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THESES...

A SURVEY OF SOME OF THE PERSONAL CHARACTERISTICS OF STUDENTS
AT DULUTH EAST JUNIOR-SENIOR HIGH SCHOOL

A Paper

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Problems in

Curriculum Construction

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Life

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I. INTRODUCTION

Quite frankly, the contents of this study were, at the beginning, not intended to be used as the basis for a Master's paper. It happened this way:

The author is the guidance counselor at East Junior-Senior High School, Duluth, Minnesota. At the time this survey was taken he was a teacher of social studies at this school. Located in the East End residential area of the city at Hawthorne Road and East Fourth Street, this school has an unusually attractive campus. Pupils attending East are usually said to come from good family backgrounds. The areas from which pupils come are considered to be some of Duluth's finest residential sections. A large number of pupils come from wealthy or high middle class homes; most pupils come from homes of average financial background while some come from homes that are needy. Thus, the school population is quite diversified in home background, perhaps more so than any other school in the city.

At the time of this survey, 1956, there were 1268 students enrolled at East Junior-Senior High School. Of this number, 631 were in grades seven through nine, and 637 were in grades ten through twelve. The senior high school enrollment has shown a steady increase while the junior high school enrollment has decreased with each coming year. At the completion of a new junior high school in the Woodland section of Duluth, all of the junior high school students now attending East will be moved to the new Woodland Junior High School. East will then become

strictly a high school.

Like every school East has certain problems which may or may not be peculiar to that school. Originally constructed as a junior high school, it became a full fledged senior high school in 1952 and has been operating as a six-year school since that time. This change came because of increased enrollment throughout the city schools. It quite naturally created many problems for East's physical facilities. Until the new junior high school in the Woodland section of the city is completed, East will continue to be a very crowded school.

II. THE SURVEY

During the school year 1955-56, the author was assigned to teach a class of thirty-five ninth grade students in the subject of civics. In the spring of the year it was decided by the class to learn more about the personal characteristics of students then attending the school, since what was known was based almost entirely upon personal opinion. Class discussion brought the decision to conduct a survey throughout the school to find answers to many of the problems which perplexed the class. Committees were formed to decide what areas should be studied and how they should be studied. Permission to conduct the survey was granted by the principal. After making the necessary preparations for writing and duplicating the survey questionnaire, members of this ninth-grade civics class were assigned to survey each home room at East from grades eight through twelve. At an appointed time one class member read a prepared statement over the school inter-room communication system telling of the survey, its purpose, and its sponsor. Students were asked to give truthful answers and to cooperate in every way with the class representative. Home room teachers had been previously briefed on what was to happen, and each acted in a supervisory capacity as the survey was conducted in his respective home room. Following the reading of the prepared statement, the class representative assigned to the home room passed out the survey questionnaire, and each student was polled.

The total number of students involved in this survey was 953. Of these 953 students it was found that twenty-seven students completed

their questionnaires in a manner which obviously left doubt as to their sincerity. These twenty-seven questionnaires were discarded, making a total of 926 students whose responses were used as a basis for completing a study of the results.

The questionnaire contained a total of forty-four items which were to be checked. The tabulation of the questionnaire was therefore a momentous task, and a great deal of class time and effort was necessary to complete these tabulations. Following the completion of the tabulation of results, class discussion on the conclusions obtained proved both interesting and informative.

As the teacher of the class, the author felt that much more could have been done with results that had been obtained from this survey than was possible in the limited time available to the civics class. He therefore asked permission from his graduate school advisor to delve further into the results of the survey and to use this further study as a basis for graduate study. This permission was granted. What follows is a more complete analysis of the questionnaire prepared by the author's ninth-grade civics class.

From the beginning it was rather obvious that there were going to be many problems involved that could have been avoided had it been known that this survey was to be used for a more complete study. The major problem was the way in which many of the questions were phrased. In spite of these difficulties, however, it was decided to proceed with a further analysis and to establish the validity of the results by polling a sample group of parents with the same questionnaire. Two such

parental samplings were taken. In the first, 150 parents were selected at random by the author. Response to this questionnaire was only partially successful with sixty-one responses obtained which was not an adequate response. A second sampling was prepared and sent to forty parents also selected at random.

For this second sample, parents of students at each grade level were selected on the basis of the percentage of responses of students polled so that, in the second parental sample, the proportion of parents of students in each grade level closely approximated the proportion of students polled at that grade level. Before the second parental sample was sent, each parent was telephoned by the author to ask if he would cooperate and return the questionnaire quickly. Without exception, each parent replied that he would. Of the forty questionnaires sent, thirty-five were completed and returned. A postal card was used as a follow-up on the five remaining questionnaires, but the author was unsuccessful in getting the five remaining questionnaires returned.

The author hopes to be able to use the data obtained in this study as resource material when seeking answers to specific questions in later years. It will be advantageous to have all of the material about a specific question in one section of the paper; for this reason, all of the information about a specific question has been treated together. Conclusions which the statistical information will support have been given for each, followed by some interpretive comments by the author for most of the questions.

As previously stated, this study is primarily a fact-finding

endeavor. The purpose has been to know more about some of the specific habits and interests of the student body of East Junior-Senior High School and not to prove a preconceived notion or to compare this school with other schools in the city or elsewhere. Thus it is obvious that information presented here-in applies only to one school and may only by coincidence prove correct for other schools.

The author has made a survey of the literature in some of the areas with which this study is concerned and found no great amount which has been written to confirm or deny some of the conclusions arrived at in this report. Also there is little ground for comparing the findings of this study with the senior high schools throughout the nation. Inasmuch as this is the case, the conclusions can have benefit to the local scene with accuracy while perhaps shedding light on other situations of school problems in general.

III. QUESTIONS; ANSWERS; COMMENTS AND INTERPRETATIONS

This chapter is concerned with the forty-four questions which were asked of 926 students in grades eight through twelve at Duluth East Junior-Senior High School. The questions are stated, followed by a discussion based on the tabulation of answers. Where the author has comments and interpretations, these are included.

Following these remarks, a statistical tabulation of the results for each question is presented, with the tables arranged to bring out differences in the responses of males and females and among pupils in the various grades.

An attempt has been made by the author to establish the validity of the answers received from the students by conducting two parental surveys. These parents were asked to answer, on behalf of their children, the same questions as the students. Tabulation of the results received from parents is also included for each of the questions, and the author's comments and interpretations encompass the parental samples.

All of the material for a particular question is included in one section of the paper in order to facilitate the later use of this report.

The questions contained in this report arose out of class discussion. They cover areas which the students felt needed specific attention. Questions were asked in many different areas. They include driving an automobile, homework, school subjects, television, how to study, reading, attendance at school-sponsored activities, going to and from school, part-time work, allowances, and dating.

QUESTION 1

CAN YOU DRIVE AN AUTOMOBILE?

The responses to this question indicate that only a small percentage of students complete their senior year without knowing how to drive.¹ Sixty four percent of the students do not know how to drive at the eighth grade level. This percentage diminished as each higher grade level is studied to the point where this study shows that only 10% of the twelfth grade class do not know how to drive. It would seem that there is no set age level at which most students learn to drive. Boys learn to drive earlier in life than girls. Considering the entire student population, slightly over 60% of the students can drive a car.

The responses of the two parental samples on the question contradicted one another. The first sample corresponded quite well with the over-all conclusions of the student sample. The second parental sample showed almost the reverse; that is, 25.7% of these parents indicated that their children could drive while 74.2% said that their children could not drive. It is difficult to explain this discrepancy. Perhaps parents were confused as to the interpretations of the term "can" and "can not" as applied to this question. Apparently, in the second parental sample, the parents gave a much more rigid interpretation of what constitutes driving. In general, more validity should be attributed to the second sample, inasmuch as the percentage of returns

¹See Tables I and II

was substantially higher than those of the first sample.

Comments and Interpretations:

Every generation has its symbol of manhood or womanhood, of youth's coming of age. Whatever the form of symbolism involved--be it the wearing of a sword or long pants or the smoking of a cigarette in public--since time immemorial society has retained the right to withhold the symbol and the privilege of joining the adult group. The social order has made definite demands upon him who wishes to be admitted to the adult privileges of that society.

In modern America, the permission to drive without supervision, our great symbol of technological progress, the automobile, has come to be the one sign of maturity which, in the eyes of the adolescent, supercedes all others. Perhaps this, in part, explains the desire which most students have to drive the car at as early an age as possible.

TABLE I

PERCENT OF STUDENTS AT EAST JUNIOR-SENIOR HIGH SCHOOL WHO KNOW
HOW TO DRIVE AN AUTOMOBILE, ACCORDING TO GRADE AND SEX

Grade	Percent of Students		
	Boys	Girls	Total
8	57.3	17.5	36.2
9	72.0	32.0	55.8
10	90.7	58.0	74.9
11	96.8	70.1	83.1
12	94.6	85.2	90.0
Totals	77.2	44.1	61.2

TABLE II

PERCENT OF PARENTS OF EAST JUNIOR-SENIOR HIGH SCHOOL STUDENTS
WHO INDICATED THAT THEIR SON OR DAUGHTER
KNOW HOW TO DRIVE AN AUTOMOBILE

	Percent of Parents		
	Boys	Girls	Total
First sample	89.3	66.7	77.0
Second sample	38.8	11.7	25.7

QUESTION 2

AT WHAT AGE DID YOU BEGIN TO DRIVE UNDER YOUR PARENT'S SUPERVISION?

(Asked of students who know how to drive)

Boys have some driving experience under parental supervision earlier in life than girls.² Of the 61.2% of the students who drive, well over half of them have had some driving experience under parental supervision when they were fourteen years of age or under.

The tabulations for the parental samples seem to bear this out, although the indication is not so marked.

Comments and Interpretations:

Perhaps school administrators should give thought to the idea of offering driver education to students one year earlier in life than at present, i.e. at age fourteen instead of at age fifteen. If students are learning to drive at the age of fourteen, in many cases without proper supervision, is it not the duty of the educational systems to provide adequate supervision at an age when the majority of students are learning? Lauer, in his comments on a five-year program to evaluate driver education, says, "Women as a group improve gradually from the time they are licensed, while men take approximately five years of constant decrement in safe driving before they reach a point where improvement begins. This is a sad commentary on the prowess of men. It seems that we need to be teaching more boys at an earlier grade in school."³

²See Tables III and IV

A. R. Lauer, "Five Year Program to Evaluate Driver Education," Safety Education, XXXI (February, 1952), 13.

TABLE III

PERCENT OF STUDENTS WHO DRIVE, SHOWING AGE AT WHICH THEY BEGAN TO DRIVE UNDER PARENTAL SUPERVISION, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students					Over 17
		Under 14	Age 14	Age 15	Age 16	Age 17	
8	Boys	97.1	1.4	1.4			
	Girls	78.9	21.1				
	Total	93.3	5.6	1.1			
9	Boys	47.6	38.8	13.6			
	Girls	41.4	44.8	13.8			
	Total	46.2	40.2	13.6			
10	Boys	48.7	23.7	26.3	1.3		
	Girls	11.6	14.0	69.8	4.6		
	Total	35.3	20.2	42.0	2.5		
11	Boys	45.8	16.9	35.6	1.7		
	Girls	4.5	34.1	34.1	27.3		
	Total	28.2	24.3	34.9	12.6		
12	Boys	44.0	18.0	22.0	8.0	6.0	2.0
	Girls	6.8	15.9	45.5	25.0	6.8	
	Total	26.6	17.0	33.0	16.0	6.4	1.0
Total	Boys	56.7	21.8	18.7	1.7	.8	.3
	Girls	20.7	25.1	38.5	14.0	1.7	
	Total	44.7	22.9	25.3	5.8	1.1	.2

TABLE IV

PERCENT OF PARENTS OF STUDENTS WHO DRIVE, SHOWING AGE AT WHICH
THEIR CHILDREN BEGAN TO DRIVE UNDER PARENTAL SUPERVISION,
ACCORDING TO CHILD'S SEX

		Responses by parents according to age of children (in years)					
		Under 14	Age 14	Age 15	Age 16	Age 17	Over 17
First Sample	Boys	24.0	24.0	44.0	4.0	4.0	
	Girls	10.0	10.0	45.0	30.0	5.0	
	Total	17.8	17.8	44.4	15.6	4.4	
Second Sample	Boys	16.6	50.0	33.3			
	Girls		50.0	50.0			
	Total	12.5	50.0	37.5			

QUESTION 3

HOW DID YOU LEARN TO DRIVE?

(Asked of students who know how to drive.)

The most conclusive finding from the tabulation of answers to this question is that many more students learn to drive by having been taught by their parents than by any other way.⁴ Many students made multiple responses to this question indicating that they learn how to drive from several sources. More girls take driver education training at school than boys, while more boys learn to drive by watching others.

The parental samples agreed substantially with the student samples in answer to this question.

