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An Analysis of Interrelationship of Childrens' Popularity, Interests, and Intelligence

Sammie Bratton Pickens

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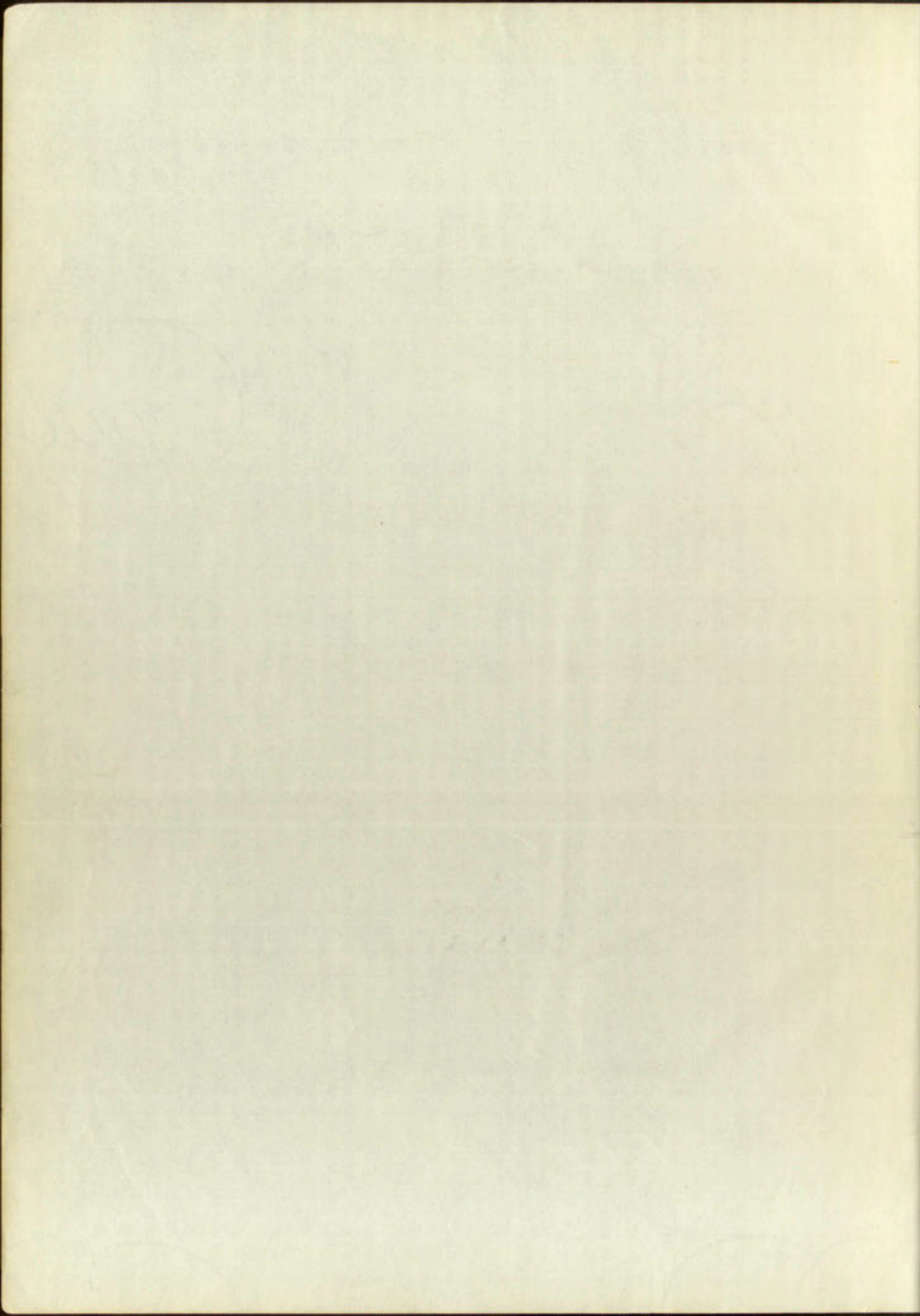
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AN ANALYSIS
OF THE INTERRELATIONSHIP OF CHILDRENS'
POPULARITY, INTERESTS, AND INTELLIGENCE

By

Sammie Bratton Pickens

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1952

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DEPARTMENT OF THE INTERIOR

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MASTER OF ARTS

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DATE

AN ANALYSIS
OF THE INTERRELATIONSHIP OF CHILDREN'S
POPULARITY, INTERESTS, AND INTELLIGENCE

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MASTER OF ARTS

Elizabeth

5/11/35

IN WITNESS WHEREOF, I have hereunto set my hand and
the seal of the University of New Mexico, at Albuquerque,
New Mexico, this 11th day of May, 1935.

The Graduate Committee

Robert J. Long
Chairman
Wm. H. Long

1935

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Statement of the problem	1
Delimitations of the study	2
Importance of the study	2
DEFINITIONS OF TERMS USED	3
Popularity	3
Interest	3
Classification of intelligence	4
II. REVIEW OF RELATED LITERATURE	5
Literature related to popularity	6
Literature on teachers' judgments of popularity	15
Literature pertaining to interests	17
III. METHOD OF CONDUCTING THE STUDY	23
Group selected for the study	23
Test materials selected and methods used in administering and scoring the tests	25
The Ohio Social Acceptance Scale	25
Teachers' judgments of popularity of pupils	27
Interest Inventory for Elementary Grades	27

175673

CHAPTER

PAGE

Otis Quick-scoring Mental Ability Test	
Alpha test, non-verbal	30
Inventory of Reading Interests	30
Procedures used in handling the data	31
IV. ANALYSIS OF THE DATA	33
Results and analysis of the group tests . . .	33
The Ohio Social Acceptance Scale	33
Judgment of teachers concerning relative popularity of pupils	40
The George Washington Interest Inventory . .	45
Otis Quick-scoring Mental Ability Test . . .	53
The Reading Interest Inventory	55
Correlations of the tests	59
V. CONCLUSIONS AND RECOMMENDATIONS	
Conclusions	63
Recommendations	64
BIBLIOGRAPHY	67
APPENDIX A. Original data	70
APPENDIX B. Samples of Group tests	76

LIST OF TABLES

iv

TABLE	PAGE
I. Distribution of the Group in Respect to Room and Sex	24
II. Number of Rejections according to Room, Sex, and Totals	36
III. Comparison of Judgments of Teacher A with Pupil Grouping According to Five Categories of High to Low Popularity	41
IV. Comparison of Judgments of Teacher B with Pupil Grouping According to Five Categories of High to Low Popularity	42
V. Comparison of Judgments of Teacher C with Pupil Grouping According to Five Categories of High to Low Popularity	43
VI. Ranks and Scores of Boys on Sections of the Interest Inventory, by Room	46
VII. Ranks and Scores of Girls on Sections of the Interest Inventory, by Room	47
VIII. Ranks and Total Scores of the Sections in the Interest Inventory, According to Sex	50
IX. Range and Mean I.Q., by Sex, of Rooms A, B, and C	54

TABLE

- I. Description of the study area and sex
- II. Number of subjects and sex, age, and social class
- III. Description of subjects at different ages
- IV. Description of subjects at different ages
- V. Description of subjects at different ages
- VI. Description of subjects at different ages
- VII. Description of subjects at different ages
- VIII. Description of subjects at different ages
- IX. Description of subjects at different ages

TABLE

PAGE

X.	Ranks and Total Scores of the Sections in the Reading Interest Inventory, According to Sex	57
XI.	<u>Rho</u> Correlations of the Four Tests with Respect to Room and Sex	60
XII.	Ranks and Scores in Four Group Tests, Boys, Room A	69
XIII.	Ranks and Scores in Four Group Tests, Girls, Room A	70
XIV.	Ranks and Scores in Four Group Tests, Boys, Room B	71
XV.	Ranks and Scores in Four Group Tests, Girls, Room B	72
XVI.	Ranks and Scores in Four Group Tests, Boys, Room C	73
XVII.	Ranks and Scores in Four Group Tests, Girls, Room C	74

TABLE

- X. Barak and Barak
- XI. Barak and Barak
- XII. Barak and Barak
- XIII. Barak and Barak
- XIV. Barak and Barak
- XV. Barak and Barak
- XVI. Barak and Barak
- XVII. Barak and Barak

CHAPTER I

THE PROBLEM

Research in the field of education has come to include phases in the psychological, sociological and biological fields.

Many techniques have been developed for the purpose of gaining deeper understanding of the factors which foster the maximum development of every boy and girl. In the past few years investigators have focused increasing attention upon the study of social interaction. Various types of instruments have been devised to reveal data in that area and in other related fields.

Consideration is centered here upon the factors of popularity, interest, and intelligence and the ability of the group test as one approach in disclosing knowledge helpful to good educational practice.

Statement of the problem. It is the purpose of this study (1) to identify the relative social status, the interests, and intelligence of children in certain classrooms; (2) to discover the strength of relationship between those factors; and (3) to use group tests designed for measuring of those factors in order to evaluate

Journal of the
Royal Society of Medicine

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Delimitations of the study. The study is focused upon children in three classrooms of one public elementary school in Albuquerque, New Mexico. Only children of fourth grades are included.

Importance of the study. Schools today are organized on the basis of groups. Educators have become more and more aware of the responsibility for creating better group living. Educational literature is filled with terms such as "group interaction," "group dynamics," or "group processes."

Such growing emphasis upon the group does not mean less interest in the individual child, but does indicate that social interaction is also of major importance to children. Favorable group living contributes to the development of the individual child. Frequent failures of children in social relationships are detrimental to their development.

Many ways of securing knowledge about students are being utilized. With the employment of such techniques as the anecdotal record, the inventory, the check list, observations, and the interview comes the responsibility

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of determining scientifically the validity and usefulness of such tools.

It is of even greater importance to discover the relationship of general and specific indices of a child's developmental status to his ability to achieve peer status in his group. Although investigations of the relationship of social acceptance with such factors as chronological age, socio-economic status, personality, and intelligence have been made, direct attention was not focused upon the connection between the interests and popularity of children.

II. DEFINITIONS OF TERMS USED

Popularity. The term "popularity" is interpreted as "a state of being liked by the members of the group."¹ It is also conceived as synonymous with the two terms of existing social acceptance and social status.

Interest. The term "interest" refers to the existing attitudes expressed by the group of children toward the various items included in the two inventories with which this study is concerned.

¹ Carter V. Good, Dictionary of Education. (New York: McGraw Hill Book, Inc., 1945), p. 223.

Classification of intelligence. In defining the "classification of intelligence" the general classifications as given by Terman are used: a score below 70 denotes feeble-mindedness; 70-80, borderline deficiency; 80-90, dullness; 90-110, normal; 110-120, superior intelligence; 120-140, very superior; and a child with a score above 140 is classified as a genius.²

² David Wechsler, The Measurement of Adult Intelligence (third edition; Baltimore: The Williams & Wilkins Company, 1944) p. 36.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Investigation of the forces of human relations and of group dynamics as related to classroom management has been of fairly recent origin. Since the first major sociometric work of Moreno,¹ much use has been made of sociometric and near-sociometric devices in order to provide insight into group dynamics.

In the past fifteen years much has been written about such factors as socio-economic status, race, personality, and intelligence in relation to selection-rejection association choices.

Because of the number of factors involved in the present study, more consideration has been given to investigations concerning group social structure and less emphasis upon literature concerning interests. Although extensive studies have been made concerning interests of children, little evidence is found of attempts to isolate interests from general personality in seeking factors of social acceptance.

¹ J. L. Moreno, Who Shall Survive (Washington, D. C.: Nervous and Mental Disease Publishing Company, 1934), 440 pp.

Literature related to popularity. Frankel and Potashin² made a concise report of sociometric and pre-sociometric literature which contained results of three areas of investigation. They reported that Williams, Furfey, Partridge, Pellitieri, and Walker found that intelligence, mental age, and chronological age were important in determining the friendships of elementary school children of the same sex.

In studies concerned with environmental factors, general socio-economic background was found to play a part in friendship selection. In the area of personality characteristics, Williams and Moreno had found fun, fairness, and sportsmanship as most frequent reasons given for friendship. Athletic ability, courtesy, and cleanliness were reported by Seagor and Van Dyne as important characteristics.

Pintner, Forlando, and Friedman, however, found only low correlation between friends on objective tests of attitudes, character sketches, and personality outlines. The nature of the tests or size of the groups

² Esther B. Frankel and Reva Potashin, "A Survey of Sociometric and Pre-Sociometric Literature on Friendship and Social Acceptance among Children," Sociometry, 7:422-31, November, 1944.

were mentioned as variables which might have affected the results.

Northway found that skills in themselves only influenced specific activities but were not important in general acceptance. Northway and Bonny supported the hypothesis that a child with outgoing energy has a better chance of being well accepted than one characterized by negative virtue.

Although Frankel and Potashin made a brief survey of various techniques employed in gathering data, in most instances, they gave no indication of the specific methods used by the various investigators in arriving at their conclusions.

Austin and Thompson³ approached the problem of selection and rejection directly in a study of 487 boys and girls at the sixth-grade level. In making their three choices of best friends, the children were asked to give reasons for their selections. Two weeks later in a similar test the children were asked the basis for any changes in choice.

³ Mary C. Austin and George G. Thompson, "Children's Friendships: A Study of the Bases on which Children Select and Reject their Best Friends," The Journal of Educational Psychology, 39:101-116, February, 1948.

The conclusions from the study were that children probably choose their friends on the basis of personality characteristics. Intelligence and chronological age were concomitant, not determining, factors in formation of friendships. According to the authors, doubt is cast upon the limited rank-order technique of the sociometric test for research or guidance because of the significant percent of changes resulting from others being held in high regard. Austin and Thompson concluded, "When the child's interests and tastes are broad and numerous, he has a large potential population within which friendships may be formed."⁴

Atkinson investigated factors of socio-economic status, religion, residence stability as related to friendships.⁵ She found that friendship and rejection choices were seldom static. However, the most-favored financial class and those with residence stability were more often chosen but no definite effect was found in the religious factor.⁶

⁴ Ibid., p. 114.

⁵ Gretchen Atkinson, "The Sociogram as an Instrument in Social-Studies Teaching and Evaluation," Elementary School Journal, 50:74-85, September, 1949.

⁶ Ibid., p. 81.

Another study of the same nature at the tenth-grade level was made by Cook.⁷ He concurred with Atkinson when he stated, "The trend in friend-making is upward, not outward or downward."⁸

The relationship between selection-rejection and intelligence, social status and personality among sixth-grade children was studied by Grossman and Wrighter.⁹ A near-sociometric instrument consisting of ten general questions of preferences of association were administered to 117 children. When a rectilinear relationship was assumed, the results found were low positive correlation between selection-rejection and the intelligence, reading achievement, and social status. However, when the sample was broken into categories, an exponential relationship was found between each of the three elements and selection-

⁷ Lloyd Allen Cook, "An Experimental Sociographic Study of a Stratified Tenth-Grade Class," The American Sociological Review, 10:250-61, April, 1945.

⁸ Ibid., p. 260.

⁹ Beverly Grossman and Joyce Wrighter, "The Relationship between Selection-Rejection and Intelligence, Social Status, and Personality amongst Sixth Grade Children," Sociometry, 11:456-55, November, 1948.

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rejection. The authors concluded that once a minimum standard was reached in intelligence, reading achievement, and social status, an additional amount of any of the factors did not increase the degree of selection.¹⁰

Grossman and Wrighter investigated the factor of personality through the use of the California Personality Test. They found that questions dealing with nervous symptoms and feeling of belonging most frequently differentiated the two groups highest and lowest in social status. They concluded that the rejected children showed a true reflection of their status in the group.¹¹ Grossman and Wrighter apparently made a thorough investigation and revealed relationships worthy of further study.

Singer used the sociogram, the Classroom Distance Scale, and the California Test of Personality in a study of twenty-eight boys and girls as they progressed from the seventh to the eighth grade.¹² Although no evidence sup-

¹⁰ Ibid., pp. 349-50.

¹¹ Ibid., p. 355.

¹² Arthur Singer, "Certain Aspects of Personality and Their Relation to Certain Group Modes, and Constancy of Friendship Choices," Journal of Educational Research, 45:33-42, September, 1951.

ported the statement, the author declared the group "about average in their physical-mental-emotional development,"¹³ Little relationship was found between the personality test and the social modes of the group or between sociograms and the classroom social distance scale.¹⁴ The most significant finding was the high degree of constancy of first friendships, 72.1 per cent. Singer found the group accepted individuals of the group more than the individuals accepted the group.

The author, on the basis of the investigation, made well-founded and thought-provoking implications, as follows:

The first implication, (1), is that once a group receives a total impression of an individual it would seem most difficult to change that impression. ...Another practical implication, (2), is that on the basis of this constancy data for the group, it would seem that the picture of social friendship acceptances are molded and set in the early grades rather than at the adolescent level. Therefore, it would be of practicality to teach and guide in acquiring social success in the earliest grades and throughout education...It could be implied that: (3), an individual can achieve a marked success in social acceptance or making friends and still have great personal difficulty in certain aspects of personality; and (4), there are different aspects to social group modes such as leadership, friendship, group standards, and individual standards which do not necessarily have a great degree of relationship though stemming from the same source.¹⁵

¹³ Ibid., p. 35.

¹⁴ Singer, op. cit., p. 40.

¹⁵ Ibid., p. 42.

A comprehensive program of research concerning group behavior was begun in 1946 under the sponsorship of the Horace Mann-Lincoln Institute with pupils and parents assisting a number of teachers throughout the country.¹⁶ The major experimentation was conducted in three classrooms of the public schools of Denver, Colorado, for a period of three years. The grade levels represented were the first, fourth, fifth, and eighth.

In exploring group behavior of children, a start was made by investigating the acceptance and rejection of individuals and groups. An important contribution to the study of group dynamics was the extensive trial of the newly-devised instrument of measuring social acceptance, the "Classroom Social Distance Scale."

The scale was used extensively throughout the country. In the scores of records of response, no child was totally rejected or totally accepted by everyone in the group. Thus the limitations of the sociogram in indicating the popularity in the group were shown. It was possible for a pupil to gain a high rank through being chosen by a few consistently in several sociograms while being ignored by

¹⁶ Ruth Cunningham and Associates, Understanding Group Behavior of Boys and Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1951) pp. viii-xiii.

of experimental research in the field of psychology

behavior was first introduced in the early 1900s

through the work of psychologists such as John B. Watson

and a number of other researchers who emphasized the

experimental approach to the study of behavior

while others, such as Sigmund Freud, emphasized the

importance of the unconscious mind in behavior

Today, the field of psychology is a diverse one

with many different subfields and approaches

to the study of behavior and the mind

One of the most important subfields is clinical

psychology, which focuses on the diagnosis and

treatment of mental disorders

Another important subfield is cognitive psychology

which focuses on the study of the mind and

the processes of perception, learning, and memory

In the study of psychology, it is important to

understand the relationship between the mind and

behavior, and how these two factors interact

to influence each other

One of the most important concepts in psychology

is the concept of the unconscious mind

which is the part of the mind that is not

accessible to conscious awareness

but which can still influence behavior

the others. The scale was regarded as "a short-cut to finding the place of the individual in the group."¹⁷

In a correlation of group-social-distance with chronological age, intelligence and socio-economic status for the fourth and fifth grade group, little statistical significance was found, although there was a tendency toward the upper two-thirds of the class in intelligence."¹⁸

These findings are in disagreement with those of Atkinson¹⁹ and Cook.²⁰ However, the instruments used to gain the data for the studies were different. Since Singer²¹ reported little relationship between sociograms and the Classroom Social Distance Scale, the cause of disagreement might have been in the technique employed.

Another phase of the study by Cunningham revealed behavior items most often assigned by children to highly popular classmates were aggressiveness, initiative, cheerfulness, and friendliness. The child attributed with shy and untidy characteristics tended to be low in the group.²²

¹⁷ Ibid., pp. 171-72.

¹⁸ Ibid., pp. 174-77.

¹⁹ Atkinson, loc. cit.

²⁰ Cook, loc. cit.

²¹ Singer, loc. cit.

²² Cunningham and Associates, op. cit., pp. 78-80.

the others. The scale was reversed in the latter half of the study.

The place of the individual in the group.

In a correlation of group membership and age.

