occupation now aside from being a housewife and mother?
6. What is it?

GIRLS

1. Would you marry a man following the occupation of your father?
2. Why have you come to this conclusion?
3. What was your mother's occupation, if employed before her marriage?
4. Do you think you will follow this?
5. Why have you come to this conclusion?
6. Does your mother still follow this occupation?
7. Does your mother follow any other occupation now aside from being a housewife and mother?
8. What is it?