Comments and Interpretations:

Since a majority of the students learn to drive by their parents' instructions, it would seem that the school or community should take adequate steps to help parents teach their children to drive properly. A suggestion might be to incorporate this program into the Parent-Teacher Association projects, thereby giving parents definite training in how to teach their teen-agers to drive.

Studies have been made to show the value of the driver education program; such a one was conducted in 1948 and showed that the cost per student to the school board for driver training was \$22.47.⁵ One made by the state of Delaware Motor Vehicle Department seems to substantiate

⁴See Tables V and VI

⁵M. M. Hayden, "Young Drivers Can Be Safe Drivers," National Education Association Journal, XXXVIII (March, 1949), 184-5.

the claim that systematic driving instruction is the most effective way of reducing traffic injuries and deaths. Eight hundred trained and eight hundred non-trained drivers of the same age groups were selected at random from the files of the state license bureau. Their records showed that 96% of the non-trained drivers had experienced arrests, accidents or warnings since receiving their licenses. Only 13% of the school-trained drivers had had similar experiences.⁶

⁶Hayden, Op. Cit., p. 185

TABLE V

PERCENT OF STUDENTS WHO DRIVE SHOWING HOW THEY LEARNED TO DRIVE,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students			
		Watching Others	School Instruction	Taught By Parents	Taught By Friends
8	Boys	30.7		77.3	16.0
	Girls	4.5		77.3	18.2
	Total	24.0		75.0	16.0
9	Boys	25.3	9.7	75.7	10.7
	Girls	9.7	3.2	90.3	29.0
	Total	21.4	8.2	71.4	14.4
10	Boys	19.2	23.1	69.2	6.4
	Girls	6.4	25.5	66.0	21.3
	Total	14.4	24.0	60.8	12.0
11	Boys	20.6	17.5	66.7	19.0
	Girls	4.3	48.9	68.1	12.8
	Total	13.6	30.9	67.2	16.3
12	Boys	18.9	9.4	66.0	15.1
	Girls	4.3	18.4	71.3	15.0
	Total	11.8	28.4	62.8	15.8
Total	Boys	23.4	12.6	71.7	12.9
	Girls	5.5	29.6	69.0	18.7
	Total	17.3	18.4	71.3	15.0

TABLE VI

PERCENT OF PARENTS OF STUDENTS WHO DRIVE SHOWING HOW THE STUDENTS
LEARNED TO DRIVE, ACCORDING TO CHILD'S SEX

		<u>Percent of Parents</u>			
	<u>Sex</u>	<u>Watching Others</u>	<u>School Instruction</u>	<u>Taught By Parents</u>	<u>Taught By Friends</u>
First Sample	Boys		48.0	60.0	
	Girls		68.2	54.5	4.5
	Total		57.4	57.4	2.1
Second Sample	Boys		28.5	71.4	14.2
	Girls		50.0	50.0	
	Total		37.5	75.0	12.5

QUESTION 4

AT WHAT AGE WERE YOU ALLOWED TO HAVE THE FAMILY CAR BY YOURSELF?
(Asked of students who know how to drive)

Boys are allowed to have the family car earlier in life than girls.⁷ In the first question of this survey which asked, "Can you drive an automobile?" 77% of the boys at East Junior-Senior High School answered yes. Of the boys who answered yes, 82.4% indicated that they were allowed to have the family car by themselves by the age of fifteen or before. This is in sharp contrast to the replies indicated by both parental samples. A large discrepancy exists here since none of the parents indicated that their children were allowed to have the family car before age fifteen, and only 31% on the one and 33% on the other indicated that their children could have the family car at age fifteen.

Comments and Interpretations:

One feasible explanation to the above discrepancy seems to be that the parents gave one interpretation to the question while the students quite another. Students' responses may not be valid for this question. Parental responses may have been stated to "cover" any laxity on their part in supervising the use of the family automobile. There is apparently some driving going on by students who are not properly licensed.

⁷See Tables VII and VIII

TABLE VII

PERCENT OF STUDENTS WHO DRIVE SHOWING THE EARLIEST AGE AT WHICH THEY WERE ALLOWED TO DRIVE THE FAMILY AUTOMOBILE ALONE, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students				
		Before Age 15	Age 15	Age 16	Age 17	Over 17
8	Boys	29.4	70.6			
	Girls*					
	Total	28.6	71.4			
9	Boys	33.3	66.7			
	Girls	37.5	62.5			
	Total	34.0	66.0			
10	Boys	16.9	69.2	13.9		
	Girls		37.5	56.3		6.2
	Total	13.6	63.0	22.2		1.2
11	Boys	8.9	62.5	26.8	1.8	
	Girls		29.2	45.8	25.0	
	Total	6.3	52.5	32.5	8.7	
12	Boys	6.0	56.0	22.0	12.0	4.0
	Girls		31.3	46.9	21.8	
	Total					
Total	Boys	17.6	64.8	14.0	2.8	.8
	Girls	3.7	35.8	43.2	16.1	1.2
	Total	14.2	57.7	21.1	6.1	.9

* Only one girl responded that she could drive the family car alone.

TABLE VIII

PERCENT OF PARENTS OF STUDENTS WHO DRIVE SHOWING EARLIEST AGE THEY
WERE ALLOWED TO DRIVE THE FAMILY CAR ALONE,
ACCORDING TO CHILD'S SEX

	Sex	Before Age 15	Age 15	Age 16	Age 17	Over 17
First Sample	Boys		47.8	21.7	8.7	21.7
	Girls		13.6	36.4	13.6	36.4
	Total		31.1	28.9	11.1	28.7
Second Sample	Boys		50.0	25.0	25.0	
	Girls			100.0		
	Total		33.3	50.0	16.6	

QUESTION 5

HAVE YOU HAD ANY ACCIDENTS?

(Asked of students who know how to drive)

Of the students at East Junior-Senior High School who drive, 13% had had an accident of some sort.⁸ Boys have more accidents than do girls, and more accidents occur which involve eleventh and twelfth graders.

Comments and Interpretations:

On this point the information may not be as accurate as it should be because of the failure on the part of the questionnaire to define what is meant by "an accident."

Older students tend to drive more, i.e. spend more time behind the wheel; and boys drive more than girls. Therefore, it seems logical to assume that older boys will have more accidents than any other segment of the school population.

The World Almanac for 1956 indicates that in the year of the survey, 1956, there were over 72,000,000 persons holding driver's licenses in the United States and that there were 15,700,000 accidents including 43,000 fatalities.⁹ People under eighteen years of age were involved in 4% of these accidents. It would be useful to know, both at a national and local level, the number of accidents compared with the

⁸See Tables IX and X

⁹WORLD ALMANAC, New York World-Telegram and Sun, 1956, 682.

number of miles of driving--with results tabulated according to the age of the drivers.

TABLE IX

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE WHO HAVE HAD AN
ACCIDENT, ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	1.4	0	1.1
9	4.9	3.4	5.6
10	14.3	0	9.2
11	35.0	6.5	22.6
12	43.1	18.6	31.9
Totals	16.7	6.7	13.4

TABLE X

PERCENT OF PARENTS OF STUDENTS WHO DRIVE WHO INDICATED
THAT THEIR SON OR DAUGHTER HAD HAD AN ACCIDENT

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First sample	32.0	9.1	21.3
Second sample	33.3	0	25.0

QUESTION 6

IF YOU HAVE HAD ANY ACCIDENTS, WAS THERE ANY PERSONAL INJURY?

ABOUT WHAT WAS THE DAMAGE TO YOUR CAR?

ABOUT WHAT WAS THE DAMAGE TO THE OTHER CAR?

(Asked of students who know how to drive and who had had an accident)

The information obtained from the results of this question is too limited in scope to be of any conclusive value statistically. Of the accidents tabulated, 78.6% were free from personal injury for the occupants of the car.¹⁰ A considerable number of the accidents were of the type which involved damages of \$50.00 or less. The parental samples agreed with one another and they reported no accidents at all. The data were too limited to confirm or deny the findings of the student poll. However, one wonders why parents are unaware of their children's accidents--especially those serious enough to involve personal injury.

¹⁰See Tables XI, XII, XIII, and XIV

TABLE XI

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE AND WHO HAVE HAD AN
ACCIDENT WHERE PERSONAL INJURY RESULTED,
ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	0	0	0
9	20.0	0	20.0
10	9.1	0	9.1
11	9.5	0	8.3
12	45.5	12.5	36.7
Total	23.7	9.1	21.4

TABLE XII

PERCENT OF PARENTS OF STUDENTS WHO DRIVE WHOSE CHILDREN HAVE HAD AN
ACCIDENT RESULTING IN PERSONAL INJURY, ACCORDING TO CHILD'S SEX

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	0	0	0
Second Sample	0	0	0

TABLE XIII

NUMBER OF ACCIDENTS INVOLVING STUDENT DRIVERS SHOWING APPROXIMATE
DAMAGE TO THE DRIVER'S CAR, ACCORDING TO GRADE AND SEX

Grade	Sex	Number of Accidents					
		Under \$50	\$50 \$100	\$100 \$150	\$150 \$200	\$200 \$300	Over \$300
8	Boys	—	—	—	—	—	—
	Girls	—	—	—	—	—	—
	Total	—	—	—	—	—	—
9	Boys	3	—	—	—	—	—
	Girls	—	—	—	—	—	—
	Total	3	—	—	—	—	—
10	Boys	5	2	2	—	1	—
	Girls	—	—	—	—	—	—
	Total	5	2	2	—	1	—
11	Boys	8	3	—	2	4	4
	Girls	3	—	—	—	—	—
	Total	11	3	—	2	4	4
12	Boys	4	5	4	1	5	1
	Girls	4	—	—	1	2	—
	Total	8	5	4	2	7	1
Total	Boys	20	10	6	3	10	5
	Girls	7	—	—	1	2	—
	Total	27	10	6	4	12	5

TABLE XIV

NUMBER OF ACCIDENTS INVOLVING STUDENT DRIVERS SHOWING APPROXIMATE
DAMAGE TO THE OTHER CAR INVOLVED, ACCORDING TO GRADE AND SEX

Grade	Sex	Number of Accidents					
		Under \$50	\$50 \$100	\$100 \$150	\$150 \$200	\$200 \$300	Over \$300
8	Boys	--	--	--	--	--	--
	Girls	--	--	--	--	--	--
	Total	--	--	--	--	--	--
9	Boys	1	--	--	--	--	--
	Girls	--	--	--	--	--	--
	Total	1	--	--	--	--	--
10	Boys	7	2	--	--	--	--
	Girls	--	--	--	--	--	--
	Total	7	2	--	--	--	--
11	Boys	4	3	1	--	2	4
	Girls	1	--	--	--	--	--
	Total	5	3	1	--	2	4
12	Boys	4	1	2	2	3	--
	Girls	2	--	2	--	1	1
	Total	6	1	4	2	4	1
Total	Boys	16	6	3	2	5	4
	Girls	3	--	2	--	1	1
	Total	19	6	5	2	6	5

QUESTION 7

HAVE YOU EVER RECEIVED A TICKET FOR SPEEDING?
(Asked of students who know how to drive)

The responses to this question indicate that boys violate automobile speed regulations more than girls do.¹¹ Only 5% of those who drive reported ever having received a ticket for speeding. Eleventh and twelfth grade boys received more tickets than the other groups. The two parental samples agreed with each other markedly, and both disagreed sharply with the reports of the student poll.

Comments and Interpretations:

Since boys operate automobiles more than girls, it is not surprising that they have received a larger number of speeding summonses. The parental samples were too small in both cases to establish a relationship between the parental samples and the student samples. Again the question arises asking why parents are unaware that their children have violated traffic ordinances.