Chronological age, intelligence, and group membership.

For the groups and their members, the correlation of age and group membership was found.

Significance was found, $r = .45$, $p < .01$.

There were two-thirds of the group in the study.

These findings are in agreement with the findings of

Apkin and Coe, 1930. However, the findings of

gain the data for the study was a 10% increase.

Stager, 1931 reported that the correlation of age and group membership was

and the correlation of age and group membership was

agreement might have been in the 10% range.

Another phase of the study is the correlation of age and group membership.

Behavioral data were also obtained from the study.

Behavioral data were also obtained from the study.

Behavioral data were also obtained from the study.

Behavioral data were also obtained from the study.

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16. 1933, 1934, 1935

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18. 1939, 1940, 1941

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20. 1945, 1946, 1947

21. 1948, 1949, 1950

22. 1951, 1952, 1953

23. 1954, 1955, 1956

24. 1957, 1958, 1959

25. 1960, 1961, 1962

These findings of the importance of personality and behavior characteristics corroborated a previous one.²³

On all sociograms, the investigators found definite sex cleavage, with the least in the case of young children.²⁴ Koch²⁵ obtained preference judgments from many school children by the method of paired comparisons and reached the same conclusion. Atkinson concurred.²⁶

In closing, a number of inferences have been drawn from the references selected for review. It has appeared that (1) later investigations tend to refute the former ones wherein intelligence, chronological age, and socio-economic status were important factors in popularity. Only by an exponential, not a correlating, approach was a strong relationship found. Another implication was that (2) the most fruitful developments have occurred in the area of

²³ Austin and Thompson, loc. cit.

²⁴ Cunningham and Associates, op. cit., p. 191.

Helen L. Koch, "A Study of Some of the Factors Conditioning the Social Distance between the Sexes," The Journal of Social Psychology, 20:105, 1944.

²⁶ Atkinson, op. cit., p. 84.

These findings are in accordance with the results of the
other studies conducted in this field. It is noted that the
data obtained from the present study are in good agreement
with those reported by other investigators. The results of the
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factors of personality. Agreement was reached (3) upon shifts of organizational structure with (4) increasing maturity bringing more stabilization as well as (5) definite sex cleavage until adolescence. A more recent development has been (6) the question of limitations of the sociometric test.

Literature related to teachers' judgments of popularity. Gronlund²⁷ attempted to determine the accuracy of teachers' judgments concerning the relative acceptability of members of their classes and the relationship of certain variables to the accuracy of judgment. The variables were the general training and experience of the teachers and relative freedom of pupils in the classroom. Each teacher in forty classrooms made judgments concerning the sociometric status of pupils on the three criteria of work, play and seating companion. Relative freedom in the different classrooms was rated from the responses of children to items concerning classroom activities. The relative status of boys and girls was handled separately.

Gronlund's conclusions were that: (1) there was a difference in accuracy of judgments; (2) there was no dif-

²⁷ Norman E. Gronlund, "The Accuracy of Teachers' Judgements Concerning the Sociometric Status of Sixth-Grade Pupils," Sociometry, 13:198, August, 1950.

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ference in judging correctly the status of boys and girls; (3) teachers judged play companions less accurately; (4) there was no relationship between average accuracy of judgment in relation to general training, experience, or freedom of pupils in class. It was noted, however, that more accurate judgments were made by teachers who had been enrolled in at least one course in child development. Also there was a tendency to over-judge the children preferred by the teachers and to under-judge the least preferred.²⁸

When teachers were asked to list the most and the least accepted individuals and the listings were later compared with results of the Classroom Social Distance Scale, very similar conclusions were drawn. Although there were a number of misjudgments of popularity status, Cunningham found decisions of teachers fairly correct when considered above and below the median. Teachers were more accurate in measuring acceptance than rejection.

The two studies revealed that a teacher's judgment of class structure could be fairly correct. However, it was indicated that more accurate and earlier knowledge could be gained through use of sociometric and near -sociometric

²⁸ Ibid., 13:347-57, November, 1950.

²⁹ Cunningham and Associates, op. cit., pp. 198-203.

techniques.

Literature related to interests. In reviewing the field of group dynamics, it was noted that the factor of children's interest had not been studied in connection with social status. Only in the study by Austin and Thompson was there direct reference to interests.³⁰ From the responses of 487 boys and girls as to their reasons for selecting friends, it was determined that similar interests and tastes accounted for 10.9 per cent of the choices. That per cent did not seem large enough for the authors to conclude, "When the child's interests and tastes are broad and numerous, he has a large potential population within which friendship may be formed." The characteristic of "nice and friendly" was given as a response 11.5 per cent of the time.³¹ The conjecture was made as to whether or not a child with many interests was more apt to be judged in that manner. If so, it could have been concluded that interests were concomitant factors.

In similar study, wherein each member of a group stated his reasons for selecting friends, the class itself

³⁰ Mary C. Austin and George G. Thompson, op. cit.,

³¹ Ibid., p. 114.

selected nine items of importance, with none of the items including any mention of interests.³²

Because interest has been recognized as a primary motivating factor in education, much research has been made in the area. One investigation involved the problem of permanence of interest.³³ The vocational interests of several thousand children, ranging in age from eight-and-a-half to eighteen-and-a-half years of age, were studied. The conclusion that the interests of children change markedly during a period of several years was made. There has been little disagreement with that conclusion.

The authors also included a corollary upon interests and ability by the statement that the hypothesis of interests being symptomatic of ability was not a proven fact. They reasoned that ability is conceived as inherent, inborn, unchangeable; therefore, it followed that interests do not change markedly. The authors concluded that, according to available data, interests are symptomatic of ability only to a limited degree. It seemed that the two investigators did not take into consideration fully the various

³² Cunningham and Associates, op.cit., p. 183.

³³ Harvey C. Lehman and Paul A. Witty, "One More Study of Permanence of Interest," Journal of Educational Psychology, 22:481-92, October, 1931.

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maturity levels of the wide range of ages involved in the study.

Just as sex cleavage was noted in group relationships, there has also been established the fact of sex differences in interests. In an unpublished study concerning play activities of children, it was found that boys and girls begin to show differences by the age of six.³⁴

Interest in the radio and movies has come to be prominent in leisure preferences according to Witty.³⁵ The same elements -- action, adventure, and excitement -- were found to attract children. No decided sex differences were noted in the preferences of boys and girls.

In the area of reading interests, Witty found that the comics were preferred among middle grade children.³⁶

The same author found, through his own studies and those of others, that mentally dull children differ very little from the average and from exceptionally bright children in their preferences of reading matter. In the

³⁴ Paul Witty, *Reading in Modern Education*, (Boston: D. C. Heath and Company, 1949), p. 27.

³⁵ *Ibid.*, pp. 33-34.

³⁶ *Ibid.*, p. 37.

... study.

... that on any given day ...
... difference in ...
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case of mentally average children, girls were found to read more than boys. The same difference in sex has been observed in the case of exceptionally bright children. Both boys and girls of the latter group have been found to spend more time in reading, with increasing amounts spent with age increment.

Mystery, adventure, and detective stories ranked highest among books liked best by boys. Girls ranked fairy tales with adventure and mystery among the highest three selections.³⁷

Throughout the past twenty years Witty, in connection with others, has carried on a number of extensive surveys in various interests of children. A majority were in reading; wherein he has become a recognized authority. He has done an excellent piece of work in referring concisely to the important portions of studies upon children's interests, particularly those fields closely connected with reading.

Jersild and Tasch made one of the most comprehensive studies of children's interests with the newly devised Springfield Interest Finder, a one-page form through which children's interests were revealed by their written expression of three wishes, likes and dislikes in and out of school, the one most interesting thing done recently in school, and

³⁷ Ibid., pp. 43-44.

one of the happiest days in their lives.³⁸

The authors found that interest in persons and personal relations was mentioned by a large proportion of the children at all levels. Self-interest was a strong element revealed. Many wishes were for specific material things. In grades four to six, almost a third of the children expressed desire for self-improvement. Sex differences in many of the items were noted. Children in some communities expressed much more friendliness toward one another than did children in other localities. In one community, for example, only 5.5 per cent of the population made unfavorable comments, while in another 45.5 per cent gave unfavorable remarks.³⁹

In commenting upon whether a child should have many interests, the authors asserted that it is not the number of interests but the way the child's interests function that is important. They further stated that the richer the opportunities for acquiring interests, the more likely it is that the child will find those which are of most value to him. No attempt was made to support the state-

³⁸ Arthur T. Jersild and Ruth J. Tasch, Children's Interests (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 1.

³⁹ Ibid., pp. 71-80.

one of the happiest days in my life.

The entire family had gathered in the hall.

Normal relations were established in the hall.

Children at all levels.

reveler. Many wished to see the children.

In the hall he said, "I am a child."

He said, "I am a child."

any of the lines of the children.

expressed who were the children.

children is a very difficult.

only 1.5 percent of the population.

while in another 1.5 percent.

In addition, when children are

interested, the parents are

of interests but the parents

that is important. The parents

the children are interested.

it is not only the children

value to him. The parents

1.5 percent of the population
interested in the children
the children are interested

1.5 percent of the population
interested in the children
the children are interested

ment, but it was concluded that, "It is by way of common interests that people establish many of their social contacts and fulfill many of their social needs."⁴⁰

The fact that expert analysis and classification was undoubtedly required to interpret correctly the written statements of the children probably limits the use of this instrument for teachers. Certainly the study by Jersild and Tasch, as well as those done by others, have contributed to greater understanding of the important role of interest in education, but none of the investigators apparently has attempted to study directly the factor of interests in another important area---popularity.

⁴⁰ Ibid., p. 86.

CHAPTER III

METHOD OF CONDUCTING THE STUDY

In carrying out this investigation concerning popularity of children as it is related to interests and intelligence, the problems were: (1) the selection of the population to be tested; (2) the choice of group tests to be given; (3) the methods used in administering the tests; and (4) the procedures employed in handling the data. This chapter is devoted to a discussion of the four points listed above.

I. GROUP SELECTED FOR THE STUDY

In attempting to measure interests of a group, it was necessary to limit the age-range insofar as possible by the selection of only one grade-level for study. Three fourth-grade classrooms from a single public school were chosen for study. Selecting children from one school made it possible to avoid variable factors of different school and neighborhood environments and to limit somewhat the socio-economic range. The population was unselected in any other respect because random sorting of enrollment cards determined the grouping in each room. Since one group had been with the same teacher the preceding year,

it differed from the other two in that respect.

In this study the three classrooms are designated as Room A, Room B, and Room C. Absences and transfers caused the total number of cases to fall below the enrollment figure of ninety-one pupils at the time of selection. A distribution of the pupils included in the study is given in the following table.

TABLE I

DISTRIBUTION OF THE GROUP IN RESPECT TO ROOM AND SEX

Room	Boys	Girls	Total
A	14	13	27
B	13	11	24
C	11	15	26
Total	38	39	77

Because definite sex cleavage and difference in interests had been reported in much of the literature regarding popularity and interests, it was desirable to have the sexes as nearly even in number as possible. Only in Room C was there a noted preponderance of one sex.

At different times the water was in the
 In this study the water level was measured
 as high as 100 ft. and low as 10 ft. and the water
 caused the total number of water to fall below the
 minimum of 10 ft. and the water was in the
 position. A slight rise in the water level in the
 study is given in the following table.

TABLE 1
 The water level in the study area

Month	Year	Water level (ft.)
1	1950	10
2	1950	15
3	1950	20
4	1950	25
5	1950	30
6	1950	35
7	1950	40
8	1950	45
9	1950	50
10	1950	55
11	1950	60
12	1950	65
1	1951	70
2	1951	75
3	1951	80
4	1951	85
5	1951	90
6	1951	95
7	1951	100
8	1951	105
9	1951	110
10	1951	115
11	1951	120
12	1951	125
1	1952	130
2	1952	135
3	1952	140
4	1952	145
5	1952	150
6	1952	155
7	1952	160
8	1952	165
9	1952	170
10	1952	175
11	1952	180
12	1952	185
1	1953	190
2	1953	195
3	1953	200
4	1953	205
5	1953	210
6	1953	215
7	1953	220
8	1953	225
9	1953	230
10	1953	235
11	1953	240
12	1953	245
1	1954	250
2	1954	255
3	1954	260
4	1954	265
5	1954	270
6	1954	275
7	1954	280
8	1954	285
9	1954	290
10	1954	295
11	1954	300
12	1954	305
1	1955	310
2	1955	315
3	1955	320
4	1955	325
5	1955	330
6	1955	335
7	1955	340
8	1955	345
9	1955	350
10	1955	355
11	1955	360
12	1955	365
1	1956	370
2	1956	375
3	1956	380
4	1956	385
5	1956	390
6	1956	395
7	1956	400
8	1956	405
9	1956	410
10	1956	415
11	1956	420
12	1956	425
1	1957	430
2	1957	435
3	1957	440
4	1957	445
5	1957	450
6	1957	455
7	1957	460
8	1957	465
9	1957	470
10	1957	475
11	1957	480
12	1957	485
1	1958	490
2	1958	495
3	1958	500
4	1958	505
5	1958	510
6	1958	515
7	1958	520
8	1958	525
9	1958	530
10	1958	535
11	1958	540
12	1958	545
1	1959	550
2	1959	555
3	1959	560
4	1959	565
5	1959	570
6	1959	575
7	1959	580
8	1959	585
9	1959	590
10	1959	595
11	1959	600
12	1959	605
1	1960	610
2	1960	615
3	1960	620
4	1960	625
5	1960	630
6	1960	635
7	1960	640
8	1960	645
9	1960	650
10	1960	655
11	1960	660
12	1960	665
1	1961	670
2	1961	675
3	1961	680
4	1961	685
5	1961	690
6	1961	695
7	1961	700
8	1961	705
9	1961	710
10	1961	715
11	1961	720
12	1961	725
1	1962	730
2	1962	735
3	1962	740
4	1962	745
5	1962	750
6	1962	755
7	1962	760
8	1962	765
9	1962	770
10	1962	775
11	1962	780
12	1962	785
1	1963	790
2	1963	795
3	1963	800
4	1963	805
5	1963	810
6	1963	815
7	1963	820
8	1963	825
9	1963	830
10	1963	835
11	1963	840
12	1963	845
1	1964	850
2	1964	855
3	1964	860
4	1964	865
5	1964	870
6	1964	875
7	1964	880
8	1964	885
9	1964	890
10	1964	895
11	1964	900
12	1964	905
1	1965	910
2	1965	915
3	1965	920
4	1965	925
5	1965	930
6	1965	935
7	1965	940
8	1965	945
9	1965	950
10	1965	955
11	1965	960
12	1965	965
1	1966	970
2	1966	975
3	1966	980
4	1966	985
5	1966	990
6	1966	995
7	1966	1000
8	1966	1005
9	1966	1010
10	1966	1015
11	1966	1020
12	1966	1025
1	1967	1030
2	1967	1035
3	1967	1040
4	1967	1045
5	1967	1050
6	1967	1055
7	1967	1060
8	1967	1065
9	1967	1070
10	1967	1075
11	1967	1080
12	1967	1085
1	1968	1090
2	1968	1095
3	1968	1100
4	1968	1105
5	1968	1110
6	1968	1115
7	1968	1120
8	1968	1125
9	1968	1130
10	1968	1135
11	1968	1140
12	1968	1145
1	1969	1150
2	1969	1155
3	1969	1160
4	1969	1165
5	1969	1170
6	1969	1175
7	1969	1180
8	1969	1185
9	1969	1190
10	1969	1195
11	1969	1200
12	1969	1205
1	1970	1210
2	1970	1215
3	1970	1220
4	1970	1225
5	1970	1230
6	1970	1235
7	1970	1240
8	1970	1245
9	1970	1250
10	1970	1255
11	1970	1260
12	1970	1265
1	1971	1270
2	1971	1275
3	1971	1280
4	1971	1285
5	1971	1290
6	1971	1295
7	1971	1300
8	1971	1305
9	1971	1310
10	1971	1315
11	1971	1320
12	1971	1325
1	1972	1330
2	1972	1335
3	1972	1340
4	1972	1345
5	1972	1350
6	1972	1355
7	1972	1360
8	1972	1365
9	1972	1370
10	1972	1375
11	1972	1380
12	1972	1385
1	1973	1390
2	1973	1395
3	1973	1400
4	1973	1405
5	1973	1410
6	1973	1415
7	1973	1420
8	1973	1425
9	1973	1430
10	1973	1435
11	1973	1440
12	1973	1445
1	1974	1450
2	1974	1455
3	1974	1460
4	1974	1465
5	1974	1470
6	1974	1475
7	1974	1480
8	1974	1485
9	1974	1490
10	1974	1495
11	1974	1500
12	1974	1505
1	1975	1510
2	1975	1515
3	1975	1520
4	1975	1525
5	1975	1530
6	1975	1535
7	1975	1540
8	1975	1545
9	1975	1550
10	1975	1555
11	1975	1560
12	1975	1565
1	1976	1570
2	1976	1575
3	1976	1580
4	1976	1585
5	1976	1590
6	1976	1595
7	1976	1600
8	1976	1605
9	1976	1610
10	1976	1615
11	1976	1620
12	1976	1625
1	1977	1630
2	1977	1635
3	1977	1640
4	1977	1645
5	1977	1650
6	1977	1655
7	1977	1660
8	1977	1665
9	1977	1670
10	1977	1675
11	1977	1680
12	1977	1685
1	1978	1690
2	1978	1695
3	1978	1700
4	1978	1705
5	1978	1710
6	1978	1715
7	1978	1720
8	1978	1725
9	1978	1730
10	1978	1735
11	1978	1740
12	1978	1745
1	1979	1750
2	1979	1755
3	1979	1760
4	1979	1765
5	1979	1770
6	1979	1775
7	1979	1780
8	1979	1785
9	1979	1790
10	1979	1795
11	1979	1800
12	1979	1805
1	1980	1810
2	1980	1815
3	1980	1820
4	1980	1825
5	1980	1830
6	1980	1835
7	1980	1840
8	1980	1845
9	1980	1850
10	1980	1855
11	1980	1860
12	1980	1865
1	1981	1870
2	1981	1875
3	1981	1880
4	1981	1885
5	1981	1890
6	1981	1895
7	1981	1900
8	1981	1905
9	1981	1910
10	1981	1915
11	1981	1920
12	1981	1925
1	1982	1930
2	1982	1935
3	1982	1940
4	1982	1945
5	1982	1950
6	1982	1955
7	1982	1960
8	1982	1965
9	1982	1970
10	1982	1975
11	1982	1980
12	1982	1985
1	1983	1990
2	1983	1995
3	1983	2000
4	1983	2005
5	1983	2010
6	1983	2015
7	1983	2020
8	1983	2025
9	1983	2030
10	1983	2035
11	1983	2040
12	1983	2045
1		

In making reference to teachers' judgments, the three teachers have been designated as Teacher A, Teacher B, and Teacher C. The letters were synonymous with the room designation. In a discussion of individual children, code numbers were devised in the following manner: the pupils included in each room were separated into respective sex groups and arranged alphabetically; the names were then numbered from number 1 through 77 respectively for rooms A, B, and C in that order. The letter "M" after a case number was used to designate a boy; the letter "F" was added to numbers designating girls.

TEST MATERIALS SELECTED AND METHODS USED IN ADMINISTERING AND SCORING THE TESTS

The Ohio Social Acceptance Scale. In order to obtain a measure of the degree of acceptance of each member of a classroom, it was necessary to procure the judgment of each child upon his degree of acceptance or rejection of the other members in his classroom. The Ohio Social Acceptance Scale was selected as the instrument for procuring the desired data.¹ It allowed for a reaction, on a six-point scale, of each child to every other in the room.

Each student was given a copy of the scale and a

¹ See appendix, p. 76

In the first place, the
second and third sections of the
fourth article of the constitution
section, is a statement of the
fact that the power of the
United States is not limited to
and extended to the states
from which it is derived. It is
in character, the latter is
to be distinguished from the
designation of the

The first section of the
second article of the
constitution is a statement of the
fact that the power of the
United States is not limited to
and extended to the states
from which it is derived. It is
in character, the latter is
to be distinguished from the
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The first section of the
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constitution is a statement of the
fact that the power of the
United States is not limited to
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from which it is derived. It is
in character, the latter is
to be distinguished from the
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sheet of paper on which was listed the name of every member of the class. After a full explanation of the test, the children were given time to place a number, starting with 1, denoting greatest acceptance, before the names they judged best fitted each scale number.² It was emphasized that there was no limit to the number of times a scale number could be used but that only one number could be placed before each name. Approximately twenty-five minutes was consumed for this test in each classroom.