¹¹See Tables XV and XVI

TABLE XV

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE WHO HAVE RECEIVED
A SUMMONS FOR VIOLATING TRAFFIC SPEED REGULATIONS,
ACCORDING TO GRADE AND SEX

Grade	Percent of Students		
	Boys	Girls	Total
8	--	--	--
9	--	--	--
10	2.9	--	1.8
11	19.3	7.0	14.0
12	15.1	2.6	9.9
Total	6.5	2.4	5.1

TABLE XVI

PERCENT OF PARENTS OF STUDENTS WHO KNOW HOW TO DRIVE WHO INDICATED
THAT THEIR SON OR DAUGHTER HAD RECEIVED A TRAFFIC SPEED
VIOLATION SUMMONS

	Percent of Parents		
	Boys	Girls	Total
First Sample	--	--	--
Second Sample	--	--	--

TABLE XVII

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE SHOWING THE FREQUENCY
OF PURCHASE OF GASOLINE FOR THEIR PERSONAL DRIVING,
ACCORDING TO GRADE AND SEX

		<u>Percent of Students</u>			
Grade	Sex	"For All My Driving"	"For Some Of My Driving"	"Just Once In A While"	"Never Buy Gas"
8	Boys	1.9	—	14.8	83.3
	Girls	—	6.3	6.3	87.4
	Total	1.4	1.4	12.9	84.3
9	Boys	11.2	14.6	12.4	61.8
	Girls	3.7	3.7	11.1	81.5
	Total	9.5	12.1	12.1	66.3
10	Boys	20.5	31.6	24.7	23.2
	Girls	10.0	10.0	26.6	53.4
	Total	17.5	25.2	25.2	32.1
11	Boys	17.5	39.7	30.2	12.7
	Girls	2.5	17.5	20.0	60.0
	Total	11.6	31.1	26.2	31.1
12	Boys	20.7	30.1	33.9	15.9
	Girls	2.7	11.1	19.5	66.7
	Total	13.5	22.5	28.1	35.9
Total	Boys	14.4	23.2	22.3	40.1
	Girls	4.1	10.7	18.1	67.1
	Total	11.2	19.3	21.0	48.5

TABLE XVIII

PERCENT OF PARENTS OF STUDENTS WHO KNOW HOW TO DRIVE SHOWING THE
 FREQUENCY OF PURCHASE OF GASOLINE BY THEIR CHILDREN,
 ACCORDING TO CHILD'S SEX

		<u>Percent of Parents</u>			
		<u>"For All Their Driving"</u>	<u>"For Some Of Their Driving"</u>	<u>"Just Once In A While"</u>	<u>"Child Never Buys Gas"</u>
First Sample	Boys	12.5	33.3	25.0	29.2
	Girls	4.5	18.2	18.2	59.1
	Total	8.7	26.1	21.7	43.5
Second Sample	Boys	--	60.0	20.0	20.0
	Girls	--	--	100.0	--
	Total	--	42.0	42.8	14.2

QUESTION 9

DO YOU OWN YOUR OWN CAR?

(Asked of students who know how to drive)

Thirteen percent of the students who drive at Duluth East Junior-Senior High School own their own cars.¹³ Far more boys than girls own a car, and the rate of car ownership increases as the year in school advances. The parental samples agreed substantially with the results of the student poll.

Comments and Interpretations:

There are some significant implications with which educational administrators in particular and society in general will have to deal. As the years go by, car ownership by high school students will almost assuredly increase. Some questions will have to be answered:

1. East Junior-Senior High School required the license number of those cars which are driven to school regularly. Also students are not permitted to be in their cars during lunch hours. Are these present school rules about cars on the school grounds adequate or inadequate?
2. Will there be sufficient parking available for student cars?
3. Should the school safety program be revised to consider the large number of student car-owners?
4. If more "car clubs" come into being, should the school have any part in organizing or supervising these "car clubs"?

¹³See Tables XIX and XX

5. Should the school help parents to deal with student car-ownership?
6. Is the goal of car-ownership by many students impeding their scholastic progress?
7. Are the extracurricular and social activities being affected by student car-ownership? If so, how?

TABLE XIX

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE WHO OWN THEIR OWN CAR,
ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	1.8	—	1.4
9	15.5	—	12.2
10	11.8	2.3	8.4
11	28.3	4.8	18.8
12	46.2	2.2	25.5
Total	19.4	2.3	13.7

TABLE XX

PERCENT OF PARENTS OF STUDENTS WHO DRIVE SHOWING FREQUENCY OF
STUDENT CAR OWNERSHIP, ACCORDING TO SEX

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	20.0	—	10.6
Second Sample	33.3	—	25.0

QUESTION 10

AT WHAT AGE DID YOU OBTAIN YOUR OWN CAR?

(Asked of students who know how to drive and own their own car)

From the statistical data it would seem that if a student is going to have his own car while yet in high school, he will probably obtain that car at age fifteen or sixteen.¹⁴ Only a very few girls indicated that they own their own cars; therefore, this information may be too limited to be of value. The indication is that if girls are to own cars while yet in high school, they get them at a later age. Parental samples were too limited to be of much value.

Comments and Interpretations:

The Minnesota regulations regarding car ownership state that a person must have parental consent to own a car up to and including age sixteen. Thereafter he does not have to have their signature to purchase a car. This regulation means that the parents of a car-owning student are responsible for the way in which their child conducts himself with his own car.

¹⁴See Tables XXI and XXII

TABLE XXI

PERCENT OF STUDENTS WHO OWN AND DRIVE THEIR OWN CAR SHOWING AGE
AT WHICH THE CAR WAS OBTAINED, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>				
		Before Age 15	Age 15	Age 16	Age 17	Over 17
8	Boys	—	100.0	—	—	—
	Girls	—	—	—	—	—
	Total	—	100.0	—	—	—
9	Boys	68.8	31.2	—	—	—
	Girls	—	—	—	—	—
	Total	68.8	31.2	—	—	—
10	Boys	33.3	22.2	44.5	—	—
	Girls	—	—	—	—	—
	Total	33.3	22.2	44.5	—	—
11	Boys	11.8	35.3	47.1	5.9	—
	Girls	—	—	100.0	—	—
	Total	11.1	33.3	50.0	5.6	—
12	Boys	4.2	12.5	33.3	45.8	4.2
	Girls	—	—	—	100.0	—
	Total	4.0	12.0	32.0	48.0	4.0
Total	Boys	25.4	25.4	29.8	17.9	1.5
	Girls	—	—	50.0	50.0	—
	Total	24.7	24.7	30.4	18.8	1.4

TABLE XXII

PERCENT OF PARENTS OF STUDENTS WHO DRIVE THEIR OWN CARS SHOWING AGE
AT WHICH THE STUDENT OBTAINED HIS CAR, ACCORDING TO CHILD'S SEX

		<u>Percent of Parents</u>				
		Before Age 15	Age 15	Age 16	Age 17	Over 17
First Sample	Boys	--	--	--	80.0	20.0
	Girls	--	--	--	--	--
	Total	--	--	--	80.0	20.0
Second Sample	Boys	--	50.0	50.0	--	--
	Girls	--	--	--	--	--
	Total	--	50.0	50.0	--	--

QUESTION 11

HOW DID YOU OBTAIN YOUR OWN CAR?
(Asked of students who own their own car)

According to the results of this survey, slightly more than half (56.3%) of all students who own cars have obtained them through their own earnings.¹⁵ The above statement is especially true of boys in the tenth, eleventh, and twelfth grades. Many students (28.1%) pay for part of the cost of a car, the other portion being paid for by the parent. This survey shows that 15.6% of students at East Junior-Senior High School who own cars have received them as an outright gift.

The parental samples were too limited to validate the above statements.

It would seem from the distribution of answers to this question that girls who own their own cars in high school almost always receive them as a gift.

Comments and Interpretations:

The author was especially interested to learn that only 15% of those students who have their own cars received them as a gift. He was surprised to learn that over half of those students who have cars paid for them out of their own earnings.

It has been the author's observation throughout the past four years that the ownership of a car, the goal of many students, often proves detrimental to school work and extracurricular participation.

¹⁵See Tables XXIII and XXIV

TABLE XXIII

PERCENT OF STUDENTS WHO OWN AND DRIVE THEIR OWN CAR SHOWING HOW
THIS CAR WAS OBTAINED, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students		
		Paid For Out Of Earnings	Part Gift - Part Earnings	All Gift
8	Boys	--	--	100.0
	Girls	--	--	--
	Total	--	--	100.0
9	Boys	31.2	56.2	12.6
	Girls	--	--	--
	Total	31.2	56.2	12.6
10	Boys	66.7	11.1	22.2
	Girls	--	--	100.0
	Total	60.0	10.0	30.0
11	Boys	75.0	25.0	--
	Girls	--	--	--
	Total	75.0	25.0	--
12	Boys	66.7	20.8	12.5
	Girls	--	--	100.0
	Total	64.0	20.0	16.0
Total	Boys	58.1	29.0	12.9
	Girls	--	--	100.0
	Total	56.3	28.1	15.6

TABLE XXIV

PERCENT OF PARENTS OF STUDENTS WHO OWN AND DRIVE THEIR OWN CARS
SHOWING HOW THE CHILD OBTAINED HIS CAR, ACCORDING TO CHILD'S SEX

		<u>Percent of Parents</u>		
		<u>Paid For By</u> <u>Child's Earnings</u>	<u>Part Gift -</u> <u>Part Earnings</u>	<u>All</u> <u>Gift</u>
First Sample	Boys	--	40.0	60.0
	Girls	--	--	--
	Total	--	40.0	60.0
Second Sample	Boys	50.0	50.0	--
	Girls	--	--	--
	Total	50.0	50.0	--

QUESTION 12

WHAT IS THE YEAR AND MODEL OF THE CAR YOU OWN?
(Asked of students who own and drive their own car)

On the basis of the results tabulated for this question, the low priced models--Ford, Plymouth, Chevrolet--are most popular among students who own cars.¹⁶ Cars which are from five to sixteen years old are most often purchased. Cars older than sixteen years and newer than five years are owned in the minority of cases.

¹⁶See Tables XXV and XXVI

TABLE XXV

NUMBER OF CASES OF CAR MODELS OWNED BY STUDENTS

Chevrolet --- 21	Oldsmobile --- 3	Willys (Jeep) --- 2
Ford ----- 18	Dodge ----- 2	Cadillac ----- 1
Plymouth ---- 13	DeSoto ----- 2	Packard ----- 1
Buick ----- 5	Hudson ----- 2	Henry J ----- 1
Mercury ---- 4	Pontiac ----- 2	Austin ----- <u>1</u>
		Total ----- 78

TABLE XXVI

NUMBER OF CASES SHOWING YEAR OF MANUFACTURE OF STUDENT-OWNED CARS

1930 ----- 2	1941 ----- 7	1952 ----- 3
1934 ----- 1	1946 ----- 1	1953 ----- 6
1935 ----- 1	1947 ----- 6	1954 ----- 1
1936 ----- 5	1948 ----- 6	1955 ----- 3
1937 ----- 3	1949 ----- 8	1956 ----- <u>2</u>
1939 ----- 1	1950 ----- 5	
1940 ----- 8	1951 ----- 9	Total ----- 78

QUESTION 13

HAVE YOU EVER PARTICIPATED IN A DRAG RACE?
(Asked of students who said that they drive)

"Drag" racing may be described as a race between two or more cars, beginning from a dead stop. On the basis of the results obtained, it can be concluded that girls who drive do not do as much "drag" racing as boys and that older boys do more "drag" racing than the younger students do.¹⁷ More than half of the students indicated that they never participate in "drag" races while about one-third of the students indicated that they "dragged" occasionally. Six percent of the students indicated that they were involved in "drag" races frequently.

The parental response to this question was almost overwhelmingly that their children never participated in "drag" races. This apparent discrepancy with the results obtained from students may be due to the sampling, or it may be that they as parents either won't admit "drag" racing occurs or that they are not aware at all times of what happens when their children are driving either the family car or their own car.

Comments and Interpretations:

The phrasing of this question was found to be inadequate. The question did not define "drag" racing nor did it indicate carefully whether the student making the response was driving or just riding in the car involved.

¹⁷See Tables XXVII and XXVIII

TABLE XXVII

PERCENT OF STUDENTS WHO KNOW HOW TO DRIVE SHOWING THE FREQUENCY
OF PARTICIPATION IN A "DRAG" RACE, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students		
		Never	Occasionally	Frequently
8	Boys	89.6	6.3	4.1
	Girls	86.7	13.3	—
	Total	88.9	7.9	3.2
9	Boys	74.1	25.9	—
	Girls	91.3	4.3	4.3
	Total	78.0	21.0	1.0
10	Boys	47.1	37.1	15.8
	Girls	93.7	6.3	—
	Total	61.8	27.5	10.7
11	Boys	29.6	66.7	3.7
	Girls	85.2	14.8	—
	Total	48.1	49.4	2.5
12	Boys	17.6	64.7	17.7
	Girls	—	—	—
	Total	17.3	65.4	17.3
Total	Boys	52.7	39.3	8.0
	Girls	88.8	10.2	1.0
	Total	61.5	52.2	6.3

TABLE XXVIII

PERCENT OF PARENTS OF STUDENTS WHO KNOW HOW TO DRIVE SHOWING
THE FREQUENCY OF PARTICIPATION IN "DRAG" RACING
BY THEIR SON OR DAUGHTER

		<u>Percent of Parents</u>		
		<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>
First Sample	Boys	95.7	4.3	--
	Girls	100.00	--	--
	Total	97.7	2.3	--
Second Sample	Boys	100.00	--	--
	Girls	100.00	--	--
	Total	100.00	--	--

QUESTION 14

ON THE AVERAGE, HOW MANY NIGHTS A WEEK DO YOU TAKE HOME SCHOOLWORK?

Forty percent (40.3%) of all the students polled indicated that they took home schoolwork every night of the week while another 21.7% said they took schoolwork home on the average of four nights per week.¹⁸ Answers to this question showed that girls take schoolwork home more than the boys. The amount of schoolwork taken home increases with the grade in school. There is a sharp increase between the ninth and tenth grades.

The two parental samples seemed to substantiate the students' answers. Forty-five percent of the parents in the first sample and 48.5% in the second sample indicated that their children took schoolwork home every night of the week. Parents of girls also indicated that girls take home more schoolwork than boys do.

Comments and Interpretations:

This question does serve to indicate that much of the schoolwork which is assigned is not completed during the school day. It may be supposed that many times schoolwork taken home is not worked on at home and, in this respect, the phrasing of this question was thought to be inadequate.

Students can expect more homework in high school than in elementary school. The statistical tabulation for this question will serve to

¹⁸See Tables XXIX and XXX

answer criticisms of the school for not "working the students hard enough" but will add fuel to the fire of those people who think that the teachers require too much.

TABLE XXIX

PERCENT OF STUDENTS SHOWING THE NUMBER OF DAYS DURING AN
AVERAGE WEEK THAT IT IS NECESSARY TO TAKE SCHOOLWORK
HOME, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students					
		0	1	2	3	4	5
8	Boys	.8	13.8	21.6	30.7	17.7	15.4
	Girls	1.4	3.4	9.5	25.0	31.6	29.1
	Total	1.1	8.3	15.1	27.7	25.2	22.6
9	Boys	6.3	8.5	19.0	23.9	16.9	25.4
	Girls	—	5.2	5.2	19.6	34.0	36.1
	Total	3.8	7.1	13.4	22.2	23.8	29.7
10	Boys	6.0	6.0	9.5	15.5	16.6	46.4
	Girls	1.2	1.2	2.5	11.1	17.3	66.7
	Total	3.6	3.6	6.1	13.3	17.0	56.4
11	Boys	1.6	15.9	3.2	9.5	22.2	47.6
	Girls	—	—	3.0	10.4	10.4	76.2
	Total	.8	7.7	3.1	10.0	16.1	62.3
12	Boys	1.8	1.8	3.6	16.0	26.8	50.0
	Girls	—	1.9	3.7	11.1	16.7	66.6
	Total	.9	1.8	3.6	13.6	21.9	58.2
Total	Boys	3.6	9.7	14.1	21.5	18.9	32.2
	Girls	.7	2.7	5.6	17.4	24.6	49.0
	Total	2.2	6.3	10.0	19.5	21.7	40.3

TABLE XXX

PERCENT OF PARENTS SHOWING THE NUMBER OF DAYS DURING AN
AVERAGE WEEK WHEN THEIR CHILDREN BRING SCHOOLWORK
HOME, ACCORDING TO SEX

		<u>Percent of Parental Responses</u>					
		0	1	2	3	4	5
First Sample	Boys	3.6	7.1	17.9	25.0	17.9	28.6
	Girls	—	3.0	—	18.2	18.2	60.6
	Total	1.6	4.9	8.2	21.3	18.0	45.9
Second Sample	Boys	—	22.2	16.6	11.1	16.6	33.3
	Girls	—	—	5.8	11.7	17.6	64.7
	Total	—	11.4	11.4	11.4	17.1	48.5

QUESTION 15

DO YOU DO SCHOOLWORK OVER THE TELEPHONE?

Most students at East Junior-Senior High School (81.9%) do not do their schoolwork over the telephone.¹⁹ This is especially true of boys. Only 7.7% of the boys do schoolwork over the telephone while 29.2% of the girls polled indicated that they do schoolwork over the telephone. There seems to be no grade in school which does more schoolwork over the phone than any other.

The two parental samples corroborated this indication. Sixty-eight percent (68.3%) of the first parental sample and 100.0% of the second parental sample said their children do not do schoolwork over the telephone.

¹⁹See Tables XXXI and XXXII

TABLE XXXI

PERCENT OF STUDENTS WHO DO SCHOOLWORK OVER THE TELEPHONE,
ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	2.3	31.0	17.6
9	9.0	28.9	17.1
10	10.2	25.3	17.5
11	8.3	35.9	22.6
12	12.5	22.2	17.3
Total	7.7	29.2	18.1

TABLE XXXII

PERCENT OF PARENTS WHO INDICATED THAT THEIR CHILDREN DO SCHOOLWORK
OVER THE TELEPHONE, ACCORDING TO SEX

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	21.4	40.6	31.7
Second Sample	—	—	—

QUESTION 16

WHEN DO YOU USUALLY DO YOUR SCHOOLWORK?

There seems to be no "most popular" time for doing schoolwork at home.²⁰ Few students get up early to do their assignments before school. The large number of "more than one" responses indicates also that students have no set study time. Girls use the time after school and before dinner for class preparation more than boys. If a general statement were to be made, it would seem that many students do their schoolwork immediately after dinner. This was substantiated to a degree by the two parental samples. There seems to be little or no differentiation between girls and boys on this question nor is there noticeable difference among the different grade groups.

²⁰See Tables XXXIII and XXXIV

TABLE XXXIII

PERCENT OF STUDENTS SHOWING WHEN HOMEWORK IS USUALLY DONE,
ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>			
		Upon Arriving Home From School	After Dinner	Later On In The Evening	Before School
8	Boys	21.4	42.7	35.1	12.2
	Girls	43.2	44.6	26.4	8.8
	Total	33.0	43.7	30.5	10.4
9	Boys	32.2	39.9	34.3	2.1
	Girls	33.0	53.6	21.6	4.1
	Total	32.5	45.4	29.2	2.9
10	Boys	36.0	43.0	29.1	9.3
	Girls	54.3	56.8	19.8	7.4
	Total	44.3	49.7	24.6	8.4
11	Boys	42.6	54.0	46.0	1.6
	Girls	58.2	49.3	26.9	1.5
	Total	50.8	51.5	36.2	1.5
12	Boys	24.1	31.5	40.7	3.7
	Girls	38.9	63.0	24.1	9.3
	Total	30.9	46.4	31.8	6.4
Total	Boys	30.3	42.0	35.7	6.3
	Girls	44.7	51.7	23.9	6.5
	Total	37.3	46.7	30.0	6.4

TABLE XXXIV

PERCENT OF PARENTS SHOWING WHEN THEIR CHILDREN DO THEIR HOMEWORK,
ACCORDING TO SEX

		<u>Percent of Parents</u>			
		Upon Arriving Home From School	After Dinner	Later On In The Evening	Before School
First Sample	Boys	42.9	60.7	28.6	3.6
	Girls	48.5	48.5	36.4	9.1
	Total	45.9	54.1	32.8	6.6
Second Sample	Boys	27.7	55.5	22.2	—
	Girls	35.2	47.0	23.5	5.8
	Total	31.4	51.4	22.8	2.8

QUESTION 17

ABOUT HOW LONG DO YOU STUDY EACH NIGHT (ON THE AVERAGE)?

A previous question in this survey indicated that students in the upper grades take schoolwork home more often than students in the lower grades.²¹ Answers to the above question indicate that students in the upper grades not only take home schoolwork more often but also that they spend much more time in preparing assignments.

Over fifty percent of all students polled study from one-half hour to one hour each night. There is an indication that the majority of junior high students can finish their work in from one-half to one hour while a majority of high school students have to take from one hour to one and one-half hours to finish.

The two parental samples taken do not agree with one another nor did the results of these two polls substantiate closely the results of the student poll.

²¹See Tables XXXV and XXXVI

TABLE XXXV

PERCENT OF STUDENTS SHOWING AVERAGE TIME SPENT ON HOMEWORK
EACH NIGHT, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students					
		None	One-half Hour	One Hour	One And One-half Hours	Two Hours	More Than Two Hours
8	Boys	9.9	47.3	29.0	11.5	1.5	.8
	Girls	4.7	29.1	35.1	19.6	6.8	4.7
	Total	7.1	37.6	32.3	15.8	4.3	2.9
9	Boys	7.7	44.1	25.9	11.9	4.9	5.5
	Girls	2.1	18.6	39.2	23.7	13.4	3.1
	Total	5.4	33.7	31.3	16.7	8.3	4.6
10	Boys	4.8	24.1	31.3	21.7	10.8	7.3
	Girls	2.5	12.3	25.9	23.5	22.2	13.6
	Total	3.6	18.3	28.6	22.6	16.5	10.4
11	Boys	6.3	14.3	22.2	30.2	20.6	6.3
	Girls	—	9.0	25.4	26.9	23.9	14.8
	Total	3.1	11.5	23.8	28.5	22.3	10.8
12	Boys	3.6	27.3	25.5	18.2	12.7	12.7
	Girls	1.9	16.6	31.5	16.6	18.5	14.8
	Total	2.8	22.0	28.4	17.4	15.6	13.8
Total	Boys	7.1	35.6	27.2	16.6	8.0	5.5
	Girls	2.7	19.2	32.4	21.9	15.0	8.8
	Total	5.0	27.7	29.7	19.2	11.4	7.0

TABLE XXXVI

PERCENT OF PARENTS SHOWING THE AVERAGE TIME SPENT BY THEIR CHILDREN ON HOMEWORK EACH NIGHT, ACCORDING TO SEX

		<u>Percent of Parents</u>					
		<u>None</u>	<u>One-half Hour</u>	<u>One Hour</u>	<u>One And One-half Hours</u>	<u>Two Hours</u>	<u>More Than Two Hours</u>
First	Boys	3.6	28.6	7.1	28.6	21.4	10.7
	Girls	—	12.1	33.3	3.0	42.4	9.1
	Sample Total	1.6	19.7	21.3	14.8	32.9	9.8
Second	Boys	—	41.1	41.1	11.7	5.8	—
	Girls	—	—	35.2	47.0	5.8	11.7
	Sample Total	—	20.5	38.2	29.4	5.8	5.8

QUESTION 18

WHAT SUBJECT DO YOU SPEND THE MOST TIME ON AT HOME?

In the eighth, ninth, and tenth grades mathematics requires the most homework time.²² Social studies in the eleventh grade and English in the twelfth grade appear to absorb most homework time. Boys and girls seem to be agreed as to which subjects take more time for preparation.

The two parental samples differed markedly. The second sample of parents' opinions agree significantly with the student poll; however, the first parental sample shows social studies and english to be the subjects most studied at home while mathematics was indicated in only 4% of the cases.

²²See Tables XXXVII and XXXVIII

TABLE XXXVII

PERCENT OF STUDENTS SHOWING THE SUBJECT UPON WHICH THEY SPEND THE MOST HOMEWORK TIME,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students								
		Mathematics	Social Studies	English	Latin	French	Spanish	Science	Home Ec. Or Shop	Music
8	Boys	46.6	29.0	20.6	—	—	—	1.5	1.5	.8
	Girls	52.7	21.6	16.9	—	—	—	5.4	1.4	2.0
	Total	49.8	25.1	18.7	—	—	—	3.6	1.4	1.4
9	Boys	29.5	13.7	28.8	7.9	—	5.0	13.7	—	1.4
	Girls	26.8	16.5	21.6	5.1	—	8.2	21.6	—	—
	Total	28.4	14.8	25.9	6.8	—	6.4	16.9	—	.8
10	Boys	50.0	11.0	26.8	3.7	—	—	8.5	—	—
	Girls	35.8	12.3	25.9	6.2	—	—	19.8	—	—
	Total	42.9	11.7	26.4	4.9	—	—	14.1	—	—
11	Boys	14.3	50.8	14.3	3.2	—	—	17.5	—	—
	Girls	9.0	52.2	20.9	3.0	1.5	7.5	6.0	—	—
	Total	11.5	51.5	17.7	3.1	.8	3.8	11.6	—	—
12	Boys	25.9	7.4	31.5	—	—	7.4	27.8	—	—
	Girls	8.2	14.3	42.9	4.1	4.1	8.1	10.2	—	8.1
	Total	17.5	10.7	36.9	1.9	1.9	7.8	19.4	—	3.9
Total	Boys	35.4	21.8	24.5	3.4	—	2.4	11.5	.4	.6
	Girls	32.3	22.6	23.1	3.2	.7	3.8	12.2	.5	1.6
	Total	33.9	22.2	23.8	3.3	.3	3.1	11.9	.4	1.1

TABLE XXXVIII

PERCENT OF PARENTS SHOWING THE SUBJECT UPON WHICH THEIR SON OR DAUGHTER SPENDS
THE MOST HOMEWORK TIME.

		<u>Percent of Parents</u>								
		Mathematics	Social Studies	English	Latin	French	Spanish	Science	Home Ec. Or Shop	Music
First	Boys	4.0	28.0	36.0	4.0	--	4.0	20.0	4.0	--
	Girls	4.2	37.5	25.0	8.0	4.2	12.5	4.2	4.2	--
	Sample Total	4.1	32.7	30.6	6.1	1.7	8.2	12.2	4.1	--
Second	Boys	44.4	5.5	38.8	5.5	--	--	22.2	--	5.5
	Girls	35.2	17.6	23.5	--	--	--	23.5	--	5.8
	Sample Total	40.0	11.4	31.4	2.8	--	--	22.8	--	5.7

QUESTION 19

WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL?