No reluctance on the part of the children in signing their names to the papers was detected. This might have been due to the nature of the test or the fact that the administrator was unknown and not connected with the school.

The Class Summary Sheet which accompanies the test was used to tabulate the results. Weighting of the items on the scale was done in accordance with instructions, as follows: paragraph one = 15 points; paragraph two = 10 points; paragraph three = 5 points; paragraph four = 2 points; paragraph five = 1 point; and paragraph six = 0. Each class roster was divided by sex group. The boys' and girls' judgments were tallied separately for each sex

² The investigator presented orally every test to control variability of administration and of reading ability.

and the proper numerical score was obtained by multiplying the set of tallies in each division by the appropriate weighting. Hence, it was possible to obtain not only a numerical score for each individual representing the relative acceptance by the whole class but also by each sex group.

Teachers' judgments of popularity of pupils. Previous to the administration of the Social Acceptance Scale, each teacher was asked to make a judgment concerning the relative popularity of the members of his class. The opinions were later used as a technique for checking the general results of the popularity test. They were a means of ascertaining the value of an instrument such as the Social Acceptance Scale for aiding teachers to gain more accurate knowledge of the social adjustment of their groups.

Each teacher was asked to arrange the names of the students according to five categories: highest group; above average; average; below average; and lowest group. The number of children to be placed in each group was supposed to represent percentages in the normal curve of distribution.

Interest Inventory for Elementary Grades. The test selected for obtaining data on the general interests of the children involved in the study was the Interest Inventory

and the purpose of the study was to determine the effect of the treatment on the rate of growth of the fish. The results of the study are presented in the following table. The data were collected from 100 fish in each group. The results show that the treatment had a significant effect on the rate of growth of the fish.

Experimental Design

One hundred fish were divided into two groups of 50 fish each. One group was fed a standard diet and the other group was fed a diet supplemented with vitamin C. The fish were kept in identical tanks under identical conditions. The rate of growth was measured by weighing the fish at the start and end of the experiment. The results of the experiment are presented in the following table. The data show that the fish fed the supplemented diet grew significantly faster than the fish fed the standard diet.

Statistical Analysis

The data were analyzed using a t-test. The results of the t-test show that the difference in growth rates between the two groups is statistically significant. This indicates that the treatment had a significant effect on the rate of growth of the fish.

for Elementary Grades. The choice of group interest tests designed for elementary groups was extremely limited. The George Washington Interest Inventory was chosen because of the four possible responses for each item---denoting liking, indifference, disliking, or unknown. This greater scale of responses was believed superior to one limited to likes and dislikes because of the possibility that some items might be unknown to members of the groups. Another reason for the choice was that grade four was distinguished from the higher grades, five and six, by different weighting. The difference in weighting was deemed an attempt to take into accounting different maturation levels.

The Inventory includes two hundred and fifty items, distributed as follows: Reading 18; Movies 18; Radio 14; Games and Toys 35; Hobbies 14; Things to Own 22; School Subjects 13; People 18; Occupations 52; and Activities 46.³ The list of items was derived from teachers' observations, group interviews, and the listing of activities by children. Standardization procedures were carried on with a limited population of two hundred and eighty children of the three grades. No attempt to ascertain the validity was

³ See appendix, pp. 77-82.

reported.⁴ Evidence of reliability rested upon the fact that fifty children re-tested changed only 15 per cent of their answers.

Although the average time for administering the test was given as thirty minutes,⁵ the actual time consumed was seventy minutes in each of the classrooms. Two rest periods were given during the test as an attempt to diminish effects of fatigue. The fact that meanings were obscure to the fourth-grade children at times, corroborated an investigation by Steffre who found that words included in interest inventories were sometimes beyond the reading ability of the recommended grade level.⁶

Scoring keys, giving numerical values to be assigned to each item, were provided with the test. According to the Manual of Directions, the score obtained through such means rated each pupil on his normalcy of interests. The numerical weights were based upon the responses of the

⁴ Mitchell Drees and Elizabeth Mooney, Interest Inventory for Elementary Grades, Manual of Directions, Form A (first edition; Washington, D. C.: Center for Psychological Service, George Washington University, 1941), 4 pp.

⁵ Ibid., p. 2.

⁶ Buford L. Steffre, "The Reading Difficulty of Interest Inventories," Occupations, 27:95-96, November, 1947.

standardization group which was classified according to sex and grade. A response on an item marked by 50 per cent of the group was given a value of zero. If the response was similarly marked by 60 per cent, the value was designated 1; the value of two meant 70 per cent had responded alike. Thus the highest weight reached was 5, designating a like response by the entire sub-group. In an inverse manner the negative values increased with the decrease of like responses.

Otis Quick-scoring Mental Ability Test. The primary reason for selecting the Alpha form of the Otis Quick scoring Mental Ability Tests was that it could be given only in the non-verbal form, in which case reading and semantics were not factors. The ease of administration, the time limit of twenty minutes, and the rapidity of scoring were other desirable features in a study which involved a number of children taking four tests in a short period of time.

The Alpha IQ of each student was obtained from the appropriate norm tables given in the Manual of Directions.

Inventory of Reading Interests. The final group test selected was an Inventory of Reading Interests.⁷ The instrument was chosen not only for ascertaining relation-

⁷ See appendix, pp. 83-90.

ship between the factors of popularity and the specific interest of reading but also for observation of consistency with interests in general and the section in the general interest test devoted to reading.

Each test is divided into ten unnamed sections devoted to the following types of stories; adventure, historical, biographical, nature study, phantasy, animal, hobbies and recreation, social relationships, sports, and travel. Three responses for each item are possible; the number "three" denoting great interest, the number "one" acknowledging some interest, and a "negative one," no interest. An average time consumption of thirty-five minutes for each presentation was required. An algebraic sum for each section and for the total inventory was obtained in each child's case.

III. PROCEDURES USED IN HANDLING THE DATA

Separate rankings were made of each of the three classrooms according to sex.⁸ The range and the mean IQ for each room was obtained. In the test of popularity, the boys and girls were ranked not only by the composite vote of the sexes but according to the scores given by their own and the opposite sex. A total of the tallies also was made in each

⁸ The rank and score of each case has been placed in the appendix, pp. 70-75.

column of the Class Summary Sheets of the Social Acceptance Scale.

For comparison of teachers' judgments with the results of the Social Acceptance Scale, the arrangement made by each teacher was matched with that yielded by actual scores. Since the divisions made as a result of the test were arbitrary ones, mis-judgments were counted only on those students placed by the teacher two categories or more away from the grouping determined by actual scores.

In order to gain a rank of popularity as shown in the Interest Inventory and Reading Interest Inventory, the total score for each of the ten sections in both tests was found for the six groups---each sex of the three classrooms. A composite picture of the sections in the two tests was obtained by totaling and ranking the scores of each sex group represented in the study.

Coefficients of correlation were found between the ranked interests of the sexes. The Spearman rank-difference formula was also used to gain coefficients of correlation between the tests.

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CHAPTER IV

ANALYSIS OF THE DATA

The results and interpretations of the data gathered in this investigation have been divided into two phases. The first consists of presenting the data and the findings drawn from each of the four group tests to evaluate the effectiveness of each instrument in measuring its purported area. The second aspect for consideration is the relationship of the factors of popularity, interests, and intelligence as shown by the data.

I. RESULTS AND ANALYSIS OF THE GROUP TESTS

The Ohio Social Acceptance Scale. The results of the tests were utilized to rank each child according to his status of popularity in his own sex group as shown by the combined judgments of the two sexes. Definite sex cleavage was noted in every classroom, a characteristic found in previous studies of group relationships.¹ In room A, for example, boys cast a total of 1,589 points for members of their own sex. The vote cast by boys for girls totalled only 565 points. Despite the sex cleavage, there was

¹ Supra, Ch. II, p. 14.

THE HISTORY OF THE

The history of the world is a long and tedious story, and it is not possible to tell it in a few words. It is a story of many ages, of many nations, and of many events. It is a story of the rise and fall of empires, of the growth of civilization, and of the progress of knowledge. It is a story of the struggles of the human race for freedom, for justice, and for peace. It is a story of the triumphs of the human spirit over the forces of nature and of evil. It is a story of the love and friendship that bind us together as one human family. It is a story of the hope and faith that give us strength and courage in the face of adversity. It is a story of the beauty and glory of the world, and of the greatness of the human mind. It is a story of the life and death of the human race, and of the eternal life of the soul. It is a story of the beginning and the end of all things, and of the mystery of the universe. It is a story of the past, the present, and the future, and of the eternal now. It is a story of the human condition, and of the human destiny. It is a story of the human race, and of the human world. It is a story of the human spirit, and of the human soul. It is a story of the human heart, and of the human mind. It is a story of the human body, and of the human life. It is a story of the human race, and of the human world. It is a story of the human spirit, and of the human soul. It is a story of the human heart, and of the human mind. It is a story of the human body, and of the human life.

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agreement between the sexes upon the most popular members of the class. In room A, case numbers 27F and 19F, ranked first and second according to the judgments of girls. Case number 19F ranked highest by the vote of boys, and 27F, second. The boy ranking second by the vote of his sex was first in vote of popularity by the opposite sex. In rooms B and C the agreement of the judgment of the sexes was more pronounced. Case numbers 32M and 34M ranked first and second by vote of the girls; second and third according to the votes of their own sex in room B. Four of the five highest ranks were given the same girls by vote of each sex in both rooms. The highest ranking girl in room B received a score of 126 through votes of her own sex and one hundred and six from the boys. The sex cleavage was not as pronounced in Room B since the total vote cast by girls for their own sex was 894 while the boys received a total score of 636 from the girls. In room C, case number 72F received a higher score from the group of boys than was accorded the boy ranking highest by votes of his own sex. One element which may have entered into the situation was the fact that the majority of pupils in room C had been together with the same teacher the previous year.

Although there was not quite such close agreement

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between the sexes as to students least popular, those ranking in the lower half of the group by one set of judgments were found, in the majority of cases, to fall in the lower ranks according to the opinion of the other sex. It has been concluded that the factors which influence acceptability and rejection of a child in the classroom affect the popularity of the person in a similar manner with both sexes, regardless of sex cleavage in the group.

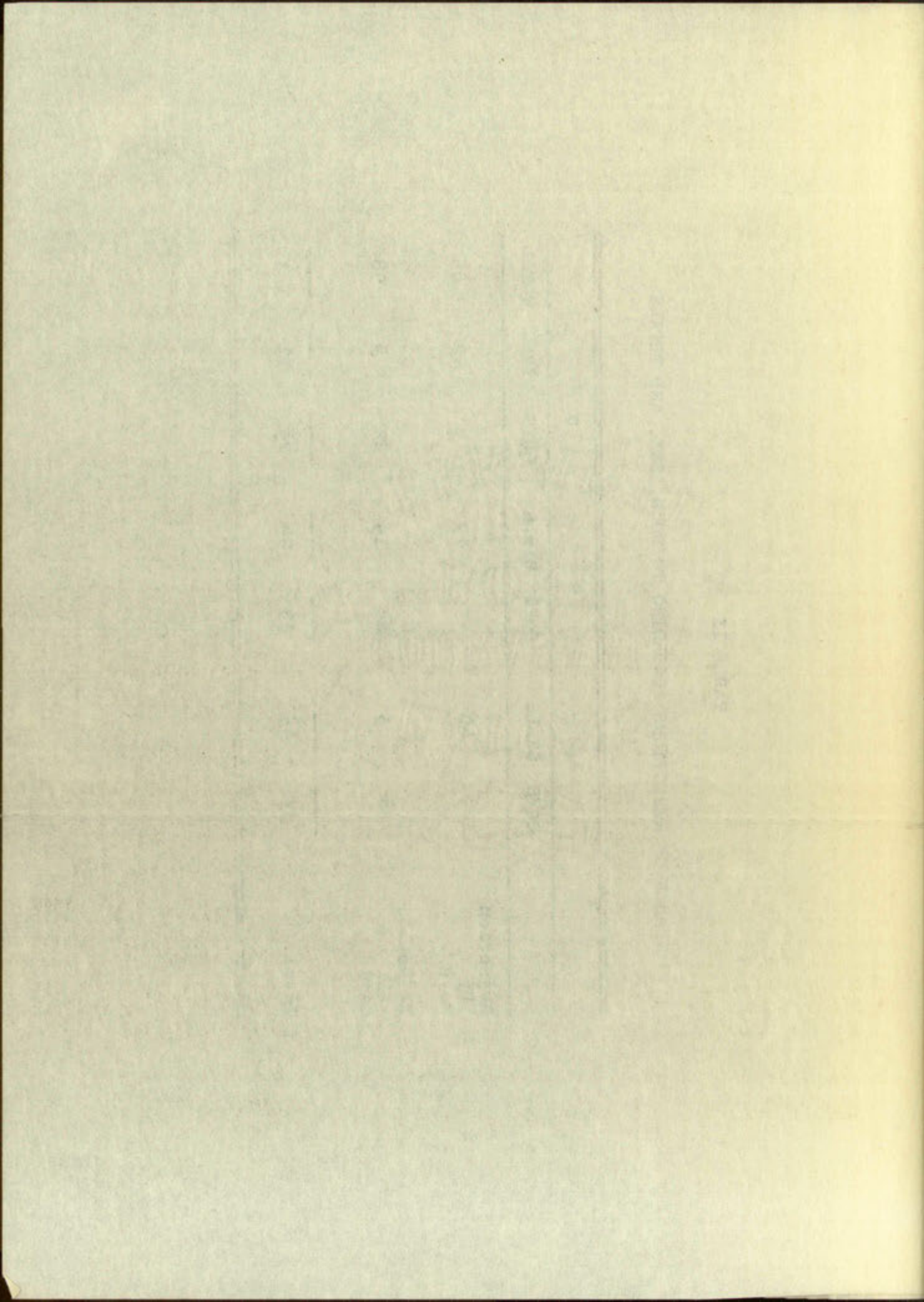
The number of total rejections, indicated by a number 6, were counted according to the judgments of each sex upon the members of the two sexes. Rejections according to sex and room are presented in Table II.

The most noticeable feature of Table II is the much smaller number of rejections in room C. When one considers the numerical predominance of girls in room C, the number of rejections of boys by girls was not comparable to those in the other rooms. The conclusion which has been drawn from the discrepancy in rejections was that the factor of a class remaining intact for more than a year operated favorably in the area of group rejection.

Examination of the class summary sheets on which were recorded the ranges of acceptance and rejection of every child revealed that none of the entire population was accepted completely nor rejected totally by other

TABLE II
NUMBER OF REJECTIONS ACCORDING TO ROOM, SEX, AND TOTALS

		A		B		C	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
		TOTAL					
Rejection by Boys	5	40	9	19	3	9	85
Rejection by Girls	28	5	24	15	22	4	98
Total	33	45	33	34	25	13	183



members of the class. Only one child, 64F, had no tally signifying a best friend. However, the girl received five votes of number 2 and was not the least accepted child either in room C or in the entire study. Twenty-one of the 77 pupils did not have tallies in all of the columns. Eleven of the 21 cases were among the girls of room C. This fact again signifies a tendency for a closer knit structure in that group because of the longer duration of time in school together. In room C the child with the highest rank in the complete group under study also had the narrowest range of tallies: i.e.; 16 of the class gave 72F the rating of best friend; 8 children ranked her second; and one child, third.

One evidence of reliability of the responses in room B was the fact that a child new to the class on the day of the test received eighteen tallies in category 4, denoting unfamiliarity. For this reason 29M received the lowest rank of popularity with a score of sixty-two. Since 29M was a newly enrolled pupil, 49F, with a total vote of sixty-three was the least popular person in the group of 77 children. Despite the low score, tallies were found in each of the six sections. They ranged as follows: two in the first; one in the second; one in the third; six in the fourth and fifth; and seven total rejections. Despite the general acceptance by four children, the child was not accepted to any extent by nineteen of her

members of the class, but the only one who was not
trying a new thing, was the boy who was sitting in the
number 2 and was not the least interested in the
or in the entire thing. The boy who was sitting in the
have talked in all of his classes, but he was not
were among the boys who were not interested in the
fantasy for a class, but he was not interested in the
has looked at the class, but he was not interested in the
the child with the class, but he was not interested in the
study also, but he was not interested in the class, but
the class gave the boy the feeling of being a class, but
ranked her second, but he was not interested in the class,
The advantage of the class, but he was not interested in the
It was the fact that a class, but he was not interested in the
fact proved right, but he was not interested in the class,
largely, but this class, but he was not interested in the class,
himself with a class, but he was not interested in the class,
for a class, but he was not interested in the class,
less because of the class, but he was not interested in the class,
low score, but he was not interested in the class,
They were not interested in the class, but he was not interested in the class,
one in the class, but he was not interested in the class,
rejection, but he was not interested in the class,
the child was not interested in the class, but he was not interested in the class,

classmates. The efficaciousness of the Social Acceptance Scale in measuring not only extremes of acceptance and rejection but also the areas lying between was demonstrated clearly in that instance.

The highest score of popularity was attained by a girl in each classroom even though girls outnumbered boys only in one room. The most popular person was a girl because of the number of high judgments accorded that person by both sexes.

There was no evidence that one sex gave more high judgments for its own group than did the other. In other words, no difference was noted in the attitudes of each sex group expressing liking of many, especially of their own sex, and rejection of others. Thus the importance of people and relationships with people was established equally with the two sexes.

In summary, the following conclusions have been drawn from an evaluation of the Social Acceptance Scale and the data gathered through its use.

Although it is desirable for a teacher to use more than one approach in a study of group structure in the classroom, a technique designed to indicate the degree of acceptance or rejection of an individual by the group is very valuable. Some of the limitations of the sociogram are overcome

circumstances. The effectiveness of the social reinforcement was in assessing not only extent of acceptance and rejection but also the same thing between was demonstrated clearly in these instances.

The highest score of popularity was obtained by a girl in each classroom even though girls were not only in one room. The most popular girl was a girl of course of the number of high judgments received from various by both sexes.

There was no evidence that one sex was more high judgments for the sex group than the other. In other words, no difference was noted in the estimation of each sex group expressing liking or any, expression of both sex and rejection of others. Thus the influence of social reinforcement with people was established equally with the two sexes.

In summary, the following conclusions have been drawn from an evaluation of the social reinforcement study and the data gathered through its use.

Although it is desirable for a teacher to use more than one approach in a study of group structure in the classroom, a technique designed to indicate the degree of acceptance or rejection of an individual by the group is very valuable. One of the limitations of the technique and procedure

in this manner. A larger picture of class structure is gained through the use of an acceptance scale. It is also possible to gain knowledge of reciprocal attitudes of acceptance provided each test sheet is signed. For practical purposes, the scale is easy to administer and summarize. The time limit of the test is suitable for the span of attention at the upper elementary level. This technique was deemed an excellent and rapid means of finding the relative acceptance of individuals in a class.

Although the range of acceptance varied, no child was found to be totally rejected by a majority of classmates. From this fact it may be inferred that every child had potential friends in the classroom through whom a teacher might find avenues of help in raising a child's level of acceptance.

Sex cleavage operated strongly. However, the factors which influenced a high degree of acceptability within the child's own sex group also gave evidence of weight in achievement of popularity with the opposite sex. It is inferred from the preceding conclusion that elements influencing high popularity tended to be alike in both sex groups.

It was concluded from analyses of the data that a greater length of time together in a classroom was effective in reducing the number of rejections of members of the group. Studies concerning differences in group structure

between classes held intact and those which aren't would be valuable.

Judgment of teachers concerning relative popularity of pupils. In investigating a teacher's discernment of group structure, the one aspect of his ability to judge accurately the relative status of popularity was measured. The device also was an attempt to measure reliability of the responses, in general, on the acceptance test. It had been assumed, from previous studies, that the results of the two tests should be similar to some degree.²

In Tables III, IV, and V the judgments by the teachers are indicated beside the groups as organized through the results of the acceptance scale. Decisions were not assumed incorrect unless the placement by the teachers lay at least two categories away from the grouping according to the children. The wide margin was given because the group were not arranged mathematically but in a pattern according to the way the actual scores occurred in each class. Since there was no mathematical average score in the acceptance scale, the term "average" signified fair acceptance.