In the over-all picture, students seem to prefer mathematics.²³ This is especially true in the junior high school. English is most popular in grade twelve while social studies in grade eleven is most popular. Generally speaking, girls seem to prefer English more than boys, while boys express a preference for mathematics more than girls.

The parental samples seem to agree with one another substantially, and both polls correlate fairly well with the student poll.

Comments and Interpretations:

Mathematics, social studies and English, which were the preferred subjects, are also all required. Thus, since all students have to take these subjects, there is a greater possibility that more would prefer one of these instead of some of the elective subjects such as music, art, shop or home economics. Keeping this fact in mind, the author was nevertheless somewhat surprised to find that the elective subjects are not more popular than was indicated in the student response to this question.

²³See Tables XXXIX and XL

TABLE XXXIX

PERCENT OF STUDENTS SHOWING THEIR FAVORITE SUBJECT, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>								
		English	Social Studies	Shop Or Home Ec.	Music	Mathematics	Science	Phy Ed	Art	Typing
8	Boys	4.7	22.8	18.1	3.9	34.6	1.6	14.3	—	—
	Girls	19.9	23.3	13.0	—	17.8	6.2	14.4	5.5	—
	Total	12.8	23.1	15.4	1.8	25.6	4.0	14.3	2.9	—
9	Boys	11.1	5.2	7.4	3.7	43.7	12.6	8.9	1.5	5.9
	Girls	28.3	7.6	7.6	2.2	37.0	6.5	1.1	1.1	8.7
	Total	18.1	6.2	7.5	3.1	41.0	10.1	5.7	1.3	7.0
10	Boys	7.8	6.4	11.5	5.1	38.5	11.5	19.2	—	—
	Girls	20.0	6.3	6.3	15.0	17.5	22.5	10.0	—	2.5
	Total	13.9	6.3	8.9	10.1	27.8	17.1	14.6	—	1.3
11	Boys	1.8	30.4	21.4	7.1	19.6	19.6	—	—	—
	Girls	20.9	35.8	4.5	17.9	6.0	1.5	—	3.0	10.4
	Total	12.2	33.3	12.2	13.0	12.2	9.8	—	1.6	5.7
12	Boys	12.7	7.3	18.2	7.3	23.6	29.1	—	—	1.8
	Girls	45.8	12.5	8.3	16.7	6.2	4.2	—	2.1	4.2
	Total	29.2	9.7	13.6	11.7	15.5	17.5	—	1.0	2.9
Total	Boys	7.8	13.7	14.2	4.9	34.8	12.2	10.0	.4	2.0
	Girls	24.7	17.6	8.8	7.9	18.7	8.3	6.9	2.8	4.4
	Total	16.1	15.6	11.5	6.3	26.9	10.3	8.5	1.6	3.2

TABLE XL

PERCENT OF PARENTS SHOWING THE FAVORITE SUBJECT OF THEIR SON OR DAUGHTER

		<u>Percent of Parents</u>								
		English	Social Studies	Shop Or Home Ec.	Music	Mathematics	Science	Phy Ed	Art	Typing
First Sample	Boys	—	16.7	8.3	4.2	50.0	12.5	4.2	4.2	—
	Girls	41.9	12.9	12.9	12.9	9.7	6.5	—	—	3.2
	Total	23.6	14.5	10.9	9.1	27.3	9.1	1.8	1.8	1.8
Second Sample	Boys	11.1	22.2	16.6	22.2	38.8	11.1	—	—	5.5
	Girls	29.4	5.8	—	11.7	23.5	11.7	—	5.8	11.7
	Total	20.0	14.2	8.5	17.1	31.4	11.4	—	2.8	8.5

QUESTION 20

WHAT SUBJECTS NOT OFFERED WOULD YOU LIKE TO HAVE AT EAST?

The results of the poll of students show that a great many students would like to have a full commercial course at East as well as a course in German.²⁴ Many of the boys also indicated that additional shop courses would be very desirable.

Not enough parents responded to this question to make the results significant; however, those parents who did respond agreed with the students.

Comments and Interpretations:

Since the time that this poll was taken, German has been added to the curriculum at East High School. The addition of more commercial courses, especially shorthand and transcription, is contemplated.

²⁴See Tables XLI and XLII

TABLE XLI

RESPONSES OF STUDENTS SHOWING SUBJECTS THEY REQUESTED BE ADDED TO EXISTING CURRICULUM AT EAST JUNIOR-SENIOR HIGH SCHOOL,
ACCORDING TO GRADE AND SEX

		Responses of Students																			
Grade	Sex	Shorthand	German	Swimming	Auto Shop	Business	Radio and TV English	How to Study	Radio and TV Electricity	Botany	Oil Painting	Bookkeeping	Secretarial Courses	Machine Shop	Commercial Art	Forging	Sr Hi Phy Ed	Forestry	Latin 3-4	More Typing	Physiology
8	Boys	1	5	17	4	1	1	1	1	1	1	--	--	--	--	--	--	--	--	--	--
	Girls	27	5	13	--	23	--	--	--	--	--	9	5	--	--	--	--	--	--	--	--
	Total	28	10	30	4	24	1	1	1	1	1	9	5	--	--	--	--	--	--	--	--
9	Boys	4	21	5	6	--	--	--	2	--	--	2	--	14	1	1	--	1	--	--	--
	Girls	49	9	4	--	1	--	--	--	--	--	6	19	--	--	--	--	--	2	10	--
	Total	53	30	9	6	1	--	--	2	--	--	8	19	14	1	1	--	1	2	10	--
10	Boys	6	7	4	6	--	--	--	1	--	--	2	--	2	--	--	1	1	--	--	--
	Girls	52	9	2	--	--	--	1	--	--	--	17	--	--	--	--	--	--	2	17	--
	Total	58	16	6	6	--	--	1	1	--	--	19	--	2	--	--	1	1	2	17	--
11	Boys	--	6	1	6	--	--	1	--	--	--	--	--	5	--	--	--	--	--	--	--
	Girls	39	5	1	--	3	--	--	--	--	--	4	4	--	--	--	--	--	1	1	--
	Total	39	11	2	6	3	--	1	--	--	--	4	4	5	--	--	--	--	1	1	--
12	Boys	4	2	--	9	1	--	--	1	--	--	1	--	1	2	--	1	--	--	6	--
	Girls	34	8	--	--	5	--	--	--	--	--	6	2	--	--	--	--	--	--	--	3
	Total	38	10	--	9	6	--	--	1	--	--	7	2	1	2	--	1	--	--	6	3
Total	Boys	15	41	27	31	2	1	2	5	1	1	5	--	22	3	1	2	2	--	6	--
	Girls	201	36	20	--	32	--	1	--	--	--	42	30	--	--	--	--	--	5	28	3
	Total	216	77	47	31	34	1	3	5	1	1	47	30	22	3	1	2	2	5	34	3

TABLE XLII

RESPONSES OF PARENTS SHOWING SUBJECTS THEIR CHILDREN WOULD LIKE TO HAVE ADDED TO EXISTING CURRICULUM AT EAST JUNIOR-SENIOR HIGH SCHOOL, ACCORDING TO SEX

		Responses of Parents																		
		Shorthand	German	Swimming	Auto Shop	Business	Radio and TV English	How to Study	Radio and TV Electricity	Botany	Oil Painting	Bookkeeping	Commercial Art	Machine Shop	Forging	Sr Hi Phy Ed	Forestry	More Language	More Typing	More Science
First Sample	Boys	1	--	1	1	--	--	--	--	--	--	--	2	--	--	1	--	2	--	1
	Girls	9	--	2	--	--	--	1	--	--	--	2	10	--	--	--	--	3	--	--
	Total	10	--	3	1	--	--	1	--	--	--	2	12	--	--	1	--	5	--	1
Second Sample	Boys	1	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
	Girls	4	2	--	--	2	--	--	--	--	--	1	--	--	--	--	--	--	1	--
	Total	5	2	--	--	2	--	--	--	--	--	1	--	1	--	--	--	--	1	--

QUESTION 21

ABOUT HOW LONG DO YOU WATCH TELEVISION (AVERAGE) ON SCHOOL NIGHTS?

Responses to this question indicate that boys watch television more than girls.²⁵ However, there seems to be no set pattern for the amount of time consumed.

The results show that pupils spend from one-half hour to three hours each night watching television, with eighth graders spending more time than the others. Eleventh and twelfth graders do not spend as much time watching television as younger students do.

For the most part the two parental samples seem to agree at least in part with one another but are at variance with student response. While the students seem to have no set pattern for viewing television, most of the parents indicate that their children spend from one to one and one-half hours per night on the average.

Comments and Interpretations:

Because television is a relatively new medium of home entertainment, very little is actually known about the effect which television has on children. Some studies have been conducted, however.

In an effort to find how much time pupils devoted to television, what this time was displacing and which programs they are consuming, Lazarus²⁶ found the median televiewing time for elementary pupils is

²⁵See Tables XLIII and XLIV

²⁶Arnold L. Lazarus, "Pupils' TV Habits," Educational Leadership, XIII (January, 1956), 241-2.

twenty hours per week--with a low of thirteen hours in homes of high cultural levels to a high of twenty-four hours in homes of lowest socioeconomic areas. Secondary students spend about 20% less time than do elementary pupils. Girls on both levels spend about 10% more time than boys.

Lazarus also found that "contrary to popular opinion, televiewing is not displacing reading. Whether because of TV or in spite of it, youngsters (both elementary and secondary) are reading more than ever, according to unanimous reports of librarians (both school and public). Biggest gains in juvenile book circulation, however, have occurred in middle and upper socioeconomic strata. In the lowest socioeconomic districts librarians report slight circulation losses."²⁷

Among the various activities--home chores, school-home work, sports, movie going, etc.--which televiewing has been displacing, Lazarus found that nothing has on any level been displaced so much and so consistently as hobbies and creative pursuits.²⁸ The educational implication of this finding is that these facts point to a great increase, through televiewing, in "consumer" activities and a serious decrease in "producer" activities of our school population. Administrators may well reconsider the advisability of bringing into the curriculum many of the creative activities that are in some schools still treated as extracurricular--creative writing, speech arts, forensics, theatre

²⁷Lazarus, op. cit., p. 241.

²⁸Ibid.

arts, to mention a few.

Dunham, studying the effect of television on school achievement of children, found that, when comparing the achievement of televiewing children with that of non-televiewing children, no significant difference was revealed and that their learning was not much affected by the way their parents controlled the televiewing. That is not to say, however, that in the case of a given child his habits of watching television could not effect his school achievement.²⁹

One study, quoted by Dunham showed that child subjects, mostly twelve and thirteen year olds, spent an average of 3.7 hours each school day in front of the television screen.³⁰ Over the week, counting Saturdays and Sundays, they spent thirty hours watching TV as compared to twenty-five hours spent each week in school.

A study conducted by Xavier University of Cincinnati, Ohio, and quoted by Dunham indicates the following:

- A. Children tend to watch all or none of the mystery shows on TV.
- B. Bed time rules for children are changing. Large numbers are allowed to listen to the late shows.
- C. Children whose responses revealed that there was control of television in their homes were usually in the higher IQ brackets, and there was a pattern for the once-a-week programs they were allowed to watch.³¹

²⁹Franklin Dunham, "Effect of Television on School Achievement of Children," School Life, XXXIV (March, 1952), 88-9

³⁰Dunham, op. cit., p.88

³¹Ibid.

TABLE XLIII

PERCENT OF STUDENTS SHOWING AVERAGE TIME WATCHING TELEVISION ON SCHOOL NIGHTS,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students							
		None	One-half Hour	One Hour	One and One-half Hour	Two Hours	Two and One-half Hours	Three Hours	More Than Three Hours
8	Boys	2.4	5.5	15.6	12.5	14.8	15.6	25.0	8.6
	Girls	5.6	5.6	13.4	14.8	17.6	11.3	21.8	9.9
	Total	4.1	5.6	14.4	13.7	16.3	13.3	23.3	9.3
9	Boys	.7	14.1	19.7	14.8	16.9	5.6	13.4	14.8
	Girls	6.3	7.3	19.7	12.5	17.7	9.4	14.6	12.5
	Total	2.9	11.3	19.7	13.9	17.2	7.1	13.9	13.9
10	Boys	6.2	8.6	22.2	8.6	18.5	12.4	13.6	9.9
	Girls	7.8	19.4	14.3	13.0	13.0	5.2	14.3	13.0
	Total	7.0	13.9	18.4	10.8	15.8	8.9	13.9	11.4
11	Boys	9.5	17.5	27.1	6.3	17.5	6.3	6.3	9.5
	Girls	17.9	17.9	17.9	14.9	13.4	9.0	3.0	4.7
	Total	13.8	17.7	22.3	10.8	15.4	7.7	4.6	7.7
12	Boys	14.3	26.8	14.3	14.3	10.7	7.1	8.9	3.6
	Girls	15.4	23.1	21.2	9.6	17.3	1.9	11.5	--
	Total	14.8	25.0	17.6	12.0	13.9	4.6	10.2	1.9
Total	Boys	4.9	12.8	19.4	11.9	16.0	9.8	15.1	10.2
	Girls	9.2	12.4	16.6	13.4	16.1	8.3	14.7	9.2
	Total	7.0	12.6	18.0	12.6	16.0	9.2	14.9	9.7

TABLE XLIV

PERCENT OF PARENTS SHOWING AVERAGE TIME THEIR CHILDREN WATCH TELEVISION ON SCHOOL NIGHTS, ACCORDING TO SEX

		<u>Percent of Parents</u>							
		None	One-half Hour	One Hour	One and One-half Hour	Two Hours	Two and One-half Hours	Three Hours	More Than Three Hours
First Sample	Boys	7.1	25.0	32.1	10.7	17.9	3.6	3.6	—
	Girls	22.6	3.2	35.5	22.6	9.7	—	6.5	—
	Total	15.3	13.6	33.9	16.9	13.6	1.7	5.1	—
Second Sample	Boys	—	16.6	27.7	33.3	16.6	5.5	—	—
	Girls	17.6	11.7	17.6	29.4	23.5	—	—	—
	Total	8.5	14.2	22.8	31.4	20.0	2.8	—	—

QUESTION 22

WHAT IS YOUR FAVORITE TELEVISION PROGRAM?

Answering this question, the students seemed to indicate a preference for the comedy type shows, such as "Phil Silvers" and "I Love Lucy."³² The shows featuring the eternal battle between cops and robbers were mentioned in only a few cases with fantasy and musical fiction also indicated in a number of cases.

As indicated in a previous question, junior high students watch television more than high school students do. More responses from junior high students were obtained to this question. Junior high students seemed to be interested primarily in many of the same shows while the poll of senior high students indicated a wide diversity of interest with no one show or type of show having a preference over others.

Comments and Interpretations:

With the changing bill-of-fare offered on television, it is doubtful that the results shown from this poll taken in the year 1955 would be the same in 1958. For example, this poll was taken before the coming of the "adult western" which was mentioned in only a few cases.

³²See Tables XLV

TABLE XLV

RESPONSES OF STUDENTS SHOWING FAVORITE TELEVISION PROGRAM, ACCORDING TO GRADE AND SEX

Grade	Sex	Responses of Students																											
		Phil Silvers	Science Fiction	Disneyland	Navy Log	Perry Como	Sports Events	64,000 Question	I Love Lucy	I Led 3 Lives	Mickey Mouse	Medic	Westerns	Goebel	Dragnet	Studio I	Caesar	Flicka	Loretta Young	Hit Parade	Climax	Sullivan	Hitchcock	Cummings	Robin Hood	Hwy Patrol	Millionaire	I've Got Secret	Live TV Plays
8	Boys	33	10	7	12	2	1	3	4	3	1	1	1	1	1	1	1	3					1	1	1				
8	Girls	20			2	19		6	17	1		8	1	2	1		4		7	3	1	1	7	1			1	1	
9	Boys	26	6	4	14	5	4	6	2		4	3	3	3	1		2				1		7	2	5	2		2	
9	Girls	14		2		7		5	6			4		1			1	1	1		4		3		2	5	2	3	
10	Boys	16	4	1	8	1	1					2	1						1		2		9	2	5		2	1	
10	Girls	6				4		4	4			10	2	2	4	1			5	2	3	1	1	2			3	7	
11	Boys	11			4	2						1	1	1								3	1		2			3	
11	Girls	11			3	5		2	2			7				1			2	9	2		2	3		1	1	12	
12	Boys	15	1		6	3		1	1																5	1			
12	Girls	4		1		5		2	1			1						2	2	2	1		2	1		1		9	
Total		156	21	15	49	53	6	29	37	4	5	35	10	11	3	5	5	6	6	18	16	14	5	33	12	20	10	9	38

QUESTION 23

HOW MANY TELEVISION SETS DO YOU HAVE AT HOME?

According to this poll only four percent of the families of students at East do not have television sets.³³ While a large majority have only one set, all grades show a similarity in the numbers of sets.

The parental samples differ somewhat from each other. This is probably due to the sampling. The results do indicate, however, that the majority of the homes have one television set and that very few, indeed, are without this visual aid.

Comments and Interpretations:

The findings here indicate that when educational television comes to this community, only 4% or less of the student body will be unable to view these programs. This will enable teachers to suggest certain programs for viewing and will allow them to incorporate educational programs into their daily class routine with the assurance that only a very few students will not have the opportunity to view the assigned program.

³³See Tables XLVI and XLVII

TABLE XLVI

PERCENT OF STUDENTS SHOWING NUMBER OF TELEVISION SETS IN THE HOME,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students			
		None	One	Two	Three
8	Boys	3.8	83.1	13.1	—
	Girls	2.0	87.2	9.5	1.3
	Total	2.9	85.3	11.2	.7
9	Boys	.7	84.6	12.6	2.1
	Girls	5.2	82.5	10.3	2.1
	Total	2.5	83.8	11.7	2.1
10	Boys	3.6	89.2	7.2	—
	Girls	6.1	91.4	2.5	—
	Total	4.9	90.2	4.9	—
11	Boys	4.8	82.5	11.1	1.6
	Girls	3.0	80.6	13.4	3.0
	Total	3.8	81.5	12.3	2.3
12	Boys	5.5	80.0	14.5	—
	Girls	11.1	64.8	20.4	3.7
	Total	8.3	72.5	17.4	1.8
Total	Boys	3.2	84.2	11.8	0.8
	Girls	4.7	83.2	10.3	1.8
	Total	3.9	83.7	11.1	1.3

TABLE XLVII

PERCENT OF PARENTS SHOWING NUMBER OF TELEVISION SETS IN THE HOME

	<u>Percent of Parents</u>		
	<u>None</u>	<u>One</u>	<u>Two</u>
First Sample	6.8	72.9	20.3
Second Sample	--	88.5	11.5

QUESTION 24

DO YOU THINK IT IS NECESSARY TO HAVE A COURSE IN "HOW TO STUDY"?

The majority of students are not in favor of having a course in "How To Study."³⁴ This majority is small. Both boys and girls have similar opinion patterns regarding this query.

The two parental samples indicate that they, as parents, would like very much to have a "How To Study" course offered.

The distribution of answers to this question by grades indicates that, as students move into the upper grades, their preference for a course in "How To Study" increases. This seems to especially be true of eleventh and twelfth grade boys.

Comments and Interpretations:

Colleges, by and large, are offering incoming freshmen courses in "How To Study." Their experience has been that this is one area where high schools leave something to be desired.

Since East Junior-Senior High School has a large percentage of its students college bound (about 73-77% of each graduating class go to college), this school should probably give careful consideration to offering a course in "How To Study" as an integral part of the program. Both parental samples indicate that parents would like to have it so.

The distribution of answers to this question suggests that such a course would be most desirable at the tenth grade level.

³⁴See Tables XLVIII and XLIX

TABLE XLVIII

PERCENT OF STUDENTS WHO INDICATED A COURSE IN "HOW TO STUDY" IS
NECESSARY, ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	38.1	40.4	39.3
9	43.1	35.4	39.9
10	42.7	45.7	44.2
11	55.0	47.8	51.2
12	66.1	54.7	60.6
Total	45.9	43.2	44.6

TABLE XLIX

PERCENT OF PARENTS WHO INDICATED A COURSE IN "HOW TO STUDY"
IS NECESSARY, ACCORDING TO SEX

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	75.0	64.5	69.5
Second Sample	83.3	88.2	85.7

QUESTION 25

EXCEPT FOR SCHOOL BOOKS, HOW MANY NON-FICTION BOOKS HAVE
YOU READ SINCE THE BEGINNING OF THIS SCHOOL YEAR?

About 75% of the student population read from one to five non-fiction books per school year.³⁵ Boys and girls apparently read about equal amounts. There is some indication that students in junior high school read more non-fiction than senior high students although the pattern is not distinct.

There is some question as to the validity of the responses from students, for the two parental samples both indicated that a comparatively large percentage of students do not read even one non-fiction book per year. These two samples are not completely in accord with one another either which is perhaps another indication that the results here are not accurate.

Comments and Interpretations:

There seems to be a great deal of contradiction in the reading patterns of secondary school children. They themselves have indicated in this question that they read quite extensively in non-fiction, and a subsequent question will reveal that they also explore fiction to a rather high degree. Lazarus says that children are reading more.³⁶

Parents, on the other hand, indicate that their children do not read as much. Shane agrees, reporting that reading among school children

³⁵See Tables L and LI

Lazarus, op. cit., p. 242.

is down 33% because of television.³⁷

³⁷H. G. Shane, "Impact of Television on Schools and Homes,"
Nations Schools, XXXV (January, 1950), 23-4.

TABLE I

PERCENT OF STUDENTS SHOWING NUMBER OF NON-FICTION BOOKS READ FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, EXCLUDING SCHOOL TEXT BOOKS, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students									
		0	1	2	3	4	5	6-10	11-15	16-20	Over 20
8	Boys	3.8	14.5	12.2	26.7	10.7	7.6	13.7	6.9	1.5	2.3
	Girls	7.5	14.4	16.5	17.1	9.6	13.0	17.8	1.4	--	2.7
	Total	5.8	14.4	14.4	21.7	10.1	10.5	15.9	4.0	.7	2.5
9	Boys	9.0	12.0	22.6	15.0	6.8	13.5	16.5	3.0	.8	.8
	Girls	10.3	17.5	20.6	10.3	11.3	8.2	12.4	5.2	4.1	--
	Total	9.6	14.3	21.7	13.0	8.7	11.3	14.8	3.9	2.2	.4
10	Boys	7.6	19.0	19.0	15.2	7.6	12.7	10.1	5.1	1.3	2.5
	Girls	--	11.1	22.2	15.9	6.3	12.7	20.6	4.8	3.2	3.2
	Total	4.2	15.5	20.4	15.5	7.0	12.7	14.8	4.9	2.1	2.8
11	Boys	14.6	18.0	24.6	19.7	4.9	9.8	6.6	--	1.6	--
	Girls	1.5	18.5	30.8	10.8	7.7	13.8	15.4	1.5	--	--
	Total	7.9	18.3	27.8	15.1	6.3	11.9	11.1	.8	.8	--
12	Boys	--	20.0	33.3	17.8	8.9	4.5	6.7	8.8	--	--
	Girls	14.0	16.0	20.0	26.0	8.0	10.0	6.0	--	--	--
	Total	7.4	17.9	26.3	22.1	8.4	7.4	6.3	4.2	--	--
Total	Boys	7.1	15.6	20.3	19.4	8.0	10.2	12.2	4.7	1.1	1.3
	Girls	6.9	15.4	20.9	15.4	9.0	11.6	15.2	2.6	1.4	1.4
	Total	7.0	15.5	20.6	17.5	8.5	10.8	13.7	3.7	1.3	1.4

TABLE LI

PERCENT OF PARENTS SHOWING NUMBER OF NON-FICTION BOOKS READ BY THEIR CHILDREN FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, EXCLUDING SCHOOL TEXTBOOKS, ACCORDING TO SEX

		<u>Percent of Parents</u>									
		0	1	2	3	4	5	6-10	11-15	16-20	Over 20
First Sample	Boys	25.0	10.7	14.3	10.7	21.4	3.6	10.7	3.6	—	—
	Girls	28.0	4.0	4.0	24.0	16.0	12.0	8.0	—	—	4.0
	Total	26.4	7.5	9.4	17.0	18.9	7.5	9.4	1.9	—	1.9
Second Sample	Boys	23.5	11.7	11.7	5.8	11.7	—	11.7	—	—	23.5
	Girls	11.7	17.6	29.4	11.7	—	11.7	11.7	—	—	5.8
	Total	17.6	14.7	20.5	8.8	5.8	5.8	11.7	—	—	14.7

QUESTION 26

HOW MANY FICTION BOOKS HAVE YOU READ SINCE THE BEGINNING
OF THIS SCHOOL YEAR?

About 60% of the students read from one to five fiction books per school year.³⁸ Only five percent do not read at least one book per year. Girls and boys seem to follow the same pattern in number of books read. There is some indication that older students read more fiction than junior high students. This pattern is not distinct, however.

As in the question concerning the reading of non-fiction books, the parental samples for the above question do not agree with the results of the student poll. Thus there is some question as to the accuracy of the results obtained from the students. A high proportion of parents indicated that their students did not read one fiction book per year.