Teacher A, in a total of 27 judgments, made thirteen correct placements and 7 misjudgments. In seven of the cases,

² Supra, Ch. II, pp. 15-16.

TABLE III

COMPARISON OF JUDGMENTS OF TEACHER A WITH PUPIL GROUPING
ACCORDING TO FIVE CATEGORIES OF HIGH TO LOW POPULARITY

Popularity Category	Case Number	Placement by Teacher	Incorrect Judgment
Highest	19F	Correct	
	14M	Correct	
	27F	Correct	
	1M	Correct	
	26F	Average	X
Above Average	21F	Correct	
	24F	Average	
	10M	Correct	
	3M	Average	
Average	6M	Lowest	X
	16F	Correct	
	4M	Correct	
	2M	Lowest	X
	22F	Correct	
	7M	Below average	
	18F	Correct	
	12M	Below average	
	9M	Above Average	
Below Average	5M	Above average	X
	20F	Correct	
	23F	Correct	
	8M	Average	
Lowest	25F	Above average	X
	13M	Correct	
	15F	Average	X
	11M	Average	X
	17F	Below average	

GENERAL STATE OF NEW YORK
 OFFICE OF THE COMPTROLLER
 REPORT ON THE STATE OF THE REVENUES
 FOR THE YEAR 1890

REVENUES		1889	1890
Taxes		1,000,000,000	1,000,000,000
Licenses		100,000,000	100,000,000
Fines		50,000,000	50,000,000
Interest		10,000,000	10,000,000
Miscellaneous		10,000,000	10,000,000
Total		1,270,000,000	1,270,000,000
EXPENDITURES			
General		1,000,000,000	1,000,000,000
Education		100,000,000	100,000,000
Internal Improvements		100,000,000	100,000,000
Debt		10,000,000	10,000,000
Total		1,310,000,000	1,310,000,000
DEFICIT		40,000,000	40,000,000

TABLE IV

COMPARISON OF JUDGMENTS OF TEACHER B WITH
PUPIL GROUPING ACCORDING TO FIVE CATEGORIES OF HIGHEST
THROUGH LOWEST RANK OF POPULARITY

Popularity Category	Case Number	Placement by Teacher	Incorrect judgment
Highest	44F	Correct	
	32M	Correct	
	34M	Above average	
Above Average	33M	Average	
	39M	Correct	
	41F	Average	
	50F	Average	
Average	37M	Correct	
	47F	Above average	
	43F	Correct	
	38M	Highest	X
	40M	Correct	
	28M	Correct	
	51M	Below average	
Below Average	45F	Correct	
	48F	Highest	X
	36M	Lowest	
	30M	Highest	X
	31M	Lowest	
	35M	Correct	
Lowest	42F	Below average	
	46F	Correct	
	49F	Correct	
	29M	Below average	

TABLE V

COMPARISON OF JUDGMENTS OF TEACHER C WITH PUPIL GROUPING
ACCORDING TO FIVE CATEGORIES OF HIGH TO LOW POPULARITY

Popularity Category	Case Number	Placement by Teacher	Incorrect Judgment
Highest	72F	Correct	
	67F	Above average	
	73F	Above average	
	77F	Correct	
	76F	Above average	
Above Average	71F	Highest	
	68F	Correct	
	62M	Average	
	66F	Average	
Average	75F	Above average	
	60M	Correct	
	65F	Highest	X
	53M	Correct	
	54M	Above average	
	69F	Below average	
	63F	Correct	
	70F	Below average	
Below Average	58M	Average	
	74F	Average	
	55M	Highest	X
	64F	Correct	
	52M	Lowest	
Lowest	56M	Average	
	57M	Average	X
	61M	Correct	
	59M	Correct	

the children lay one category away. In the case of 25F, the child was actually fifth from the lowest in popularity yet was judged above average by the teacher.

Teachers B and C misjudged the status of three children in their respective rooms. Teacher B placed two pupils, a boy and a girl, in the highest category whereas they ranked seventh and ninth in a total of twenty-four scores. A boy ranking seventh in twenty-six scores was rated as one of the highest according to Teacher C. The tendency to overjudge was noticed in each of the judgments. Of the thirteen errors, ten were due to over-rating. Little difference in the ability to judge correctly the status of popularity of the sexes was noted.

Out of the 77 judgments, thirty-three were correctly made. The percentage seems low. However, according to the standard set for misjudgments, there were only thirteen. Therefore, the conclusion has been made that the teachers were able to rank the groups fairly well. Children responded quite reliably in the test according to previous overt signs of acceptance and rejection. However, the great discrepancy in a few of the judgments in relation to the ranks of the social acceptance scores indicated that there is need for a technique such as the social scale to give teachers more accurate knowledge of the relative popularity of members of

The children in the neighborhood of the school

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Teacher B and C were very much interested in the

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The George Washington Interest Inventory. The test of general interest was scored through weighting to determine the normalcy of interests. The individual scores of the ten sections of the test made by the members of each sex group in each room were totalled and ranked in order to determine likenesses and differences between the classes and sexes. The results are presented in tables VI and VII.

The four top-ranking areas were identical for the male sex in the three rooms. However, since zero was designated as average, the boys, as groups, fell below average in rooms A and C in more than half of the test. The most striking result was the extremely large negative group score made in the area of occupations by both sex groups.

Other group scores indicating to a lesser degree a response under average were in part 9 relating to activities. The predominant interest of children in material possessions and people was found also in an extensive investigation of interests.³

The ranked interests of boys in room B were in good agreement with the other two groups of boys, although the

³ Arthur T. Jersild and Ruth J. Tasch, Children's Interests, (New York: Bureau of Publications, Teachers College, Columbia University, 1949), pp. 10, 18.

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TABLE VI

RANKS AND SCORES OF BOYS ON SECTIONS
OF THE INTEREST INVENTORY, BY ROOM

A (14 cases)			B (13 cases)			C (11 cases)		
Rank	Section	Score	Section	Score	Section	Score	Section	Score
1	Things to own	99	Things to own	461	Things to own	332		
2	People	86	People	367	People	95		
3	Games and toys	-41	School subjects	217	Games and toys	12		
4	School subjects	-49	Games and toys	114	School subjects	5		
5	Reading	-108	Radio	90	Hobbies	-33		
6	Movies	-120	Hobbies	8	Radio	-39		
7	Hobbies	-148	Reading	-28	Movies	-55		
8	Radio	-151	Movies	-54	Reading	-79		
9	Activities	-396	Activities	-266	Activities	-344		
10	Occupations	-1,198	Occupations	-489	Occupations	-1,070		

TABLE VII

RANKS AND SCORES OF GIRLS ON SECTIONS
OF THE INTEREST INVENTORY, BY ROOM

A (14 cases)			B (13 cases)			C (11 cases)		
Rank	Section	Score	Section	Score	Section	Score	Section	Score
1	Games and toys	343	Games and toys	467	Games and toys	429		
2	School subjects	256	Things to own	267	School subjects	416		
3	Hobbies	186	People	264	Things to own	380		
4	Things to own	184	Hobbies	247	People	304		
5	People	146	School subjects	241	Hobbies	235		
6	Radio	106	Radio	228	Reading	127		
7	Reading	41	Reading	116	Radio	106		
8	Movies	-66	Movies	25	Activities	69		
9	Activities	-130	Activities	-71	Movies	10		
10	Occupations	-1,048	Occupations	-733	Occupations	-1,117		

actual scores were much higher than those in the other classes. The explanation lay in the fact that the majority of boys in room B expressed more interest in individual items whereas, in many instances, other boys expressed dislike, indifference, or ignorance. The variable factor of honesty of performer responses possibly entered into the results. Since twelve of the thirteen boys in room B made total scores above zero, whereas only six of the remaining nineteen boys obtained positive scores, other factors must have been included. The inconsistency of responses between groups of boys led one to doubt the validity of determining weighting through the scores of such a small standard group as ninety boys and girls.

Table VII shows that the girls of each group expressed more interest in all areas than did the boys, with the exception of Part 10. Although not necessarily in the identical rank, the five sections of the test in the upper half of the ranking were the same. In general, group scores of girls in the three rooms were similar.

In order to have a picture of the relative strength of interests as shown by the two sex groups, ranks and total scores of the two groups are presented in Table VIII. The

⁴ Supra, Ch. II, p. 33.

actual scores were much higher than those in the other classes. The explanation lay in the fact that the majority of boys in room 2 expressed more interest in individual items whereas, in any instance, other boys expressed dislike, indifference, or ignorance. The variable factor of honesty of performer responses possibly entered into the results. Since twelve of the thirteen boys in room 2 made total scores above zero, whereas only six of the remaining thirteen boys obtained positive scores, other factors must have been included. The inconsistency of responses between groups of boys led one to doubt the validity of determining weighting through the scores of such a small standard group as ninety boys and girls.

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In order to have a picture of the relative strength of interests as shown by the two sex groups, ranks and total scores of the two groups are presented in Table VIII. The

rho correlation between the ranks was $+.88$, leading to the conclusion that the two sexes revealed a similar pattern of interests with the relative strength much greater on the part of girls in every area except occupations.

After analysis of individual tests, two hypotheses were evolved: (1) on both tests of interests the girls tended to mark consistently in such a way as to give final high scores, regardless of the emphasis placed by the administrator upon the lack of importance of final scores except as they showed honest opinions; and (2) the weighting tended to be biased in favor of the feminine sex. Evidence in support of the second statement was found in a study of the weighting system. In Part 10c, boys who checked a preference to play with boys, as most of them did, received a negative two. The weighting signified that only thirty per cent of the standard group had made that response, whereas fifty per cent had signified no preference as to sex in play activities. The responses and weighting did not seem in accord with the sex cleavage found in this study and in every previous one.⁴ In Part 10A, negative of three and four were given if an expression of dislike for various household chores was expressed. In contradiction to this, Jersild and Tasch had reported frequent mention of chores and every day work as being the most disliked out-of-school activities.

⁴ Supra, Ch. II, p. 14.

The correlation between the ranks was $r = .58$, leading to the conclusion that the two sexes revealed a similar pattern of interests with the relative strength much greater in the boys of girls in every age except adolescents.

After analysis of individual tests, two hypotheses

were evolved: (1) on both tests of interests the girls tended to mark consistently in such a way as to give final high scores, regardless of the emphasis placed by the administrator upon the lack of importance of final scores except as they showed honest opinions; and (2) the weighting tended to be biased in favor of the feminine sex. Evidence in support of the second statement was found in a study of the weighting system. In Part III, boys who chose a preference to play with boys, as most of them did, received a negative two. The weighting assigned that only thirty per cent of the standard group had made that response, whereas fifty per cent had indicated a preference to play in play activities. The responses and weighting did not seem in accord with the sex cleavage found in this study and in every previous one.⁴ In Part III, negative of three and four were given if an expression of dislike for various masculine chores was expressed. In contrast to this, female and Tasch had reported frequent mention of chores and every day work as being the most disliked out-of-school activities.

⁴ Survey, Vol. II, p. 14.

TABLE VIII

RANKS AND TOTAL SCORES OF THE SECTIONS
IN THE INTEREST INVENTORY, ACCORDING TO SEX

38 BOYS			39 GIRLS		
Rank	Section	Score	Section	Score	
1	Things to own	892	Games and toys	1,239	
2	People	548	School Subjects	913	
3	School Subjects	173	Things to own	831	
4	Games and toys	85	People	714	
5	Radio	-100	Hobbies	668	
6	Hobbies	-173	Radio	440	
7	Reading	-215	Reading	284	
8	Movies	-229	Movies	-31	
9	Activities	-1,006	Activities	-132	
10	Occupations	-2,757	Occupations	-2,898	

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Evidence of inconsistency of responses of the standard group lay in the weighting of two similar items in different parts of the test. In Part 1, column 2, seventy per cent of the standard group of boys indicated a liking for reading to himself. In 100, only forty per cent expressed preference for reading to himself. The questionable weighting of such items in the section pertaining to activities undoubtedly was a factor in the large negative score shown in Table VIII.

Despite the large negative scores for both sex groups shown in the area of occupations, 29 of the seventy-seven students received positive scores on that part. In many cases, a large number of occupations were marked "unknown." These data upon occupations have corroborated the conclusion drawn by Witty⁵ that "there is a need for guidance in that area in order that later vocational choices may be more realistic." However, it did seem that undue stress upon occupations at this level of relative immaturity was made in having 52 of the two hundred and fifty items pertain to the subject.

The Inventory might possibly be used better as a means of measuring various aspects of interests, such as ignorance,

⁵ Paul Witty, Reading in Modern Education, (Boston: D.C. Heath and Company, 1949), pp. 31-32.

indecision, and concentration of interests. The last mentioned area has already been revealed in the tables and discussion. To analyze further, 14M and 28M had similar extremely low scores of negative 457 and four hundred twenty-six respectively. However, in the case of 14M, indifference was marked predominately whereas with 28M the low score resulted from a marking of "unknown" in the majority of instances. Thus, the scores in themselves might indicate that the children needed guidance but the survey of the way in which the tests were marked would be beneficial to a teacher seeking causes for lack of interest.

A closing evaluation of the Interest Inventory is made with the following remarks. The time involved in administration and scoring was too long. Serious doubt as to the thoroughness of standardization procedures and subsequent weighting has arisen. As a scored measuring instrument, it was effective in revealing areas of marked interest and in ranking the individual children according to the relative number of items checked as being liked. However, the instrument is in need of major revision before it is of practical, widespread use for teachers.

⁶ Arthur E. Traxler and Robert Jacobs, "Construction and Educational Significance of Structured Inventories in Personality Measurement," Review of Educational Research, 20:38, February, 1950.

indication, and concentration of interests. The latter was-
 tioned area has already been revealed in the tables and
 discussion. To analyze further, 100 and 500 had slightly
 extremely low scores of negative 577 and 1000
 twenty-six respectively. However, in the case of 100
 indifference was marked predominantly known with 1000 the
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 A closing evaluation of the Interest Inventory is made
 with the following remarks. The time involved in adminis-
 tration and scoring was too long. Scores could be to the
 thoroughness of standardization procedures and subsequent
 weighting has arisen. As a scored measuring instrument, it
 was effective in revealing areas of marked interest and in
 ranking the individual children according to the relative
 number of items checked as being liked. However, the instru-
 ment is in need of major revision before it is of practical
 value for teachers.

© Arthur E. Traister and Robert Jacobs, "Constitution
 and Educational Significance of Interest Inventory in
 Personality Measurement," Review of Educational Research,
 20:36, February, 1950.

The trend of the preceding evaluation is in accord with a recent review of research where it was stated that in relatively few recent studies wherein interest inventories were used has there been uncritical acceptance of the instruments.⁶

Otis Quick-scoring Mental Ability Test. The Alpha IQ scores derived from the Otis Quick-scoring Mental Ability Test, non-verbal Form A, were ranked according to the sex group in each room. The range and mean of the scores are presented in Table IX.

The average IQ of 103.33 was slightly above normal. The high mean IQ of girls in room C was noted. A reading summary of that group of scores revealed less scatter. The same was true of boys' scores in room C. The range was narrowest in that group. There were also three tied ranks in the eleven scores.

It was noted that in the total population nine scores were in the classification of dullness, 26 scores in the category of superior intelligence, and three of very superior intelligence. The negative skew was due in large part to the scores in room C. The other two rooms were fairly representative of the normal curve.

The Otis Test was appraised as being one worthwhile

The trend of the preceding evaluation is in accord with a recent review of research where it was stated that in relation to recent studies which interest investigators, need has been given theoretical evaluation of the instrument.

Gift-Giving-Source-Formal-Ability-Test. The Alpha is

score derived from the Gift-Giving-Source-Formal-Ability-Test, non-verbal form 1, were ranked according to the group in each room. The range and mean of the scores are presented in Table IX.

The average IQ of 107.33 was slightly above normal. The high mean IQ of grade 10 was 107.33. A summary of that group of scores revealed that scores were two of boys' scores in room 1. The range of scores in that group. There were also scores in that group in the other groups.

It was noted that in the total population there were in the classification of children, 26 scores in the group of superior intelligence, and three of very superior intelligence. The negative skew was found in the group of the scores in room 1. The other two groups were fairly representative of the normal curve. The Gift-Giving-Source-Formal-Ability-Test was appraised as being a very reliable

TABLE IX

RANGE AND MEAN IQ, BY SEX, OF ROOMS A, B, AND C

ROOM	SEX	RANGE	MEAN IQ
A	Boys	82-119	102.28
	Girls	86-212 <i>112</i>	102.53
B	Boys	87-126	101.6
	Girls	83-119	99.82
C	Boys	91-117	104.27
	Girls	95-128	109.46
Total Range 82-128			
Mean IQ 103.33			

17

THE CITY OF NEW YORK, IN SENATE,

January 1, 1901.

REPORT

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technique of ascertaining the general trend of the groups in mental ability and the relative ranks of the pupils. The ease of administration, the brief time involved, the scoring, and avoidance of reading ability and semantics as variable factors were excellent features of the test.

Reading Interest Inventory. The data from the test on reading interests revealed exceptionally high individual scores in the majority of instances. A reading summary of the scores showed a tendency for those of boys to be lower. The generally higher interest of girls in reading had also been expressed in the Interest Inventory. Although reading ranked seventh for both sex groups in Table VIII, p. 50, the difference in the group score was large.

Through the scoring of each individual response, doubt arose as to whether some children either were able or attempted to distinguish between the two levels of great interest and some interest. Four of the entire group indicated exceptional interest in all one hundred items. Others marked the higher number in all of the items except those on the last page, wherein were found a few marks indicating lesser interest. Only a few children, predominately boys, indicated no interest in a number of stories. The conclusion was drawn that competitive desire for a high numerical score was a motivating

factor resulting in indiscriminate marking, to a certain extent, of the higher number.

A composite picture concerning relative preferences of each sex group as to types of stories is presented in Table X.

The sections on phantasy and animals were the only two of the high-ranking types upon which the two sexes agreed. The favoritism shown of section V on phantasy was not in agreement with an investigation of thirty years ago reported by Witty, although boys were found to have high interest in animal stories.⁷

The relatively low rank given for adventure stories by the boys differed from that found in other investigations. One explanation lay in the fact that the section pertaining to that type was the first in the test. A definite tendency of more discriminative marking on the part of the boys in the first two pages of the test was noted. In a number of instances, the twenty items pertaining to Sports and Travel, the last two sections of the test, were all given maximum scores. The conclusion was drawn that the spurious factors of placement and fatigue, in reference to the boys, had an effect upon the ranks of popularity of some sections of the

⁷ Paul Witty, op. cit., p. 36.

Factor remaining in the following cases, the results are

Table 1. The results of the following cases.

A comparison of the results of the following cases

of each case is given in the following table.

Table 1.

The results of the following cases are given in the following

two of the following cases are given in the following

The following table shows the results of the following cases

and with an average of 100% in the following cases

Table 1. The results of the following cases are given in the following

Table 1. The results of the following cases are given in the following

The results of the following cases are given in the following

by the following cases are given in the following

One of the following cases is given in the following

to find the results of the following cases are given in the following

of the following cases are given in the following

Table 1. The results of the following cases are given in the following

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the results of the following cases are given in the following

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of the following cases are given in the following

effect upon the results of the following cases are given in the following

Table 1. The results of the following cases are given in the following

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TABLE X

RANKS AND TOTAL SCORES OF THE SECTIONS
IN THE READING INTEREST INVENTORY, ACCORDING TO SEX

BOYS			GIRLS		
Rank	Section	Score	Section	Score	Score
1	Animals		924 Fantasy		1082
2	Travel		916 Animals		1018
3	Sports		914 Biographies		980
4	Fantasy		900 Adventure		972
5	Historical		861 Social Relationships - Manners		963
6.5	Nature Study		820 6 Historical		930
6.5	Social Relationships - Manners		820 7 Nature Study		908
8	Adventure		818 Hobbies - Recreation		907
9	Hobbies - Recreation		804 Sports		878
10	Biographies		788 Travel		830

Reading Inventory.