³⁸See Tables LII and LIII

TABLE LII

PERCENT OF STUDENTS SHOWING THE NUMBER OF FICTION BOOKS READ FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students									
		0	1	2	3	4	5	6-10	11-15	16-20	Over 20
8	Boys	7.9	10.2	15.8	9.4	11.8	4.8	22.0	7.1	6.3	4.7
	Girls	2.8	5.5	21.4	13.1	11.7	12.4	14.5	6.9	3.4	8.3
	Total	5.1	7.7	18.8	11.4	11.8	8.8	18.0	7.0	4.8	6.6
9	Boys	10.1	8.7	18.1	11.6	13.0	6.5	20.3	6.6	2.2	2.9
	Girls	5.2	7.2	15.5	13.4	8.2	12.4	16.5	5.2	8.2	8.2
	Total	8.1	8.1	17.0	12.3	11.1	8.9	18.7	6.0	4.7	5.1
10	Boys	—	17.2	21.9	12.5	7.8	6.3	23.4	7.8	3.1	—
	Girls	—	7.6	18.2	9.1	13.6	7.6	16.7	7.6	7.5	12.1
	Total	—	12.3	20.0	10.8	10.8	6.9	20.0	7.7	5.4	6.2
11	Boys	4.8	8.1	24.2	14.5	14.5	16.1	8.1	3.2	4.8	1.6
	Girls	5.0	8.3	13.4	8.3	13.4	5.0	28.3	5.0	8.3	5.0
	Total	4.9	8.2	18.9	11.5	13.9	10.7	18.0	4.1	6.6	3.3
12	Boys	—	14.5	18.8	12.5	14.6	8.3	25.0	6.3	—	—
	Girls	11.5	5.8	5.8	15.4	5.8	11.5	25.0	3.8	7.7	7.7
	Total	6.0	10.0	12.0	14.0	10.0	10.0	25.0	5.0	4.0	4.0
Total	Boys	6.2	10.9	18.9	11.6	12.3	7.5	20.0	6.4	3.6	2.5
	Girls	4.3	6.7	16.4	12.1	10.7	10.5	18.6	6.0	6.4	8.3
	Total	5.2	8.8	17.7	11.9	11.5	9.0	19.3	6.2	5.0	5.4

TABLE LIII

PERCENT OF PARENTS SHOWING THE NUMBER OF FICTION BOOKS THEIR CHILDREN READ FROM
SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO SEX

		<u>Percent of Parents</u>									
		0	1	2	3	4	5	6-10	11-15	16-20	Over 20
First Sample	Boys	23.1	3.8	19.2	15.4	—	7.7	23.1	3.8	—	3.8
	Girls	23.1	3.8	19.2	11.5	3.8	7.7	11.5	3.8	3.8	11.5
	Total	23.1	3.8	19.2	13.5	1.9	7.7	17.3	3.8	1.9	7.7
Second Sample	Boys	11.1	—	5.5	11.1	5.5	—	33.3	11.1	—	22.2
	Girls	11.7	11.7	11.7	—	5.8	11.7	17.6	11.7	11.7	5.8
	Total	11.4	5.7	8.5	5.7	5.7	5.7	25.7	11.4	5.7	14.2

QUESTION 27

HOW MANY OF OUR SCHOOL PLAYS HAVE YOU ATTENDED THUS FAR THIS YEAR?

At the time this poll of students was taken, two plays had been presented. At the time of parental samples, three plays had been given. Thus, there is an inconsistency between the student poll and parental samples. It should also be explained that each play at East is given at a matinee performance during the day. This is the time that many of the students attend these plays. A charge for admission at these matinee performances is made, and attendance is optional.

Girls seem to be better "play-goers" than boys.³⁹ About two-fifths of East's students attend at least one play, and more than half go to one or two plays. The distribution of answers to this question seems to indicate that ninth and twelfth graders are the groups least interested in going to plays at school.

The parental samples for this question do not agree with the results of the student poll. A large proportion of parents indicated that their children attended two and three plays during the school year while a minority of parents indicated that their children attended no plays at all.

³⁹See Tables LIV and LV

TABLE LIV

PERCENT OF STUDENTS SHOWING THE NUMBER OF SCHOOL PLAYS ATTENDED
FROM SEPTEMBER, 1955 THROUGH MARCH, 1956,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students		
		0	1	2
8	Boys	38.2	42.7	19.1
	Girls	22.7	43.3	34.0
	Total	30.1	43.0	26.8
9	Boys	62.6	29.5	7.9
	Girls	49.0	34.4	16.7
	Total	57.0	31.5	11.5
10	Boys	31.7	42.7	25.6
	Girls	27.8	36.7	35.5
	Total	29.8	39.8	30.4
11	Boys	30.2	50.8	19.0
	Girls	14.1	70.3	15.6
	Total	22.0	60.6	17.3
12	Boys	42.9	44.6	12.5
	Girls	47.1	35.3	17.6
	Total	44.9	40.2	15.0
Total	Boys	43.7	40.1	16.1
	Girls	31.1	43.2	25.7
	Total	37.7	41.6	20.7

TABLE LV

PERCENT OF PARENTS SHOWING THE NUMBER OF PLAYS THEIR CHILDREN
 ATTENDED FROM SEPTEMBER, 1955 THROUGH MAY, 1956,
 ACCORDING TO SEX

		<u>Percent of Parents</u>			
		0	1	2	3
First Sample	Boys	7.4	7.4	44.4	40.7
	Girls	3.3	16.7	26.7	53.3
	Total	5.3	12.3	35.1	47.4
Second Sample	Boys	22.2	27.7	27.7	22.2
	Girls	23.5	23.5	35.2	17.6
	Total	22.8	25.7	31.4	20.0

QUESTION 28

THERE WERE NINE FOOTBALL GAMES WHICH EAST PLAYED LAST FALL.
HOW MANY DID YOU ATTEND?

Eleven percent of the students at East attended every football game in which their school participated while sixteen percent did not attend a single football game.⁴⁰ The statistical tabulations for this question indicate that there seems to be no set pattern in the number of games attended.

The two parental samples taken for this question disagree with the student poll and with one another.

There seems to be no distinct difference between boys and girls in their attendance at football games.

Comments and Interpretations:

It is reasonable to assume that many students could not recall exactly how many football games they attended. Also parents may have experienced some difficulty with this question. For these reasons the results may show inconsistencies and are probably not too accurate.

Attendance at football games is directly related to the calibre of play and the success that the team is having. These results may vary greatly from year to year for this reason.

⁴⁰See Tables LVI and LVII

TABLE LVI

PERCENT OF STUDENTS SHOWING NUMBER OF EAST HIGH SCHOOL FOOTBALL GAMES ATTENDED,
FALL 1955, ACCORDING TO GRADE AND SEX.

Grade	Sex	Percent of Students									
		0	1	2	3	4	5	6	7	8	9
8	Boys	23.7	16.8	16.0	19.8	6.9	4.6	2.3	6.1	3.8	—
	Girls	27.0	29.7	12.2	7.4	6.8	8.8	1.4	3.4	1.4	2.0
	Total	25.4	23.7	14.0	13.3	6.8	6.8	1.8	4.7	2.5	1.1
9	Boys	20.9	15.1	11.2	10.7	11.5	12.2	7.2	6.5	2.2	2.9
	Girls	11.3	11.3	14.4	7.2	9.3	11.3	7.2	12.4	5.2	11.3
	Total	16.9	13.6	12.7	8.9	10.6	11.4	7.2	8.9	3.4	6.4
10	Boys	13.3	6.0	2.4	8.4	14.5	10.8	8.4	10.8	7.2	18.2
	Girls	11.5	6.4	9.0	7.7	10.3	11.5	10.3	7.7	6.4	19.2
	Total	12.4	6.2	5.6	8.1	12.4	11.2	9.3	9.3	6.8	18.6
11	Boys	9.7	8.1	4.8	9.7	8.1	6.5	12.9	6.5	6.5	27.4
	Girls	7.8	1.6	4.7	4.7	7.8	9.4	4.7	18.7	12.5	28.1
	Total	8.7	4.8	4.8	7.1	7.9	7.9	8.7	12.7	9.5	27.8
12	Boys	—	2.1	4.2	2.1	22.9	10.3	6.3	14.6	14.6	22.9
	Girls	6.0	4.0	12.0	6.0	6.0	—	8.0	12.0	24.0	22.0
	Total	3.1	3.1	8.2	4.1	14.3	5.1	7.1	13.3	19.4	22.5
Total	Boys	16.6	11.7	9.5	11.7	11.4	8.9	6.7	8.0	5.4	10.2
	Girls	15.6	14.4	11.0	6.9	8.0	8.7	5.3	9.4	7.3	13.3
	Total	16.1	13.0	10.2	9.3	9.8	8.8	6.1	8.7	6.3	11.6

TABLE LVII

PERCENT OF PARENTS SHOWING THE NUMBER OF FOOTBALL GAMES THEIR CHILDREN ATTENDED
FALL, 1955, ACCORDING TO SEX

		<u>Percent of Parents</u>									
		0	1	2	3	4	5	6	7	8	9
First Sample	Boys	7.7	11.5	11.5	3.8	11.5	7.7	—	23.1	7.7	15.4
	Girls	9.1	6.1	—	12.1	9.1	18.2	21.2	—	6.1	18.2
	Total	8.5	8.5	5.1	8.5	10.2	13.6	11.9	10.2	6.8	16.9
Second Sample	Boys	22.2	—	22.2	16.6	5.5	5.5	11.1	5.5	5.5	5.5
	Girls	41.1	11.7	17.6	5.8	5.8	5.8	5.8	—	—	5.8
	Total	31.4	5.7	20.0	11.4	5.7	5.7	8.5	2.8	2.8	5.7

QUESTION 29

THERE WERE A TOTAL OF TWENTY-FOUR BASKETBALL GAMES WHICH EAST PLAYED DURING THE SEASON JUST PAST. HOW MANY DID YOU ATTEND?

About 55% of the senior high students attend two-thirds or more of basketball games which are played each year.⁴¹ There is a slight indication that girls are better basketball fans than boys.

Two parental samples were taken to test the validity of the results of this question. They disagree with one another. The first sample indicates that the student poll was in part correct. The second sample shows that students' response was not accurate; thus these contradictions do not establish the results of the student poll as being valid.

Comments and Interpretations:

It is reasonable to assume that attendance at basketball games depends at least in part upon the calibre of play. When this poll was taken, East High School had an outstanding team. Thus what was true at the time of the poll will not necessarily be so in another given year.

The inconsistency between the parental samples and the student poll might suggest that students say they are on their way to a game but actually go elsewhere. The basketball game is a worthy activity in the eyes of most parents whereas other activities may be objectionable. Students may use this as an excuse to go out.

⁴¹See Tables LVIII and LIX

TABLE LVIII

PERCENT OF STUDENTS SHOWING THE NUMBER OF EAST HIGH SCHOOL BASKETBALL GAMES ATTENDED DURING
1955-56 SEASON, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students									
		0	1	2	3	4	5	6-10	11-15	16-20	21-24
8	Boys	22.9	9.9	9.9	9.9	5.3	5.3	22.1	6.9	5.3	2.3
	Girls	19.6	12.2	12.2	7.4	4.7	2.7	17.6	10.0	9.5	4.1
	Total	21.1	11.1	11.1	8.6	5.0	3.9	19.7	8.6	7.5	3.2
9	Boys	20.3	7.7	9.1	4.9	9.1	6.3	18.9	9.8	7.0	7.0
	Girls	6.2	5.2	2.1	3.1	8.2	4.1	18.6	14.4	24.7	13.4
	Total	14.6	6.7	6.3	4.2	8.8	5.4	18.8	11.7	14.2	9.6
10	Boys	7.4	6.2	6.2	2.5	2.5	3.7	18.5	19.6	21.0	12.3
	Girls	—	5.2	9.0	5.2	3.9	2.6	18.2	7.8	24.7	23.4
	Total	3.8	5.7	7.6	3.8	3.2	3.2	18.4	13.9	22.8	17.7
11	Boys	7.9	7.9	6.3	3.2	—	3.2	17.5	15.9	17.5	20.6
	Girls	4.5	1.5	—	—	1.5	4.5	16.4	14.9	32.8	23.9
	Total	6.2	4.6	3.1	1.5	.8	3.8	16.9	15.4	25.4	22.3
12	Boys	—	2.0	2.0	—	12.3	6.1	12.3	10.2	30.6	24.5
	Girls	2.0	2.0	2.0	5.9	3.8	7.8	5.9	5.9	25.5	39.2
	Total	1.0	2.0	2.0	3.0	8.0	7.0	9.0	8.0	28.0	32.0
Total	Boys	15.0	7.5	7.7	5.1	6.0	5.1	18.8	11.6	12.8	10.3
	Girls	8.9	6.6	6.4	4.8	4.8	3.9	16.4	10.9	20.9	16.6
	Total	12.0	7.1	7.1	5.0	5.4	4.5	17.6	11.2	16.8	13.3

TABLE LIX

PERCENT OF PARENTS SHOWING THE NUMBER OF EAST HIGH SCHOOL BASKETBALL GAMES THEIR CHILDREN
 ATTENDED DURING 1955-56, ACCORDING TO SEX

		<u>Percent of Parents</u>									
		0	1	2	3	4	5	6-10	11-15	16-20	21-24
First Sample	Boys	--	3.8	15.4	3.8	3.8	3.8	7.7	26.9	19.2	15.4
	Girls	3.0	3.0	6.1	3.0	6.1	3.0	21.2	21.2	12.1	21.2
	Total	1.7	3.4	10.2	3.4	5.1	3.4	15.3	23.7	15.3	18.6
Second Sample	Boys	27.7	5.5	--	16.6	5.5	--	16.6	11.1	11.1	5.5
	Girls	11.7	29.4	5.8	11.7	5.8	5.8	5.8	5.8	17.6	--
	Total	20.0	17.1	2.8	14.2	5.7	2.8	11.4	8.5	14.2	2.8

QUESTION 30

THERE HAVE BEEN FOUR JUNIOR HIGH AND EIGHT SENIOR HIGH DANCES
THIS YEAR. HOW MANY HAVE YOU ATTENDED?