The difference of interests between the sexes in various types of stories was revealed in the rho correlation of $+.46$. It was concluded that, under the conditions of this study, general interests were much more alike between the sexes than were reading interests.

Evidence of a desire in children for personal improvement and the importance of social relationships was revealed through the rank of the section pertaining to social relationship, manners, and etiquette. For children of the maturity represented in this study to indicate considerable interest in reading material of that type has educational implications for teachers.

The Reading Inventory was valuable in revealing preference differences between the sexes. It might be of use to teachers in showing wherein certain types of reading interests need to be promoted. The only handicap of the test lay in the feature of circling numbers obviously distinguishable to the children as to which would yield a higher score.

II. CORRELATIONS OF THE TESTS

The hypothesis that the factor of a greater range of interests facilitates a child in attaining a relatively high rank of popularity was one focal point of study in this in-

Reading Inventory.

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The Reading Inventory was valuable in revealing precise differences between the sexes. It might be of use to teachers in showing wherein certain types of reading interests need to be promoted. The only handicap of the test lay in the feature of assigning numbers obviously distinguishable to the children as to which would yield a higher score.

II. CORRELATIONS OF THE TESTS

The hypothesis that the factor of a greater range of interests facilitates a child in attaining a relatively high rank of popularity was one focal point of study in this in-

vestigation. As corollaries, came the questions as to whether children of higher mental ability were revealed as more popular or as having wider interests.

The Rank-difference formula was used between the various tests as the means of gaining data upon the strength of relationship between factors which the group tests were designed to measure. The thirty-six correlations of the tests, according to classroom and sex, are given in Table XI.

Coefficients of correlation ranged from $+.613$ to $-.508$. Reading from left to right, it was noted that the two interest inventories showed consistently higher correlation than did any other two tests, with the exception of the groups in room C. As was previously stated, the range of reading interest scores in room C was extremely narrow because of unreliability of responses or the actual greater interest in all types of reading. The skewness of the range probably affected the correlation of the inventories in this instance.

Because of the tendency for better correlation between the two inventories, indication was given that the two tests were fairly successful in measuring the same element.

In a comparison of correlations found between the inventories and the factors of popularity and intelligence,

TABLE XI

RHO CORRELATIONS OF THE FOUR TESTS
WITH RESPECT TO ROOM AND SEX

TESTS	BOYS			GIRLS		
	A	B	C	A	B	C
Social Scale and Interest Inventory	-.490	+.258	+.036	+.026	-.225	+.007
Social Scale and Alpha IQ	+.013	+.393	+.593	+.129	-.068	+.081
Social Scale and Reading Inventory	-.112	-.036	0	+.147	-.189	-.508
Interest Inventory and Alpha IQ	+.176	+.069	-.371	+.305	-.075	-.096
Interest Inventory and Reading Inventory	+.606	+.566	+.036	+.493	-.398	-.133
Alpha IQ and Reading Inventory	+.613	+.304	+.095	+.265	-.036	-.194

Description	1950					1951				
	A	B	C	D	E	A	B	C	D	E
Interest on bonds	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on notes	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on mortgages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on other loans	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on debentures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on commercial paper	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on bank loans	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on other debt	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interest on all debt	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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there was little similarity. For example, in the case of girls in room C the correlation of popularity and general interest was $+.007$, whereas that of popularity and reading interest was $-.508$. In more than half of the correlations, however, the relationship of the two interest tests with popularity and intelligence was similar in being positive or negative in both instances.

Popularity in only three instances out of eighteen correlations showed relationship of any strength with other factors. In the group of boys, room A, rho was $-.490$ between popularity and interest. The same effect was shown in the correlation of $-.508$ between popularity and reading interest in the group of girls, room C. Intelligence and popularity showed no relationship except with the boys in room C, where rho of $+.593$ approached fair relationship. Inference that popularity and intelligence are related generally in classes above average in intelligence was not possible because no relationship was shown for the other sex in room C where the mean IQ was highest.⁸

In an attempt to find a pattern the correlations were ranked for each sex from the highest positive rho score to the highest negative score.

⁸ Supra, Table IX, p. 54.

there was little similarity. For example, in the case of girls in room 8 the correlation of curiosity and general interest was $+0.07$, whereas that of popularity and reading interest was -0.508 . In more than half of the correlations, however, the relationship of the two interest tests with popularity and intelligence was similar in being positive or negative in both instances.

Popularity in only three instances out of thirteen correlations showed relationship of any strength with other factors. In the group of boys, room 4, the correlation between popularity and interest was $+0.49$, the same effect was shown in the correlation of -0.508 between popularity and reading interest in the group of girls, room 8. Intelligence and popularity showed no relationship except with the boys in room 8, where $r = +0.49$ at a medium level of significance. Interest in popularity and intelligence are related generally in classes above seventh in intelligence but not possible because no relationship was shown for the other sex in room 8 where the mean IQ was highest.

In an attempt to find a pattern the correlations were ranked for each sex from the highest positive and lowest to the highest negative scores.

Popularity and reading interest ranked fourth or below in all cases. General interest and popularity tended to rank low with the result that intelligence ranked higher with popularity than did interests.

The ranking showed no particular pattern in the relationship of interests and intelligence.

From the correlation coefficients and consequent analysis, the following conclusions were drawn: (1) there was no relationship between popularity and general interests; (2) reading interests and popularity were not related factors; (3) popularity was not concomitant with mental ability; (4) strength of general interest and reading interest tended to be similar in children; (5) however, the factors of general interest and reading interest varied in strength of relationship with mental ability.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The following general conclusions were drawn from this study:

1. Little relationship was found between popularity and the factors of interest and intelligence.
2. Although general interests and reading interests tended to be related, intelligence showed no relationship to either type of interest.
3. The George Washington Interest Inventory was unsatisfactory because of inadequate sampling. The test in its current form also consumed too much time in presentation and in scoring.
4. The group test which proved to be the most effective was the Social Acceptance Scale.
5. No child was totally accepted or rejected by everyone in the group.
6. Definite sex cleavage was found in popularity and in reading interests. General interests of the sexes had correlative patterns although the relative strength was greater in the case of girls.
7. Similar judgments of extreme acceptance and rejection of individual children were made regardless of sex.

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6. Definite sex cleavage was found in popularity and in reading interests. General interests of the sexes had correlative patterns although the relative bias in the question in the case of girls.
7. Similar judgments of extreme acceptance and rejection of individual children were made regardless of sex.

8. Since the pattern in the ranges of judgments concerning classmates were alike for both sex groups, there was little sex difference in the strength of social attitudes when boys and girls expressed their likes and dislikes of classmates.

9. Keeping a group together with the same teacher for a second year was effective in producing a closer knit social structure with generally higher acceptance and less rejection of classmates.

10. There was a definite tendency for teachers to over-rate the popularity of a few students although relative ranks of acceptance were judged fairly accurately.

II. RECOMMENDATIONS

The following recommendations are made from an analysis of previous studies and of this investigation:

1. There is need for a more systematic study of the various factors involved in the social relationships of children. Major experimentation should be carried on by teachers in the field. Objective observation of an element such as constancy of popularity through the lower grades is suggested.

2. Attention should be focused upon constituent elements of personality which may affect a child's social acceptance. Although the factor of interests did not seem to have

the first of these is the fact that the connection of the two is not a simple one, but a complex one, and it is this complexity which is the basis of the classification.

The second of these is the fact that the connection of the two is not a simple one, but a complex one, and it is this complexity which is the basis of the classification.

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any direct relationship to popularity in this study, further investigation directed toward the influence of interests upon personality should be made.

3. More extensive comparisons between data revealed through the two approaches of the sociogram and a popularity test might prove helpful in revealing likenesses and differences of status roles.

4. Teachers need to investigate the potential aid of a popularity scale in opening avenues of friendships for children ranking low in social acceptance.

5. Another phase of research suggested is a more extensive study concerning effects upon group structure of classes held intact for more than one year.

6. Research as to the advisability of enriching the curriculum with greater general familiarity of occupations should be made.

7. Greater emphasis upon developing in children more self-analysis, individual thinking, and reliability of response is needed in order that tests of attitudes and opinions can be more revealing.

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correlation with greater general favorability of comparisons

should be made.

7. Greater emphasis upon developing in children more

self-analysis, individual thinking, and reliability of

response is needed in order that tests of attitudes and

opinions can be more revealing.

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APPENDIX

APPENDIX

TABLE X11

RANKS AND SCORES IN FOUR GROUP TESTS, BOYS, ROOM A

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
1M	2	214	9	-180	1*	119	6.5	218
2M	7	161	1*	132	14#	82	10	172
3M	4	187	7	-170	4.5	110	6.5	218
4M	6	163	2	130	4.5	110	3	256
5M	11	136	4	22	3	112	2	270
6M	5	167	11	-302	13	88	8	216
7M	8	159	6	-161	11	94	9	184
8M	12	130	8	-177	12	92	11	170
9M	10	150	10	-193	10	98	12	108
10M	3	189	13	-311	8.5	100	13	86
11M	14#	116	3	74	2	117	1*	288
12M	9	154	12	-310	8.5	100	5	266
13M	13	119	5	-121	6	106	4	241
14M	1*	257	14#	-457	7	104	14#	82

* This symbol denotes the highest ranking pupil.

This symbol, the lowest ranking pupil.

TABLE III

RANKS AND SCORES IN FOUR SUBJECTS, 1935-1936

Rank	Score	Subjects			
		Mathematics	Science	History	Geography
1st	95	95	95	95	95
2nd	90	90	90	90	90
3rd	85	85	85	85	85
4th	80	80	80	80	80
5th	75	75	75	75	75
6th	70	70	70	70	70
7th	65	65	65	65	65
8th	60	60	60	60	60
9th	55	55	55	55	55
10th	50	50	50	50	50
11th	45	45	45	45	45
12th	40	40	40	40	40
13th	35	35	35	35	35
14th	30	30	30	30	30
15th	25	25	25	25	25
16th	20	20	20	20	20
17th	15	15	15	15	15
18th	10	10	10	10	10
19th	5	5	5	5	5
20th	0	0	0	0	0

* This symbol denotes the highest rank.
† This symbol denotes the lowest rank.

TABLE X111

RANKS AND SCORES IN FOUR GROUP TESTS, GIRLS, ROOM A

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
15F	12	116	13#	241	12	89	13#	143
16F	6	166	3	121	4.5	112	8	218
17F	13#	112	4	114	9.5	94	7	228
18F	8	158	7	31	9.5	94	1.5*	300
19F	1*	273	8	0	13#	86	3	294
20F	9	136	6	35	3	114	6	246
21F	4	199	1*	196	2	119	4	264
22F	7	163	10	-99	6	107	12	164
23F	10	132	12	-186	8	95	9	214
24F	5	194	9	-58	7	99	10	194
25F	11	125	2	171	4.5	112	1.5*	300
26F	3	204	5	54	11	91	11	192
27F	2	243	11	-117	1*	121	5	260

* This symbol denotes the highest ranking pupil.

This symbol, the lowest ranking pupil.

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TABLE I									
Summary of the results of the experiments on the effect of the concentration of the solution on the rate of reaction									
Conc. of solution	Rate of reaction	Conc. of solution	Rate of reaction	Conc. of solution	Rate of reaction	Conc. of solution	Rate of reaction	Conc. of solution	Rate of reaction
0.1	0.01	0.2	0.02	0.3	0.03	0.4	0.04	0.5	0.05
0.6	0.06	0.7	0.07	0.8	0.08	0.9	0.09	1.0	0.10
1.1	0.11	1.2	0.12	1.3	0.13	1.4	0.14	1.5	0.15
1.6	0.16	1.7	0.17	1.8	0.18	1.9	0.19	2.0	0.20
2.1	0.21	2.2	0.22	2.3	0.23	2.4	0.24	2.5	0.25
2.6	0.26	2.7	0.27	2.8	0.28	2.9	0.29	3.0	0.30
3.1	0.31	3.2	0.32	3.3	0.33	3.4	0.34	3.5	0.35
3.6	0.36	3.7	0.37	3.8	0.38	3.9	0.39	4.0	0.40
4.1	0.41	4.2	0.42	4.3	0.43	4.4	0.44	4.5	0.45
4.6	0.46	4.7	0.47	4.8	0.48	4.9	0.49	5.0	0.50
5.1	0.51	5.2	0.52	5.3	0.53	5.4	0.54	5.5	0.55
5.6	0.56	5.7	0.57	5.8	0.58	5.9	0.59	6.0	0.60
6.1	0.61	6.2	0.62	6.3	0.63	6.4	0.64	6.5	0.65
6.6	0.66	6.7	0.67	6.8	0.68	6.9	0.69	7.0	0.70
7.1	0.71	7.2	0.72	7.3	0.73	7.4	0.74	7.5	0.75
7.6	0.76	7.7	0.77	7.8	0.78	7.9	0.79	8.0	0.80
8.1	0.81	8.2	0.82	8.3	0.83	8.4	0.84	8.5	0.85
8.6	0.86	8.7	0.87	8.8	0.88	8.9	0.89	9.0	0.90
9.1	0.91	9.2	0.92	9.3	0.93	9.4	0.94	9.5	0.95
9.6	0.96	9.7	0.97	9.8	0.98	9.9	0.99	10.0	1.00

TABLE II
 Summary of the results of the experiments on the effect of the temperature on the rate of reaction

TABLE XLV

RANKS AND SCORES IN FOUR GROUP TESTS, BOYS, ROOM B

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
28M	8	150	13#	-426	11	91	13#	64
29M	13#	62	12	4	2	117	7	244
30M	10	121	5	91	7	100	4.5	274
31M	11	116	2	173	9	96	2	288
32M	1*	218	6	74	5.5	104	9	238
33M	3	197	9	42	3	110	8	242
34M	2	218	1*	260	1*	126	1*	300
35M	12	113	8	52	12.5#	87	12	194
36M	9	125	10	34	8	99	3	280
37M	5	168	4	92	10	94	10.5	210
38M	6	156	3	150	5.5	104	6	252
39M	4	173	11	28	4	106	10.5	210
40M	7	155	7	57	12.5#	87	4.5	274

* This symbol denotes the highest ranking pupil.

This symbol, the lowest ranking pupil.

TABLE XIV

RANKS AND SCORES IN FOUR GROUP TESTS, BOYS, AGE 11

Group	Reading	Spelling	Arithmetic	Science
1st	100	100	100	100
2nd	95	95	95	95
3rd	90	90	90	90
4th	85	85	85	85
5th	80	80	80	80
6th	75	75	75	75
7th	70	70	70	70
8th	65	65	65	65
9th	60	60	60	60
10th	55	55	55	55
11th	50	50	50	50
12th	45	45	45	45
13th	40	40	40	40
14th	35	35	35	35
15th	30	30	30	30
16th	25	25	25	25
17th	20	20	20	20
18th	15	15	15	15
19th	10	10	10	10
20th	5	5	5	5

* This symbol denotes the highest ranking group.
 * This symbol, the lowest ranking group.

TABLE XV

RANKS AND SCORES IN FOUR GROUP TESTS, GIRLS, ROOM B

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
41F	2	172	2	203	10	85	9	210
42F	9	96	10	-56	8	90	10	182
43F	5	160	7	8	5.5	103	11#	178
44F	1*	232	11#	-167	7	99	7	222
45F	7.5	127	6	50	11#	83	1*	300
46F	10	93	3	146	4	106	2	276
47F	4	164	5	127	2	111	6	238
48F	7.5	127	4	141	1*	119	4.5	242
49F	11#	63	8	-19	5.5	103	8	212
50F	3	171	9	-45	3	110	4.5	242
51F	6	146	1*	237	9	89	3	250

* This symbol denotes the highest ranking pupil.

This symbol, the lowest ranking pupil

TABLE XV

RANKS AND SCORES IN FOUR GROUP TESTS, CLASS, GRADE 5

Group	Number	Rank	Score	Group	Number	Rank	Score
1	1	1	100	4	1	100	100
2	2	2	95	5	2	95	95
3	3	3	90	6	3	90	90
4	4	4	85	7	4	85	85
5	5	5	80	8	5	80	80
6	6	6	75	9	6	75	75
7	7	7	70	10	7	70	70
8	8	8	65	11	8	65	65
9	9	9	60	12	9	60	60
10	10	10	55	13	10	55	55
11	11	11	50	14	11	50	50
12	12	12	45	15	12	45	45
13	13	13	40	16	13	40	40
14	14	14	35	17	14	35	35
15	15	15	30	18	15	30	30
16	16	16	25	19	16	25	25
17	17	17	20	20	17	20	20
18	18	18	15	21	18	15	15
19	19	19	10	22	19	10	10
20	20	20	5	23	20	5	5
21	21	21	0	24	21	0	0
22	22	22	0	25	22	0	0
23	23	23	0	26	23	0	0
24	24	24	0	27	24	0	0
25	25	25	0	28	25	0	0
26	26	26	0	29	26	0	0
27	27	27	0	30	27	0	0
28	28	28	0	31	28	0	0
29	29	29	0	32	29	0	0
30	30	30	0	33	30	0	0
31	31	31	0	34	31	0	0
32	32	32	0	35	32	0	0
33	33	33	0	36	33	0	0
34	34	34	0	37	34	0	0
35	35	35	0	38	35	0	0
36	36	36	0	39	36	0	0
37	37	37	0	40	37	0	0
38	38	38	0	41	38	0	0
39	39	39	0	42	39	0	0
40	40	40	0	43	40	0	0
41	41	41	0	44	41	0	0
42	42	42	0	45	42	0	0
43	43	43	0	46	43	0	0
44	44	44	0	47	44	0	0
45	45	45	0	48	45	0	0
46	46	46	0	49	46	0	0
47	47	47	0	50	47	0	0
48	48	48	0	51	48	0	0
49	49	49	0	52	49	0	0
50	50	50	0	53	50	0	0
51	51	51	0	54	51	0	0
52	52	52	0	55	52	0	0
53	53	53	0	56	53	0	0
54	54	54	0	57	54	0	0
55	55	55	0	58	55	0	0
56	56	56	0	59	56	0	0
57	57	57	0	60	57	0	0
58	58	58	0	61	58	0	0
59	59	59	0	62	59	0	0
60	60	60	0	63	60	0	0
61	61	61	0	64	61	0	0
62	62	62	0	65	62	0	0
63	63	63	0	66	63	0	0
64	64	64	0	67	64	0	0
65	65	65	0	68	65	0	0
66	66	66	0	69	66	0	0
67	67	67	0	70	67	0	0
68	68	68	0	71	68	0	0
69	69	69	0	72	69	0	0
70	70	70	0	73	70	0	0
71	71	71	0	74	71	0	0
72	72	72	0	75	72	0	0
73	73	73	0	76	73	0	0
74	74	74	0	77	74	0	0
75	75	75	0	78	75	0	0
76	76	76	0	79	76	0	0
77	77	77	0	80	77	0	0
78	78	78	0	81	78	0	0
79	79	79	0	82	79	0	0
80	80	80	0	83	80	0	0
81	81	81	0	84	81	0	0
82	82	82	0	85	82	0	0
83	83	83	0	86	83	0	0
84	84	84	0	87	84	0	0
85	85	85	0	88	85	0	0
86	86	86	0	89	86	0	0
87	87	87	0	90	87	0	0
88	88	88	0	91	88	0	0
89	89	89	0	92	89	0	0
90	90	90	0	93	90	0	0
91	91	91	0	94	91	0	0
92	92	92	0	95	92	0	0
93	93	93	0	96	93	0	0
94	94	94	0	97	94	0	0
95	95	95	0	98	95	0	0
96	96	96	0	99	96	0	0
97	97	97	0	100	97	0	0
98	98	98	0				
99	99	99	0				
100	100	100	0				

* This symbol denotes the highest ranking result.
 † This symbol denotes the lowest ranking result.

TABLE XVI

RANKS AND SCORES IN FOUR GROUP TESTS, BOYS, ROOM C

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
52M	7	117	3	-70	10.5#	91	4	274
53M	3	190	4	-104	6.5	104	11#	176
54M	4	183	10	-276	2.5	112	2.5	284
55M	6	134	5	-111	8	99	9.5	232
56M	8	116	6	-123	6.5	104	1*	300
57M	9	102	8	-173	6.5	104	9.5	232
58M	5	152	9	-252	1*	117	5	272
59M	11#	88	1*	209	9	98	6	256
60M	2	205	2	87	5	108	2.5	284
61M	10	95	11#	-284	10.5#	91	7	248
62M	1*	211	7	-171	2.5	112	8	234

* This symbol denotes the highest ranking pupil.

This symbol, the lowest ranking pupil.

TABLE XVI

RANKS AND SCORES IN FOUR GROUPS, BOYS, ROOM 7

Case	Popularity	Interest	Algebra	Reading
Number	Rank	Score	Rank	Score
25K	9	117	3	-70
25N	3	190	4	-104
25M	4	163	10	-175
25L	6	134	2	-111
25J	8	116	6	-183
25H	9	103	8	-173
25G	2	152	9	-152
25F	11*	88	1*	209
60M	2	202	2	178
61N	10	92	11*	284
62N	1*	211	9	-171

* This symbol denotes the highest ranking pupil.
 † This symbol, the lowest ranking pupil.

TABLE XVII

RANKS AND SCORES IN FOUR GROUP TESTS, GIRLS, ROOMS C

Case Number	Popularity		Interest Inventory		Alpha I Q		Reading Inventory	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score
63F	12	179	11	127	13	99	6	270
64F	15#	119	4	143	14	98	2	282
65F	10	199	12	-51	1*	128	3.5	280
66F	8	209	10	69	9.5	108	5	272
67F	2	254	5	135	4.5	114	13	237
68F	7	216	3	157	15#	95	10	256
69F	11	180	15#	-94	8	110	1*	284
70F	13	168	6	111	3	116	14	222
71F	6	237	14	-70	4.5	114	11	254
72F	1*	325	8	91	12	104	12	248
73F	3	244	7	94	11	107	9	258
74F	14	140	2	192	6.5	111	8	266
75F	9	205	9	76	9.5	108	3.5	280
76F	5	242	13	-67	6.5	111	15#	210
77F	4	243	1*	210	2	119	7	268

* This symbol denotes the highest ranking pupil.
 # This symbol, the lowest ranking pupil.

THE OHIO SOCIAL ACCEPTANCE SCALE For the Intermediate Grades

Issued by
OHIO SCHOLARSHIP TESTS and DIVISION of ELEMENTARY SUPERVISION
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

Prepared by
The Euclid Elementary Teachers
in Cooperation with
The College of Education, The Ohio State University

DIRECTIONS: On a separate sheet you will find the name of every student in your class. I want you to put a number in front of every name. The number you put down should be the number of one of the following paragraphs.

very, very,
best friends."

1 I would like to have this person as one of my **very, very best** friends. I would like to spend a lot of time with this person and would enjoy going places with this person. I would tell some of my troubles and some of my secrets to this person and would do everything I could to help this person out of trouble. I will give a **NUMBER ONE** to my **very, very best** friends.

* * * * *

other
friends."

2 I would enjoy working and being with this person. I would invite this person to a party, and would enjoy going on picnics with this person and our friends. I would like to talk and make and do things with this person. I would like to work with this person and I would like to be with this person often. I want this person to be one of my friends. I will give a **NUMBER TWO** to every person who is my friend.

* * * * *

not friends,
but Okay."

3 I would be willing to be on a committee with this person or to be in the same club. It would be all right for this person to be on the same team with me or to live in my neighborhood. I would be in a play with this person. I would just as soon work with this person in school. This person is not one of my friends, but I think this person is all right. I will put a **NUMBER THREE** in front of the name of every person I think is all right.

* * * * *

Don't know
them."

4 I do not know this person very well. Maybe I would like this person, maybe I wouldn't. I don't know if I would like to be with this person. I will put a **NUMBER FOUR** in front of the name of every person I don't know very well.

* * * * *

Don't care
for them."

5 I say "hello" whenever I meet this person around school or on the street, but I do not enjoy being with this person. I might spend some time with this person if I didn't have anything else to do, but I would rather be with somebody else. I don't care for this person very much. I will give a **NUMBER FIVE** to people I don't care for very much.

* * * * *

Dislike them."

6 I speak to this person only when it is necessary. I do not like to work with this person and would rather not talk to this person. I will give a **NUMBER SIX** to every person I do not like.

* * * * *

(Over)

DIRECTIONS FOR TEACHERS

1. Provide each student with a sheet of paper on which is listed the name of every student in the class -- OR -- Provide each student with a sheet of lined paper and, as you dictate, have the students write, in an orderly column, the name of every person in the class.
 2. Then say: "When you have difficulty in arithmetic I try to help you. I help you with your writing, with your spelling, with reading and many other things. I also want to help you in making friends, in being good companions to other people. But to do this I must know how you feel about every boy and girl in this room and how each boy and girl feels about you. Hence, today we are asking you to tell us how you feel about the other boys and girls in this room. As soon as you have written how you feel about your classmates, all your papers will be shuffled so no one will know who filled out any certain paper."
 3. "First, I want you to put the number FOUR in front of your own name. Do that now. Put a FOUR in front of your own name. If you are a girl, write GIRL at the top of your paper. If you are a boy, write BOY at the top of your paper."
 4. Pause. Then say: "I am now going to read the first paragraph. Read quietly to yourself as I read aloud. If you don't know the meaning of any word, raise your hand, and I will try to help you to understand the words."
 5. Teacher reads PARAGRAPH ONE. After a slight pause she says:

"If that fits any person in our room, put the number ONE in front of the name. Put the number ONE in front of **every name** that it fits."
 6. Pause for a minute or two while the children are writing. Then read paragraph TWO and say again:

"If that fits any person in our room, put the number TWO in front of the name. Put the number TWO in front of **every name** that it fits."
- Pause while students are writing. Then read the next paragraph and continue this way until all paragraphs have been read.
7. Have the students turn their papers FACE DOWN, when they have finished the task. Remind them, **several times**, that there should be a number in front of **every name**. Give them time to read the paragraphs over again to themselves. Help them out where they need help in interpreting words or phrases.
 8. When the papers have been collected, shuffle them up in front of the class, and emphasize very much the point that you will not know how anybody marked the papers; that nobody can ever find out how they marked their papers.

TABULATING AND USING THE RESULTS:

You have received a CLASS SUMMARY SHEET for this Social Acceptance Scale. On the back of that sheet you will find directions for tabulating and using the results.

George Washington University Series

INTEREST INVENTORY FOR ELEMENTARY GRADES

(For grades 4, 5, and 6)

By

MITCHELL DREESE AND ELIZABETH MOONEY

Name Grade

Boy or Girl Age

School Date

General Directions: This is a test to find out your interest in various things, such as occupations and activities in which people in general are interested. Be honest in answering these questions. There are no right or wrong answers. Directions are given before each part. Read the directions carefully. Work as fast as you can.

Part	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	

PART 1—READING

Listed below are some items about reading material. Opposite each item are four letters: L, I, D, U.

Draw a ring around L (like) if you like it.

Draw a ring around I (indifferent) if you do not care one way or the other.

Draw a ring around D (dislike) if you dislike it.

Draw a ring around U (unknown) if you do not know anything about that item.

Be sure to draw a ring around only one letter for each item.

EXAMPLES:

Funny stories (L) I D U (You like this item.)

Ghost stories L I (D) U (You dislike this item.)

Travel stories L (I) D U (You do not care one way or the other.)

College stories L I D (U) (You have never read any.)

Work Rapidly and Do Not Skip Any Item.

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George Washington University,
Washington, D. C.

PART 1—READING—Continued

Show whether or not you like the following by marking in accordance with the directions on the first page.

Adventure stories	L	I	D	U	News in the paper.....	L	I	D	U
Animal stories	L	I	D	U	Poetry	L	I	D	U
Books about hobbies.....	L	I	D	U	Riddles and jokes.....	L	I	D	U
Books with historical background.	L	I	D	U	Stories about the lives of real				
Fairy tales	L	I	D	U	people	L	I	D	U
Fact material such as encyclo-					Stories about other lands.....	L	I	D	U
pedias	L	I	D	U	Stories about sports.....	L	I	D	U
Funny papers and comic books..	L	I	D	U	To get books from the library...	L	I	D	U
Love stories	L	I	D	U	To read aloud.....	L	I	D	U
Mystery stories	L	I	D	U	To read to yourself.....	L	I	D	U

PART 2—MOVIES

In the same way show whether or not you like the following items about movies.

Comedies	L	I	D	U	War movies	L	I	D	U
Gangster films	L	I	D	U	Western movies	L	I	D	U
Historical movies	L	I	D	U	To get pictures of movie stars...	L	I	D	U
Love stories	L	I	D	U	To go to movies once a week....	L	I	D	U
Movies about books you have read.	L	I	D	U	To play movies	L	I	D	U
Movies about rich people.....	L	I	D	U	To see the same movie twice....	L	I	D	U
News shorts	L	I	D	U	To tell about the movies you see..	L	I	D	U
Sad movies	L	I	D	U	To think a lot about the movies				
Serial pictures	L	I	D	U	you see	L	I	D	U
Travel movies	L	I	D	U					

PART 3—RADIO

In the same way show whether or not you like the following items about radio programs.

Classical music	L	I	D	U	Programs with much action.....	L	I	D	U
Continued programs	L	I	D	U	Quiz contests	L	I	D	U
Funny programs	L	I	D	U	Science programs	L	I	D	U
Mystery programs	L	I	D	U	Story hour	L	I	D	U
News broadcasts	L	I	D	U	To enter contests.....	L	I	D	U
Popular music	L	I	D	U	To have the radio on while reading	L	I	D	U
Programs about children.....	L	I	D	U	To send for free materials.....	L	I	D	U

PART 4—GAMES AND TOYS

In the same way show whether or not you like the following games and toys. Be sure to show how you feel about them now, not how you felt when you were younger.

Baseball	L	I	D	U	Making things with a construc-				
Blocks	L	I	D	U	tion set	L	I	D	U
Boxing	L	I	D	U	Marbles	L	I	D	U
Cards	L	I	D	U	Playing catch	L	I	D	U
Checkers	L	I	D	U	Playing cowboys	L	I	D	U
Dancing	L	I	D	U	Playing doctor or nurse.....	L	I	D	U
Dressing up	L	I	D	U	Playing house	L	I	D	U
Experimenting with chemistry					Playing ping pong.....	L	I	D	U
sets	L	I	D	U	Playing school	L	I	D	U
Flying kites	L	I	D	U	Playing tag	L	I	D	U
Football	L	I	D	U	Playing with dolls or paperdolls..	L	I	D	U
Going to parties.....	L	I	D	U	Playing war	L	I	D	U
Having a gang.....	L	I	D	U	Puzzles	L	I	D	U
Hide and seek.....	L	I	D	U	Riding a bicycle.....	L	I	D	U
Hiking	L	I	D	U	Riding in an automobile.....	L	I	D	U
Hopscotch	L	I	D	U	Skating	L	I	D	U
Horseback riding	L	I	D	U	Swimming	L	I	D	U
Jacks	L	I	D	U	Wrestling	L	I	D	U
Jumping rope	L	I	D	U					

PART 5—HOBBIES

Below is a list of hobbies. First, draw a line under the names of any hobbies you have at present. Then, for each item show whether or not you like it. If there is a hobby you have not tried but think you would like mark the L. If there is one you do not know anything about, mark the U.

Clay modeling	L	I	D	U	Music	L	I	D	U
Cooking	L	I	D	U	Nature study	L	I	D	U
Constructing things	L	I	D	U	Pets	L	I	D	U
Drawing	L	I	D	U	Sewing	L	I	D	U
Gardening	L	I	D	U	Soap carving	L	I	D	U
Making collections	L	I	D	U	Sports	L	I	D	U
Marionettes	L	I	D	U	Writing stories or poems.....	L	I	D	U

PART 10A—ACTIVITIES

Below is a list of things you may do at school, at home or in the community. In the same way as before show whether or not you like each item.

Argue	L	I	D	U	Play in a band.....	L	I	D	U
Be in a fight.....	L	I	D	U	Raise flowers and vegetables....	L	I	D	U
Be in a school play.....	L	I	D	U	Repair things	L	I	D	U
Be on a school team.....	L	I	D	U	Save money	L	I	D	U
Belong to clubs.....	L	I	D	U	Sell things	L	I	D	U
Clean house	L	I	D	U	Sew	L	I	D	U
Climb trees	L	I	D	U	Sing in a choir or glee club.....	L	I	D	U
Cook	L	I	D	U	Study	L	I	D	U
Cut the grass.....	L	I	D	U	Take care of younger children...	L	I	D	U
Give talks and reports.....	L	I	D	U	Talk with older people.....	L	I	D	U
Go on trips.....	L	I	D	U	Visit famous places	L	I	D	U
Go to concerts.....	L	I	D	U	Wash dishes	L	I	D	U
Go to Sunday School or Church..	L	I	D	U	Write letters	L	I	D	U

PART 10B

If your class were going to give a play and the following were the things to be done, show how you would feel about each item. Draw a line under the one you would like best to do.

Announce the play.....	L	I	D	U	Take a leading part in the play..	L	I	D	U
Direct the play.....	L	I	D	U	Take a small part.....	L	I	D	U
Make the costumes.....	L	I	D	U	Write the play.....	L	I	D	U
Make the scenery.....	L	I	D	U					

PART 10C—COMPARISONS

If you had your choice which of each of the following pairs would you choose? Put a check in the first space if you like the item to the left better, in the second space if you like them both the same, and in the third space if you prefer the item to the right.

Do a job yourself.....	()	()	()	Tell others what to do.
Go to the movies.....	()	()	()	Read a book.
Go to the museum.....	()	()	()	Go to a circus.
Listen to a story.....	()	()	()	Tell a story.
Listen to the radio.....	()	()	()	Play a game.
Play alone	()	()	()	Play with several others.
Play games you already know.....	()	()	()	Find new games to play.
Play indoors	()	()	()	Play outdoors.
Play with girls.....	()	()	()	Play with boys.
Read to yourself.....	()	()	()	Have someone read to you.
Stay at home.....	()	()	()	Go to a party.
Take a walk.....	()	()	()	Go for an auto ride.
Watch a game.....	()	()	()	Play a game.

Be Sure You Have Not Left Out Any Part.

PART 9—OCCUPATIONS

Below is a list of occupations. Show whether or not you think you would like each occupation. If there are any that you do not know about, be sure to mark the U. Draw a line under the one you think you most want to choose.

Actor or Actress.....	L	I	D	U	Florist	L	I	D	U
Airplane Hostess or Steward....	L	I	D	U	Forest Ranger	L	I	D	U
Architect	L	I	D	U	Government Employee	L	I	D	U
Army or Navy Officer.....	L	I	D	U	Lawyer	L	I	D	U
Artist	L	I	D	U	Librarian	L	I	D	U
Athletic Director	L	I	D	U	Musician	L	I	D	U
Author	L	I	D	U	Newspaper Worker	L	I	D	U
Automobile Mechanic	L	I	D	U	Nurse	L	I	D	U
Aviator	L	I	D	U	Orchestra Leader	L	I	D	U
Baker	L	I	D	U	Photographer	L	I	D	U
Bank Clerk	L	I	D	U	Policeman	L	I	D	U
Barber	L	I	D	U	Politician	L	I	D	U
Bookkeeper	L	I	D	U	Postal Clerk	L	I	D	U
Carpenter	L	I	D	U	Preacher or other Religious				
Chauffeur	L	I	D	U	Worker	L	I	D	U
Chemist	L	I	D	U	Printer	L	I	D	U
Clerk in a Store.....	L	I	D	U	Private Secretary	L	I	D	U
College Professor	L	I	D	U	Professional Athlete	L	I	D	U
Dairyman	L	I	D	U	Radio Announcer	L	I	D	U
Dentist	L	I	D	U	Railway Worker	L	I	D	U
Doctor	L	I	D	U	Salesman	L	I	D	U
Electrician	L	I	D	U	Social Worker	L	I	D	U
Engineer	L	I	D	U	Stenographer	L	I	D	U
Explorer	L	I	D	U	Teacher	L	I	D	U
Factory Worker	L	I	D	U	Telegraph Operator	L	I	D	U
Farmer	L	I	D	U	Telephone Operator	L	I	D	U
Fireman	L	I	D	U					

PART 6—THINGS TO OWN

In the same way show whether you would like to own, are indifferent to, or would not want to own the following things. Some you may already own, but mark them just the same.

Art set	L	I	D	U	Erector set	L	I	D	U
Bicycle	L	I	D	U	First aid kit.....	L	I	D	U
Books	L	I	D	U	Football	L	I	D	U
Camera	L	I	D	U	Microscope	L	I	D	U
Camping outfit	L	I	D	U	Musical instrument	L	I	D	U
Cat	L	I	D	U	Party clothes	L	I	D	U
Chemistry set	L	I	D	U	Ping pong set.....	L	I	D	U
Desk	L	I	D	U	Printing press	L	I	D	U
Dog	L	I	D	U	Skates	L	I	D	U
Electric motor	L	I	D	U	Tool chest	L	I	D	U
Encyclopedia	L	I	D	U	Typewriter	L	I	D	U

PART 7—SCHOOL SUBJECTS

Below is a list of school subjects. Show whether or not you like them. Draw a line under the one you like the best.

Arithmetic	L	I	D	U	Reading	L	I	D	U
Art (drawing and painting).....	L	I	D	U	Rhythms and Games.....	L	I	D	U
Crafts (construction)	L	I	D	U	Science	L	I	D	U
English	L	I	D	U	Social Studies	L	I	D	U
Health Study	L	I	D	U	Spelling	L	I	D	U
Literature	L	I	D	U	Writing	L	I	D	U
Music	L	I	D	U					

PART 8—PEOPLE

In the same way as before show how you feel about the following kinds of people.

Athletes	L	I	D	U	Older children	L	I	D	U
Boys	L	I	D	U	People who show off.....	L	I	D	U
Children your age.....	L	I	D	U	Poor people	L	I	D	U
Clever people	L	I	D	U	Quiet people	L	I	D	U
Cripples	L	I	D	U	Religious people	L	I	D	U
Foreigners	L	I	D	U	Rich people	L	I	D	U
Girls	L	I	D	U	Sick people	L	I	D	U
Grown people	L	I	D	U	Very old people.....	L	I	D	U
Negroes	L	I	D	U	Younger children	L	I	D	U

INVENTORY OF READING INTERESTS

(Form for Boys)

Name _____ Age _____ Sex _____

Subject liked best _____ Subject liked least _____

WHAT KIND OF STORIES DO YOU LIKE TO READ?

We want to know what kind of stories boys and girls like to read. You can help us by reading the following statements, each of which tells what the story is about, or what kind of a story it is.

SAMPLE EXERCISE:

	<u>Answer</u>		
1. How a boy won \$500 and bought a frisky colt that became a famous race horse	3	1	-1
2. How to train a puppy	3	1	-1
3. How a snowflake looks	3	1	-1
4. How speedboat races are planned and carried out	3	1	-1
5. How an English girl was held by the enemy but escaped, dressed as a boy	3	1	-1

DIRECTIONS:

If you feel that the story told about is very interesting and that you would like to read it the first chance you get, draw a circle around 3.

If you feel that you have some interest in the story and would read it if you did not have anything else to do, draw a circle around 1.

If you feel that you have no interest in the story and would not care to read it, draw a circle around -1.

PART 2-PEOPLE

INVENTORY OF READING INTERESTS

(Form for Boys)

Name _____
 Sex _____ Age _____
 Subject liked best _____
 Subject liked least _____

WHAT KIND OF STORIES DO YOU LIKE TO READ?

We want to know what kind of stories boys and girls like to read. You can help us by reading the following statements, each of which tells what the story is about, or what kind of a story it is.

SAMPLE EXERCISE:

Answer

1. How a boy won \$500 and bought a frisky colt that became a famous race horse. 3
2. How to train a puppy. 3
3. How a snowflake looks. 3
4. How speedboat races are planned and carried out. 3
5. How an English girl was held by the enemy but escaped, dressed as a boy. 3

PART 2-PEOPLE

If you feel that the story told about is very interesting and that you would like to read it the first chance you get, draw a circle around 1.

If you feel that you have some interest in the story and would read it if you did not have anything else to do, draw a circle around 2.

If you feel that you have no interest in the story and would not care to read it, draw a circle around 3.

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

I

Answers

1. The story of a cub reporter's experiences.....	3	1	-1
2. How a young test pilot found adventure in the clouds.....	3	1	-1
3. Adventures among the Canadian Mounted Police.....	3	1	-1
4. How a boy king and a young street boy exchanged places.....	3	1	-1
5. How a brave boy went to the emperor to save his mother.....	3	1	-1
6. A Tennessee mountain boy spending his summer hunting treasures found valuable silver	3	1	-1
7. A young boy tracked down a band of spies in the New Jersey woods	3	1	-1
8. Mutiny, mystery, and revolution on a tramp steamer bound for China	3	1	-1
9. The finding of a wallet containing an address leads to the search for the missing person.....	3	1	-1
10. A French orphan boy and his search for river thieves.....	3	1	-1
Sum of numbers encircled in each column...	—	—	—
Algebraic sum	—	—	—

II

11. How a poor Serbian youth came to America and became a great inventor.....	3	1	-1
12. A boy born in a log cabin became president of the United States	3	1	-1
13. A pioneer who went among the settlements of the Middle West planting apple seeds	3	1	-1
14. How the people settling in the desert of the West overcame their hardships.....	3	1	-1
15. The life of two slaves before the Civil War	3	1	-1
16. The first man who paddled down the Mississippi.....	3	1	-1
17. Experiences of a boy who fought at Bunker Hill.....	3	1	-1
18. The Ohio River tells of people living near its banks.....	3	1	-1
19. Living in America told by the early settlers of Virginia.....	3	1	-1
20. How an Indian boy guided explorers across the Rocky Mountains.	3	1	-1
Sums of numbers encircled in each column	—	—	—
Algebraic sum	—	—	—

III

21. How a boy studied aviation and was the first person to fly across the Atlantic.....	3	1	-1
22. How a boy wrote music from the time he was four, and finally became one of the world's great musicians.....	3	1	-1
23. How a boy who sold newspapers became a doctor on the battle- field and saved lives	3	1	-1
24. How a real boy became a river pilot, a soldier for a day, and finally a great author	3	1	-1
25. Story of a little boy of Illinois whose father was twice president of the United States.....	3	1	-1
26. How a poor boy struggled to become a great actor and finally won fame	3	1	-1
27. How a sickly boy struggled to make himself strong and became a great game hunter	3	1	-1
28. How a boy who liked nature finally became a famous deep sea explorer	3	1	-1
29. How a boy starting as a helper in a printer's office, became a great editor, scientist and a statesman representing his country abroad.....	3	1	-1
30. Life of Barnum, the man who started the "Greatest Show on Earth"	3	1	-1
Sum of numbers encircled in each column...	—	—	—
Algebraic sum	—	—	—

1.	The story of a cub reporter's experiences.....	3	1
2.	How a young best friend found adventure in the clouds.....	3	1
3.	Adventures among the Canadian Mounted Police.....	3	1
4.	How a boy king and a young street boy exchanged places.....	3	1
5.	How a brave boy went to the emperor to save his mother.....	3	1
6.	A Tennessee mountain boy spending his summer hunting.....	3	1
7.	A young boy tracked down a band of spies in the New Jersey woods.....	3	1
8.	History, mystery, and revolution on a tramp steamer.....	3	1
9.	The finding of a vessel containing an address leads to the search for the missing person.....	3	1
10.	A French orphan boy and his search for river thieves.....	3	1
	Sum of numbers enclosed in each column.....		
	Algebraic sum.....		

II

11.	How a poor Serbian youth came to America and became a great inventor.....	3	1
12.	A boy born in a log cabin became president of the United States.....	3	1
13.	A pioneer who went among the settlements of the Middle West planting apple seeds.....	3	1
14.	How the people settled in the heart of the West overcame their hardships.....	3	1
15.	The life of two slaves before the Civil War.....	3	1
16.	The first man who battled down the Mississippi.....	3	1
17.	Experiences of a boy who fought at Bunker Hill.....	3	1
18.	The Ohio River tells of people living near its banks.....	3	1
19.	Living in America told by the early settlers of Virginia.....	3	1
20.	How an Indian boy guided explorers across the Rocky Mountains.....	3	1
	Sum of numbers enclosed in each column.....		
	Algebraic sum.....		

III

21.	How a boy studied aviation and was the first person to fly across the Atlantic.....	3	1
22.	How a boy wrote music from the time he was four, and finally became one of the world's great musicians.....	3	1
23.	How a boy who sold newspapers became a doctor on the battlefield and saved lives.....	3	1
24.	How a real boy became a river pilot, a soldier for a day, and finally a great author.....	3	1
25.	Story of a little boy of Illinois whose father was twice president of the United States.....	3	1
26.	How a poor boy struggled to become a great actor and finally won fame.....	3	1
27.	How a sickly boy struggled to make himself strong and became a great game hunter.....	3	1
28.	How a boy who liked nature finally became a famous deep sea explorer.....	3	1
29.	How a boy starting as a helper in a printer's office, became a great editor, scientist and a stupendous reputation.....	3	1
30.	Life of Einstein, the man who started the "Great Game" during the country abroad.....	3	1
	Sum of numbers enclosed in each column.....		
	Algebraic sum.....		

IV

Answers

31. How trees turn to coal.....	3	1	-1
32. Where comets go when they shoot through the sky.....	3	1	-1
33. How to find the stars.....	3	1	-1
34. How birds find their way home.....	3	1	-1
35. Stories about shells that swim and shells that float.....	3	1	-1
36. How a tadpole changes to a full grown frog.....	3	1	-1
37. How fingerprints help find criminals.....	3	1	-1
38. What causes rainbows to form.....	3	1	-1
39. What causes the seasons of the year.....	3	1	-1
40. How scientists can tell what kind of weather we are going to have....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum	—	—	—

V

41. Stories about knights and their castles.....	3	1	-1
42. Stories of a giant woodsman and his famous blue ox.....	3	1	-1
43. Ghosts that appeared in a rich man's house.....	3	1	-1
44. How magic spells are broken	3	1	-1
45. How the poor boy became rich and married a princess.....	3	1	-1
46. Adventures of a little boy who was made of India rubber	3	1	-1
47. Story of three monkeys and their journey to the monkey kingdom.....	3	1	-1
48. How a boy saved a goblins life and was granted three wishes.....	3	1	-1
49. How a boy discovered three magic words which he could use to make people do whatever he wanted them to do	3	1	-1
50. Adventures of a boy who could make himself invisible whenever he wanted to	3	1	-1
Sum of numbers encircled in each column	—	—	—
Algebraic sum.....	—	—	—

VI

51. Capturing wild animals in a jungle.....	3	1	-1
52. The biography of a bear	3	1	-1
53. How a dog won a decoration for heroism at war.....	3	1	-1
54. How a dog travelled alone all over the world.....	3	1	-1
55. Story about the faithful fire horses.....	3	1	-1
56. Story about whale fishing in the Pacific.....	3	1	-1
57. Story in which animals talk and think like people.....	3	1	-1
58. A dog that went with a famous explorer to the Antarctic.....	3	1	-1
59. How a pony with three tricks saved children from a flood.....	3	1	-1
60. How a fawn saved the life of a boy who rescued and tamed it.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

VII

61. Stories about belonging to the boy scouts	3	1	-1
62. How to make kites and model airplanes that fly.....	3	1	-1
63. How to make puppets and have puppet shows.....	3	1	-1
64. How to collect stamps for fun and profit.....	3	1	-1
65. How to develop and print your own photographs	3	1	-1
66. How messages are sent in code.....	3	1	-1
67. How to make things out of wood.....	3	1	-1
68. What you need to go camping and how to camp.....	3	1	-1
69. How to become an amateur radio operator	3	1	-1
70. How to draw cartoons	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum	—	—	—

Answers

IV

31.	How trees turn to coal.....	3	1	-1
32.	Where forests go when they shoot through the sky.....	3	1	-1
33.	How to find the stars.....	3	1	-1
34.	How birds find their way home.....	3	1	-1
35.	Stories about shells that swim and shells that float.....	3	1	-1
36.	How a tadpole changes to a full grown frog.....	3	1	-1
37.	How fingerprints help find criminals.....	3	1	-1
38.	What causes rainbows to form.....	3	1	-1
39.	What causes the seasons of the year.....	3	1	-1
40.	How scientists can tell what kind of weather we are going to have.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

V

1.	Stories about knights and their castles.....	3	1	-1
2.	Stories of a giant woodman and his famous blue ox.....	3	1	-1
3.	Ghosts that appeared in a rich man's house.....	3	1	-1
4.	How magic spells are broken.....	3	1	-1
5.	How the poor boy became rich and married a princess.....	3	1	-1
6.	Adventures of a little boy who was made of India rubber.....	3	1	-1
7.	Story of three monkeys and their journey to the monkey kingdom.....	3	1	-1
8.	How a boy saved a godling's life and was granted three wishes.....	3	1	-1
9.	How a boy discovered three magic words which he could use to make people do whatever he wanted them to do.....	3	1	-1
10.	Adventures of a boy who could make himself invisible whenever he wanted to.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

VI

1.	Capturing wild animals in a jungle.....	3	1	-1
2.	The biography of a bear.....	3	1	-1
3.	How a dog won a decoration for heroism at war.....	3	1	-1
4.	How a dog travelled alone all over the world.....	3	1	-1
5.	Story about the faithful fire horses.....	3	1	-1
6.	Story about whales fishing in the Pacific.....	3	1	-1
7.	Story in which animals talk and think like people.....	3	1	-1
8.	A dog that went with a famous explorer to the Antarctic.....	3	1	-1
9.	How a pony with three tricks saved children from a flood.....	3	1	-1
10.	How a lawn saved the life of a boy who rescued and tamed it.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

VII

1.	Stories about belonging to the boy scouts.....	3	1	-1
2.	How to make kites and model airplanes that fly.....	3	1	-1
3.	How to make puppets and have puppet shows.....	3	1	-1
4.	How to collect stamps for fun and profit.....	3	1	-1
5.	How to develop and print your own photographs.....	3	1	-1
6.	How messages are sent in code.....	3	1	-1
7.	How to make things out of wood.....	3	1	-1
8.	What you need to go camping and how to camp.....	3	1	-1
9.	How to become an amateur radio operator.....	3	1	-1
10.	How to draw cartoons.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

VIII

Answers

71. How to make friends and keep them.....	3	1	-1
72. How to make a good appearance	3	1	-1
73. How to make people comfortable and happy	3	1	-1
74. How to dress for different occasions.....	3	1	-1
75. How to treat people at home and at school	3	1	-1
76. How to entertain your friends.....	3	1	-1
77. How to write a "thank you" letter so you will be invited again.....	3	1	-1
78. How to treat girls when you take them places.....	3	1	-1
79. What to do when you arrive at a party and when you leave it	3	1	-1
80. What every boy should know about manners so he will never be embarrassed.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum	—	—	—

IX

81. How to make football plays so your team can win	3	1	-1
82. About a boy whose hit won the game	3	1	-1
83. How to play tricks.....	3	1	-1
84. How a boy won a tennis championship	3	1	-1
85. How famous players of outdoor sports won their honors.....	3	1	-1
86. How to win ice skating races.....	3	1	-1
87. How the team's best basketball player saved the day.....	3	1	-1
88. How cowboys learn to break and ride wild horses.....	3	1	-1
89. Games to play at home and on the playground.....	3	1	-1
90. How you can learn to win baseball games.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

X

91. Six boys travel from Maine to California on bicycles.....	3	1	-1
92. Travelling down the treacherous Colorado River in a row boat.....	3	1	-1
93. A boy and his uncle take a trailer trip through Michigan.....	3	1	-1
94. From Detroit to Duluth on a Great Lakes freighter.....	3	1	-1
95. Visiting the national parks of the United States.....	3	1	-1
96. Up and down the Mississippi on a steamboat.....	3	1	-1
97. A boy's experiences as a passenger on the fastest ocean liner.....	3	1	-1
98. An automobile trip through the Rocky Mountains.....	3	1	-1
99. An airplane trip to Mexico City.....	3	1	-1
100. Seeing New York from skyscrapers, busses and subways.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

Answers

VIII

71.	How to make friends and keep them.....	3	1	-1
72.	How to make a good appearance.....	3	1	-1
73.	How to make people comfortable and happy.....	3	1	-1
74.	How to dress for different occasions.....	3	1	-1
75.	How to treat people at home and at school.....	3	1	-1
76.	How to entertain your friends.....	3	1	-1
77.	How to write a "thank you" letter as you will be invited again.....	3	1	-1
78.	How to treat girls when you take them places.....	3	1	-1
79.	What to do when you arrive at a party and when you leave it.....	3	1	-1
80.	What every boy should know about women so he will never be embarrassed.....	3	1	-1
Sum of numbers enclosed in each column.....		—	—	—
Algebraic sum.....		—	—	—

IX

81.	How to make football plays as your team can win.....	3	1	-1
82.	About a boy whose hit won the game.....	3	1	-1
83.	How to play tricks.....	3	1	-1
84.	How a boy won a tennis championship.....	3	1	-1
85.	How famous players of outdoor sports won their honors.....	3	1	-1
86.	How to win ice skating races.....	3	1	-1
87.	How the team's best basketball player saved the day.....	3	1	-1
88.	How cowboys learn to break and ride wild horses.....	3	1	-1
89.	Games to play at home and on the playground.....	3	1	-1
90.	How you can learn to win baseball games.....	3	1	-1
Sum of numbers enclosed in each column.....		—	—	—
Algebraic sum.....		—	—	—

X

91.	Six boys travel from Maine to California on bicycles.....	3	1	-1
92.	Traveling down the Mississippi River in a row boat.....	3	1	-1
93.	A boy and his uncle take a trailer trip through Michigan.....	3	1	-1
94.	From Detroit to Detroit on a Great Lakes freighter.....	3	1	-1
95.	Visiting the national parks of the United States.....	3	1	-1
96.	Up and down the Mississippi on a steamboat.....	3	1	-1
97.	A boy's experience as a passenger on the fastest ocean liner.....	3	1	-1
98.	An automobile trip through the Rocky Mountains.....	3	1	-1
99.	An airplane trip to Mexico City.....	3	1	-1
100.	Seeing New York from skyscrapers, buses and subways.....	3	1	-1
Sum of numbers enclosed in each column.....		—	—	—
Algebraic sum.....		—	—	—

INVENTORY OF READING INTERESTS

(Form for Girls)

Name _____ Age _____ Sex _____

Subject liked best _____ Subject liked least _____

WHAT KIND OF STORIES DO YOU LIKE TO READ?

We want to know what kind of stories boys and girls like to read. You can help us by reading the following statements, each of which tells what the story is about, or what kind of a story it is.

SAMPLE EXERCISE:

Answer

- | | | | |
|--|---|---|----|
| 1. How a boy won \$500 and bought a frisky colt
that became a famous race horse | 3 | 1 | -1 |
| 2. How to train a puppy | 3 | 1 | -1 |
| 3. How a snowflake looks | 3 | 1 | -1 |
| 4. How speedboat races are planned and carried out | 3 | 1 | -1 |
| 5. How an English girl was held by the enemy but escaped,
dressed as a boy | 3 | 1 | -1 |

DIRECTIONS:

If you feel that the story told about is very interesting and that you would like to read it the first chance you get, draw a circle around 3.

If you feel that you have some interest in the story and would read it if you did not have anything else to do, draw a circle around 1.

If you feel that you have no interest in the story and would not care to read it, draw a circle around -1.

INVENTORY OF READING INTERESTS

(Form for Girls)

Name _____
 Sex _____
 Subject liked best _____
 Subject liked least _____

WHAT KIND OF STORIES DO YOU LIKE TO READ?

We want to know what kind of stories boys and girls like to read. You can help us by reading the following statements, each of which tells what the story is about, or what kind of a story it is.

SAMPLE EXERCISE:

Answer

- | | | | | |
|----|---|---|---|----|
| 1. | How a boy won \$200 and bought a risky coat | 3 | 1 | -1 |
| | that became a famous race horse | 3 | 1 | -1 |
| 2. | How to train a puppy | 3 | 1 | -1 |
| 3. | How a snowflake looks | 3 | 1 | -1 |
| 4. | How speedboat races are planned and carried out | 3 | 1 | -1 |
| 5. | How an English girl was held by the enemy but escaped, dressed as a boy | 3 | 1 | -1 |

INSTRUCTIONS:

- If you feel that the story told about is very interesting and that you would like to read it the first chance you get, draw a circle around 3.
- If you feel that you have some interest in the story and would read it if you did not have anything else to do, draw a circle around 1.
- If you feel that you have no interest in the story and would not care to read it, draw a circle around -1.

I

Answers

1. The story of a girl reporter's experiences.....	3	1	-1
2. How a girl learned to fly a plane and found adventure in the clouds..	3	1	-1
3. How a girl helped the Canadian police find a criminal	3	1	-1
4. How a princess and a poor peasant girl exchanged places.....	3	1	-1
5. How a brave girl went to the emperor to save her father.....	3	1	-1
6. A young girl helped her country by solving the mystery of the strange digging in the old mine.....	3	1	-1
7. A girl clerk in a second hand book store helps uncover a ring of spies	3	1	-1
8. Mutiny, mystery, and revolution on a tramp steamer bound for China...	3	1	-1
9. The finding of a wallet containing an address leads to the search for the missing person.....	3	1	-1
10. A young girl by learning the language of the birds and animals found her lost home.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

II

11. How a poor Polish girl went to France and became a famous scientist..	3	1	-1
12. A girl born in a covered wagon married a president of the United States.....	3	1	-1
13. A pioneer woman who went among the settlements of the Middle West teaching the children	3	1	-1
14. How people settling in the desert of the West overcame their hardships.....	3	1	-1
15. The life of two slaves before the Civil War.....	3	1	-1
16. The first woman to go with explorers down the Mississippi.....	3	1	-1
17. Experiences of a girl who fought with the soldiers in the Revolutionary War.....	3	1	-1
18. The Ohio River tells tales of people living near its banks.....	3	1	-1
19. Living in America told by the early settlers of Virginia.....	3	1	-1
20. How an Indian girl guided explorers across the Rocky Mountains.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

III

21. How a girl studied aviation and was the first woman to fly across the Atlantic.....	3	1	-1
22. How a girl who loved to sing became a member of the Metropolitan Opera Company at the age of sixteen.....	3	1	-1
23. How a timid girl taught school, became a nurse on the battlefield, and saved many lives.....	3	1	-1
24. How a girl worked on a river boat, became an army nurse and finally a great author.....	3	1	-1
25. Story of a little Virginia girl whose stepfather was twice president of the United States.....	3	1	-1
26. How a poor girl struggled to become an actress and finally won fame..	3	1	-1
27. How a girl who loved adventure became a big game hunter.....	3	1	-1
28. How a girl who liked nature became famous for her drawings of deep sea life.....	3	1	-1
29. How a girl, starting as a country school teacher, became a great educator, a mother, and a United States ambassador to a foreign country.....	3	1	-1
30. Life of Jenny Lind who sang in the "Greatest Show on Earth".....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

1	3	1	1	The story of a girl reporter's experiences.....
2	3	1	1	How a girl learned to fly a plane and found adventure in the clouds..
3	3	1	1	How a girl helped the Canadian police find a criminal.....
4	3	1	1	How a princess and a poor peasant girl exchanged places.....
5	3	1	1	How a brave girl went to the emperor to save her father.....
6	3	1	1	A young girl helped her country by solving the mystery of the strange digging in the old mine.....
7	3	1	1	A girl clerk in a second hand book store helps uncover a ring of spies
8	3	1	1	Mystery, mystery, and revelation on a tramp steamer bound for China..
9	3	1	1	The finding of a wallet containing an address leads to the search for the missing person.....
10	3	1	1	A young girl by learning the language of the birds and animals found her lost home.....
	3	1	1	Sum of numbers enclosed in each column.....
	—	—	—	Algebraic sum.....

II

11	3	1	1	How a poor Polish girl went to France and became a famous scientist..
12	3	1	1	A girl born in a covered wagon married a president of the United States.....
13	3	1	1	A pioneer woman who went among the settlements of the Middle West teaching the children.....
14	3	1	1	How people settling in the desert of the West overcame their hardships.....
15	3	1	1	The life of two slaves before the Civil War.....
16	3	1	1	The first woman to go with explorers down the Mississippi.....
17	3	1	1	Experiences of a girl who fought with the soldiers in the Revolutionary War.....
18	3	1	1	The Ohio river tales of people living near its banks.....
19	3	1	1	Living in America told by the early settlers of Virginia.....
20	3	1	1	How an Indian girl guided explorers across the Rocky Mountains.....
	3	1	1	Sum of numbers enclosed in each column.....
	—	—	—	Algebraic sum.....

III

21	3	1	1	How a girl studied aviation and was the first woman to fly across the Atlantic.....
22	3	1	1	How a girl who loved to sing became a member of the Metropolitan Opera Company at the age of sixteen.....
23	3	1	1	How a blind girl taught school, became a nurse on the battlefield, and saved many lives.....
24	3	1	1	How a girl worked on a river boat, became an army nurse and finally a great author.....
25	3	1	1	Story of a little Virginia girl whose stepfather was twice president of the United States.....
26	3	1	1	How a poor girl struggled to become an actress and finally won fame..
27	3	1	1	How a girl who loved adventure became a big game hunter.....
28	3	1	1	How a girl who liked nature became famous for her drawings of deep sea life.....
29	3	1	1	How a girl, starting as a country school teacher, became a great educator, a writer, and a United States ambassador to a foreign country.....
30	3	1	1	Life of Jenny Lind who sang in the "Greatest Show on Earth".....
	3	1	1	Sum of numbers enclosed in each column.....
	—	—	—	Algebraic sum.....

IV

Answers

31. How trees turn to coal.....	3	1	-1
32. Where comets go when they shoot through the sky	3	1	-1
33. How to find the stars.....	3	1	-1
34. How birds find their way home.....	3	1	-1
35. Stories about shells that swim and shells that float.....	3	1	-1
36. How a tadpole changes to a full grown frog.....	3	1	-1
37. How fingerprints help find criminals	3	1	-1
38. What causes rainbows to form.....	3	1	-1
39. What causes the seasons of the year.....	3	1	-1
40. How scientists can tell what kind of weather we are going to have...	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

V

41. Stories about princesses and their castles.....	3	1	-1
42. Stories of a giant woman and the men she turned into pigs.....	3	1	-1
43. Ghosts that appeared in a rich woman's house.....	3	1	-1
44. How magic spells are broken.....	3	1	-1
45. How a poor girl became rich and married a prince.....	3	1	-1
46. Adventures of a little girl who was made of India rubber.....	3	1	-1
47. Story of three monkeys and their journey to the monkey kingdom.....	3	1	-1
48. How a girl saved a fairy's life and was granted three wishes.....	3	1	-1
49. How a girl discovered three magic words which she could use to make people do whatever she wanted them to do.....	3	1	-1
50. Adventures of a girl who could make herself invisible whenever she wished.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

VI

51. Photographing wild animals in a jungle.....	3	1	-1
52. The biography of a bear.....	3	1	-1
53. How a dog won a decoration for heroism at war.....	3	1	-1
54. How a dog travelled alone all over the world.....	3	1	-1
55. Story about the faithful fire horses.....	3	1	-1
56. Story about whale fishing in the Pacific.....	3	1	-1
57. Story in which animals talk and think like people.....	3	1	-1
58. A dog that went with a famous explorer to the Antarctic.....	3	1	-1
59. How a pony with three tricks saved children from the flood.....	3	1	-1
60. How a fawn saved the life of a girl who rescued and tamed it.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

VII

61. Stories about belonging to the Girl Scouts or Campfire Girls.....	3	1	-1
62. How to make gifts, favors and good things to eat.....	3	1	-1
63. How to make puppets and have puppet shows.....	3	1	-1
64. How to develop and print your own photographs.....	3	1	-1
65. How to collect stamps for fun and profit.....	3	1	-1
66. How to make up code for writing in your diary.....	3	1	-1
67. How to make things to decorate your room.....	3	1	-1
68. What you need to go camping and how to camp.....	3	1	-1
69. How to become a good dancer.....	3	1	-1
70. How to paint, draw, and make things out of clay.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

Answers

IV

31.	How trees turn to coal.....	3	1	-1
32.	Where comets go when they shoot through the sky.....	3	1	-1
33.	How to find the stars.....	3	1	-1
34.	How birds find their way home.....	3	1	-1
35.	Stories about shells that swim and shells that float.....	3	1	-1
36.	How a tadpole changes to a full grown frog.....	3	1	-1
37.	How fingerprints help find criminals.....	3	1	-1
38.	What causes rainbows to form.....	3	1	-1
39.	What causes the seasons of the year.....	3	1	-1
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Sum of numbers enclosed in each column.....				
Algebraic sum.....				

V

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42.	Stories of a giant woman and the man she turned into pigs.....	3	1	-1
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60.	How a lion saved the life of a girl who rescued and tamed it.....	3	1	-1
Sum of numbers enclosed in each column.....				
Algebraic sum.....				

VII

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67.	How to make things to decorate your room.....	3	1	-1
68.	What you need to go camping and how to camp.....	3	1	-1
69.	How to become a good dancer.....	3	1	-1
70.	How to paint, draw, and make things out of clay.....	3	1	-1
Sum of numbers enclosed in each column.....				
Algebraic sum.....				

VIII

Answers

71. How to make friends and keep them.....	3	1	-1
72. How to make a good appearance.....	3	1	-1
73. How to make people comfortable and happy.....	3	1	-1
74. How to dress for different occasions.....	3	1	-1
75. How to treat people at home and at school.....	3	1	-1
76. How to entertain your friends.....	3	1	-1
77. How to write a "thank you" letter so you will be invited again.....	3	1	-1
78. How to act with a boy when he takes you places	3	1	-1
79. What to do when you arrive at a party and when you leave it.....	3	1	-1
80. What every girl should know about manners so she will never be embarrassed.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

IX

81. How a girl learned to make basketball plays and helped her team to win.....	3	1	-1
82. About a girl whose hit won the game.....	3	1	-1
83. How to play tricks.....	3	1	-1
84. How a girl won a tennis championship.....	3	1	-1
85. How famous women athletes won their honors.....	3	1	-1
86. How to do fancy skating.....	3	1	-1
87. How the team's best player saved the day	3	1	-1
88. How a girl can learn to ride a horse.....	3	1	-1
89. Games to play at home and on the playground.....	3	1	-1
90. How you can learn to win baseball games.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

X

91. Six girls travel from Maine to California on bicycles.....	3	1	-1
92. A three-day canoe trip down a river near a girls' summer camp.....	3	1	-1
93. A girl and her family take a trailer trip through Michigan.....	3	1	-1
94. From Detroit to Duluth on a Great Lakes steamer.....	3	1	-1
95. Visiting the national parks of the United States.....	3	1	-1
96. Up and down the Mississippi on a steamboat.....	3	1	-1
97. A girl's experience as a passenger on the fastest ocean liner.....	3	1	-1
98. An automobile trip through the Rocky Mountains.....	3	1	-1
99. An airplane trip to Mexico City	3	1	-1
100. Seeing New York from skyscrapers, busses, and subways.....	3	1	-1
Sum of numbers encircled in each column.....	—	—	—
Algebraic sum.....	—	—	—

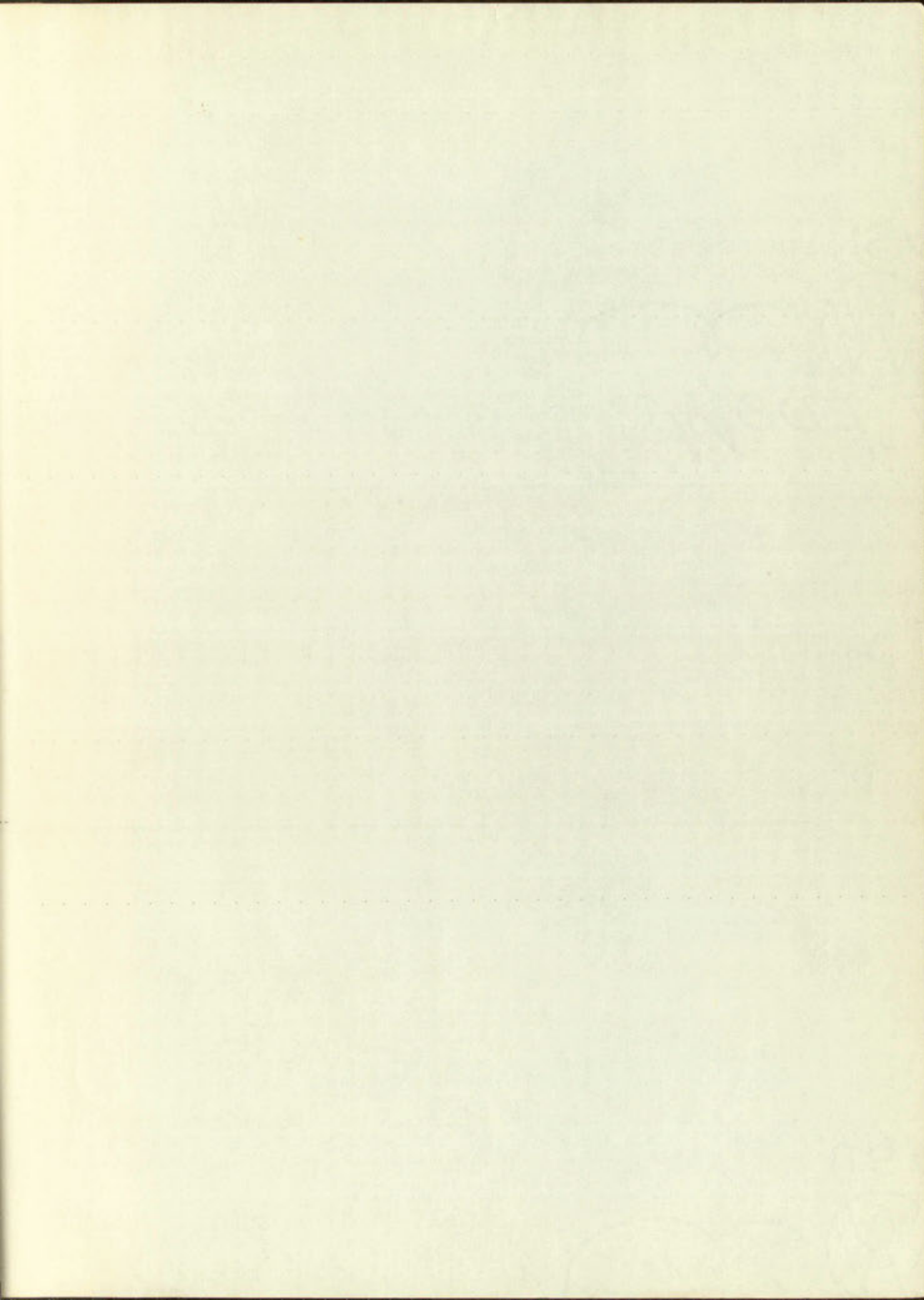
72.	How to make friends and keep them.....	3	1	-1
73.	How to make a good appearance.....	3	1	-1
74.	How to make people comfortable and happy.....	3	1	-1
75.	How to dress for different occasions.....	3	1	-1
76.	How to treat people at home and at school.....	3	1	-1
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80.	What to do when you arrive at a party and when you leave it.....	3	1	-1
81.	What every girl should know about manners so she will never be embarrassed.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

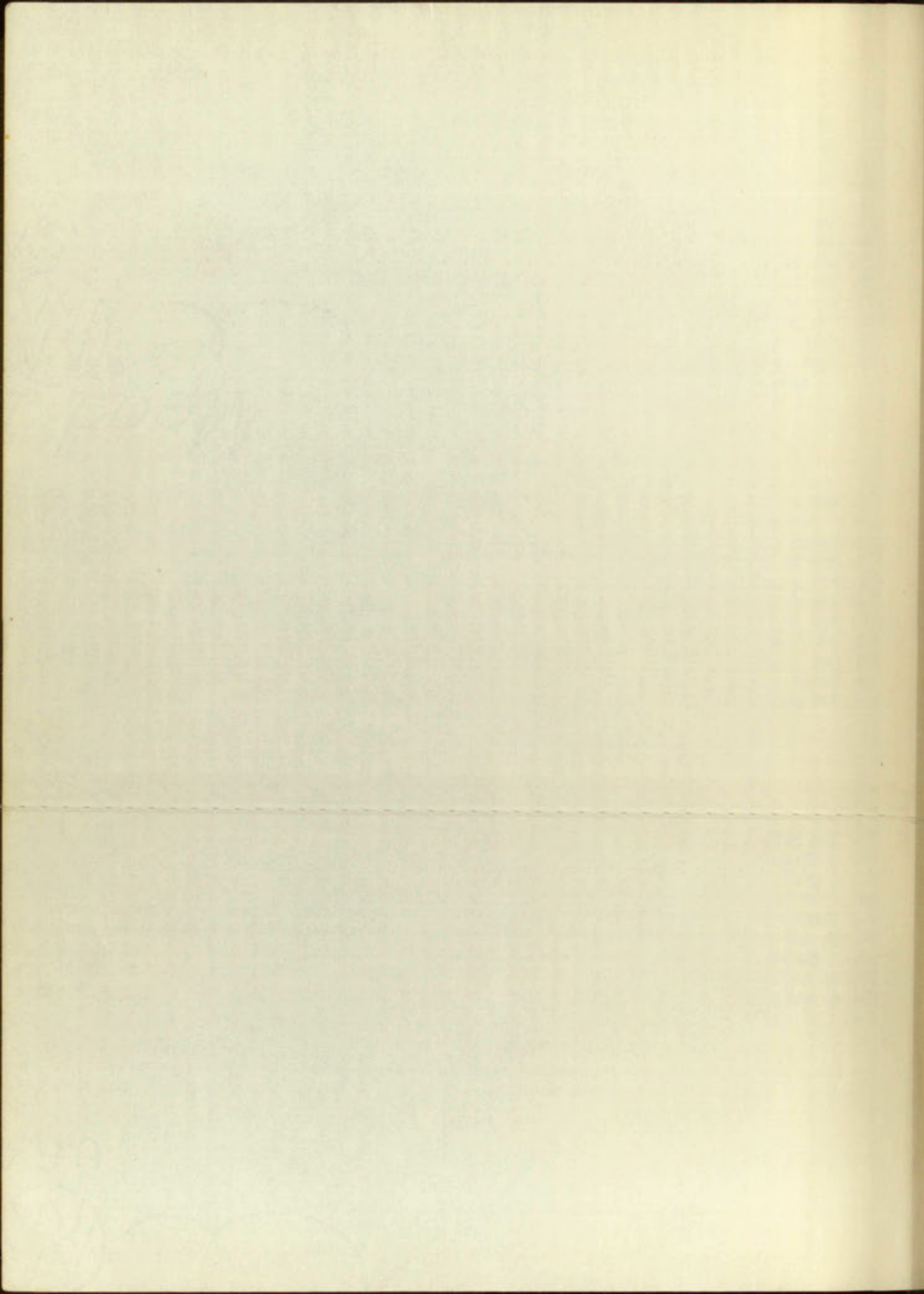
IX

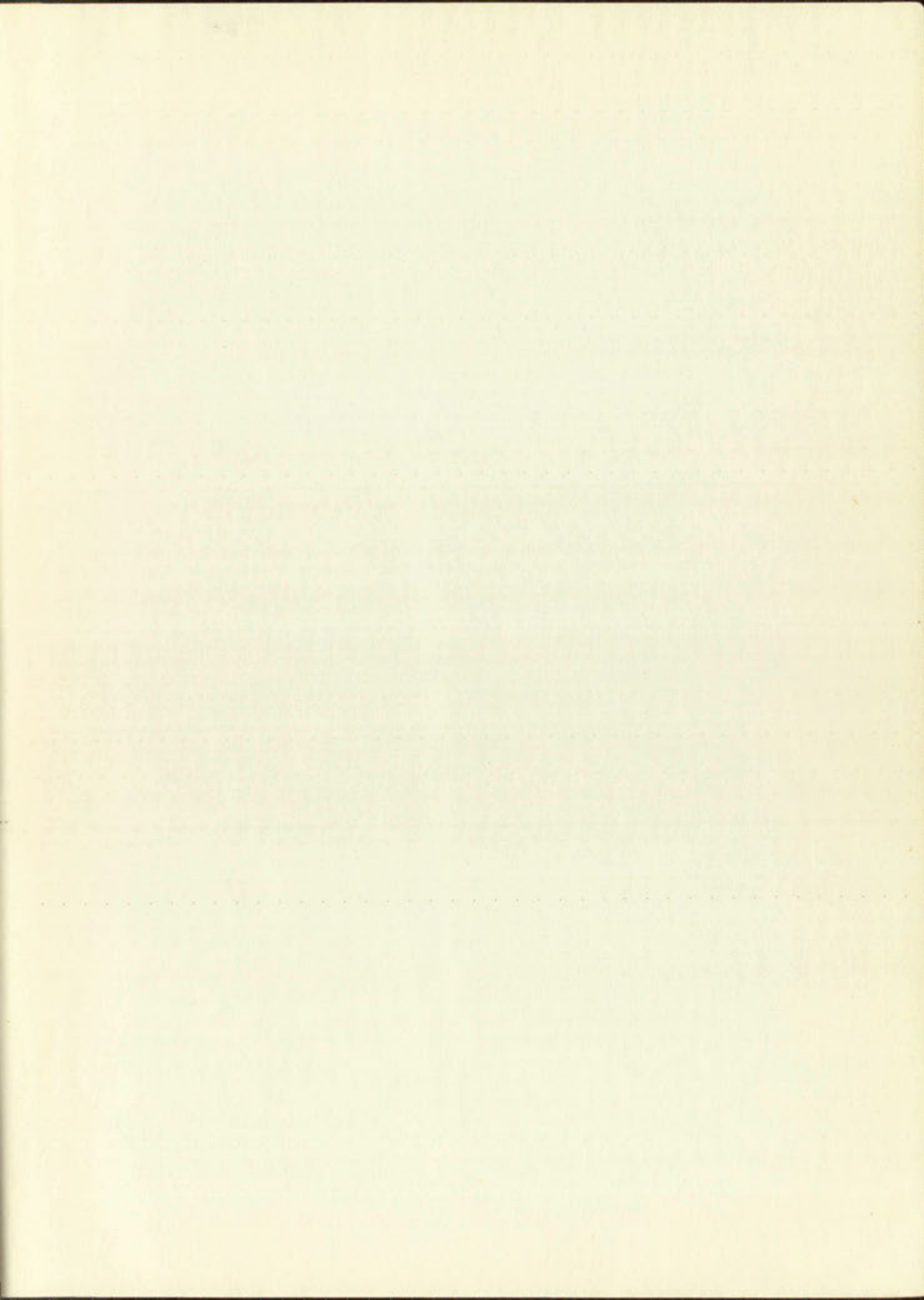
81.	How a girl learned to make basketball plays and helped her team to win.....	3	1	-1
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84.	How a girl won a tennis championship.....	3	1	-1
85.	How famous women athletes won their honors.....	3	1	-1
86.	How to do fancy skating.....	3	1	-1
87.	How the team's best player saved the day.....	3	1	-1
88.	How a girl can learn to ride a horse.....	3	1	-1
89.	Games to play at home and on the playground.....	3	1	-1
90.	How you can learn to win baseball games.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—

X

91.	Six girls travel from Maine to California on bicycles.....	3	1	-1
92.	A three-day canoe trip down a river near a girl's summer camp.....	3	1	-1
93.	A girl and her family take a trailer trip through Michigan.....	3	1	-1
94.	From Detroit to Duluth on a Great Lakes steamer.....	3	1	-1
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96.	Up and down the Mississippi on a steamboat.....	3	1	-1
97.	A girl's experience as a passenger on the fastest ocean liner.....	3	1	-1
98.	An automobile trip through the Rocky Mountains.....	3	1	-1
99.	An airplane trip to Mexico City.....	3	1	-1
100.	Seeing New York from skyscrapers, buses, and subways.....	3	1	-1
	Sum of numbers enclosed in each column.....	—	—	—
	Algebraic sum.....	—	—	—







IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.