About 50% of the junior high students can be expected to attend almost every junior high dance.⁴² Obviously, eighth graders and a majority of ninth graders do not attend senior high dances. A high proportion of boys (23.6% of the junior high boys, 51.9% of the senior high boys) do not attend any of the school dances. Forty-one percent of the girls in high school do not attend any of their senior high dances.

The two parental samples are not in agreement. However, the statistical tabulations showed some similarity with the results of the student poll; that is, many of our junior and senior high students do not attend any dances at all.

Comments and Interpretations:

From the results it would seem that dances are overrated. The suggestion that "everyone goes to the dances" is not true even in the limited sense. Apparently, to a large proportion of junior and senior high students, dances have no attraction at all. If dances are desirable, perhaps there is a need to explore some of the reasons why large numbers of students stay away from them.

⁴²See Tables IX, LXI, LXII, LXIII, and LXIV

TABLE LX

PERCENT OF JUNIOR HIGH SCHOOL STUDENTS SHOWING THE NUMBER OF JUNIOR HIGH SCHOOL DANCES ATTENDED FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO GRADE AND SEX

		<u>Percent of Junior High School Students</u>				
<u>Grade</u>	<u>Sex</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8	Boys	43.5	9.2	15.3	13.7	18.3
	Girls	14.4	6.2	21.2	30.8	27.4
	Total	28.2	7.6	18.4	22.7	23.1
9	Boys	35.0	9.5	12.4	16.1	27.0
	Girls	20.2	6.4	16.0	24.5	33.0
	Total	29.0	8.2	13.9	19.5	29.4
Total		28.5	7.9	16.3	21.3	26.0

TABLE LXI

PERCENT OF PARENTS SHOWING THE NUMBER OF SCHOOL DANCES THEIR CHILDREN ATTENDED FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO SEX

		<u>Percent of Parents</u>				
		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
First Sample	Boys	68.0	4.0	8.0	12.0	8.0
	Girls	77.4	3.2	--	9.7	9.7
	Total	73.2	3.6	3.6	10.7	8.9
Second Sample	Boys	38.8	11.1	5.5	--	44.4
	Girls	58.8	5.8	--	5.8	29.4
	Total	48.5	8.5	2.8	2.8	37.1

TABLE LXII

PERCENT OF JUNIOR HIGH SCHOOL STUDENTS SHOWING THE NUMBER OF HIGH SCHOOL DANCES ATTENDED FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>								
		0	1	2	3	4	5	6	7	8
8	Boys	95.4	2.3	2.3	--	--	--	--	--	--
	Girls	88.4	11.6	--	--	--	--	--	--	--
	Total	91.7	7.2	1.1	--	--	--	--	--	--
9	Boys	61.3	8.8	6.6	4.4	4.4	1.5	2.2	2.9	8.0
	Girls	31.9	12.8	12.8	8.5	5.3	3.2	6.4	8.5	10.6
	Total	49.4	10.4	9.1	6.1	4.8	2.2	3.9	5.2	9.1
Total		72.4	8.7	4.7	2.8	2.2	1.0	1.8	2.4	4.1

TABLE LXIII

PERCENT OF SENIOR HIGH STUDENTS SHOWING THE NUMBER OF SENIOR HIGH SCHOOL DANCES ATTENDED FROM SEPTEMBER, 1955 THROUGH MARCH, 1956, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>									
		0	1	2	3	4	5	6	7	8	
10	Boys	17.4	10.1	13.0	11.6	10.1	10.1	16.2	7.2	4.3	
	Girls	—	11.3	27.4	9.7	21.0	4.8	16.1	6.5	3.2	
	Total	9.2	10.7	19.8	10.7	15.3	7.6	16.1	6.9	3.8	
11	Boys	16.9	5.1	16.9	11.9	6.8	8.5	18.6	6.8	8.5	
	Girls	8.1	1.6	11.3	8.1	16.1	16.1	14.5	6.5	17.7	
	Total	12.4	3.3	14.0	9.9	11.6	12.4	16.5	6.6	13.2	
12	Boys	—	8.2	10.2	6.1	10.2	12.2	10.2	18.4	24.5	
	Girls	15.1	15.1	3.8	9.4	9.4	1.9	15.1	13.2	17.0	
	Total	7.8	11.8	6.9	7.8	9.8	6.9	12.7	15.7	20.6	
Total		9.9	8.5	14.1	9.6	12.4	9.0	15.3	9.3	11.8	

TABLE LXIV

PERCENT OF PARENTS SHOWING THE NUMBER OF SENIOR HIGH SCHOOL
DANCES THEIR CHILDREN ATTENDED FROM SEPTEMBER, 1955
THROUGH MARCH, 1956, ACCORDING TO SEX

		<u>Percent of Parents</u>									
		0	1	2	3	4	5	6	7	8	
First Sample	Boys	32.1	10.7	3.6	14.3	3.6	--	7.1	7.1	21.4	
	Girls	33.3	6.1	9.1	12.1	6.1	3.0	6.1	3.0	21.2	
	Total	32.8	8.2	6.6	13.1	4.9	1.6	6.6	4.9	21.3	
Second Sample	Boys	66.7	--	5.5	5.5	5.5	5.5	5.5	--	5.5	
	Girls	76.4	--	5.8	--	--	--	11.7	--	5.8	
	Total	71.4	--	5.7	2.8	2.8	2.8	8.5	--	5.7	

QUESTION 31

SHOULD THE NUMBER OF DANCES PRESENTED BE INCREASED,
REMAIN THE SAME, BE DECREASED?

Forty-eight percent of the students want an increase in the number of dances while 45% are satisfied with the number of dances now presented.⁴³ Only six percent of the students feel the number of dances should be decreased.

The two parental samples were in accord with one another, the majority saying that the number of dances provided are sufficient.

Comments and Interpretations:

It might very well be that the 48% of the students who said they wanted more dances is the same 48% who attend most of the dances.

⁴³See Tables LXV and LXVI

TABLE LXV

PERCENT OF STUDENTS SHOWING RESPONSES PERTAINING TO THE NUMBER
OF DANCES PRESENTED, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students		
		Increase	Remain the Same	Decrease
8	Boys	49.6	44.5	5.9
	Girls	60.7	34.5	4.8
	Total	55.7	39.0	5.3
9	Boys	41.1	50.8	8.1
	Girls	40.4	48.9	10.6
	Total	48.8	50.0	9.2
10	Boys	55.7	37.1	7.1
	Girls	33.3	59.0	7.7
	Total	43.9	48.6	7.4
11	Boys	39.3	53.6	7.1
	Girls	50.8	47.6	1.6
	Total	45.4	50.4	4.2
12	Boys	66.0	32.0	2.0
	Girls	50.0	48.0	2.0
	Total	58.0	40.0	2.0
Total	Boys	48.7	44.9	6.4
	Girls	48.6	45.6	5.8
	Total	48.6	45.2	6.1

TABLE LXVI

PERCENT OF PARENTS SHOWING RESPONSES PERTAINING TO THE NUMBER
OF DANCES PRESENTED, ACCORDING TO SEX

		<u>Percent of Parents</u>		
		<u>Increase</u>	<u>Remain the Same</u>	<u>Decrease</u>
First Sample	Boys	29.2	66.7	4.2
	Girls	29.0	58.1	12.9
	Total	29.1	61.8	9.1
Second Sample	Boys	12.5	68.7	18.7
	Girls	15.3	69.2	15.3
	Total	13.7	68.9	17.2

QUESTION 32

HOW DO YOU GET TO SCHOOL? HOW DO YOU GET HOME FROM SCHOOL?

There seems to be a general pattern of a car ride to school in the mornings and either a walk or a bus ride to get home from school.⁴⁴ About as many boys as girls walk to and from school daily.

Junior high school boys do most of the hitch-hiking, and more is done in going from rather than to school.

The large number of "more than one" responses indicates that many students have no set pattern of getting to and from school.

The parental samples agree substantially with the student poll, lending support to the above conclusions. The percentage of parents who indicate that their children hitch-hiked, however, is smaller than was indicated by the students.

Comments and Interpretations:

As indicated above, the problem of hitch-hiking seems to be most prevalent at the junior high school level. If steps are to be taken to reduce the amount of hitch-hiking, the logical place to begin, then, is at the junior high school level and with the junior high boys in particular.

Parents do not seem to be aware that a good deal of hitch-hiking is prevalent.

⁴⁴See Tables LXVII, LXVIII, LXIX and LXX

TABLE LXVII

PERCENT OF STUDENTS SHOWING METHOD OF GETTING TO SCHOOL,
ACCORDING TO GRADE AND SEX

		<u>Percent of Students</u>				
<u>Grade</u>	<u>Sex</u>	<u>Walk</u>	<u>Bus</u>	<u>Drive Own Car</u>	<u>Hitch-hike</u>	<u>Car Ride</u>
8	Boys	23.7	31.3	--	19.8	99.6
	Girls	20.9	52.0	--	--	53.4
	Total	22.2	42.3	--	9.3	51.6
9	Boys	31.5	21.7	.7	4.2	46.9
	Girls	28.9	35.1	--	--	45.4
	Total	30.4	27.1	.4	2.5	46.2
10	Boys	27.9	23.3	3.5	2.3	54.7
	Girls	18.5	42.0	--	--	50.6
	Total	23.4	32.3	1.8	1.2	52.7
11	Boys	27.0	14.3	12.7	1.6	52.4
	Girls	34.3	22.4	--	--	68.7
	Total	30.8	18.5	6.2	.8	60.8
12	Boys	19.6	8.9	37.5	1.8	32.1
	Girls	20.4	18.5	7.4	1.9	70.4
	Total	20.0	13.6	22.7	1.8	50.9
Total	Boys	26.7	22.1	6.9	7.5	48.0
	Girls	24.2	38.0	.9	.2	55.5
	Total	25.5	29.8	4.0	4.0	51.6

TABLE LXVIII

PERCENT OF STUDENTS SHOWING METHOD OF GETTING HOME FROM SCHOOL,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students				
		Walk	Car Ride	Bus	Drive Own Car	Hitch-hike
8	Boys	45.8	6.9	40.5	--	21.4
	Girls	51.4	18.9	68.9	--	--
	Total	48.7	13.3	55.6	--	10.0
9	Boys	51.0	10.5	32.9	.7	14.0
	Girls	45.4	15.5	53.6	--	--
	Total	48.8	12.5	41.3	.4	8.3
10	Boys	47.7	27.9	30.2	7.0	14.0
	Girls	43.2	8.6	55.6	1.2	--
	Total	45.5	18.6	42.5	4.2	7.2
11	Boys	49.2	31.7	28.6	12.7	4.8
	Girls	62.7	34.3	31.3	--	--
	Total	56.2	33.1	30.0	6.2	2.3
12	Boys	26.8	17.9	10.7	35.7	5.4
	Girls	40.7	46.3	35.2	7.4	1.9
	Total	33.6	31.8	22.7	21.8	3.6
Total	Boys	45.9	16.3	31.3	7.3	13.8
	Girls	49.0	21.9	53.5	1.1	.2
	Total	47.4	19.0	42.0	4.3	7.2

TABLE LXIX

PERCENT OF PARENTS SHOWING METHOD THEIR CHILDREN USE TO
GET TO SCHOOL, ACCORDING TO SEX

		<u>Percent of Parents</u>				
		Walk	Bus	Drive Own Car	Hitch-hike	Car Ride
First Sample	Boys	42.9	25.0	14.3	3.6	25.0
	Girls	24.2	27.3	3.0	--	54.5
	Total	32.8	26.2	8.2	1.6	41.0
Second Sample	Boys	33.3	33.3	5.5	--	27.7
	Girls	23.5	35.2	--	--	58.8
	Total	28.5	34.2	2.8	--	42.8

TABLE LXX

PERCENT OF PARENTS SHOWING METHOD THEIR CHILDREN USE TO
GET HOME FROM SCHOOL

		<u>Percent of Parents</u>				
		Walk	Bus	Drive Own Car	Hitch-hike	Car Ride
First Sample	Boys	53.6	32.1	14.3	7.1	3.6
	Girls	48.5	36.4	3.0	3.0	9.1
	Total	50.8	34.4	8.2	4.9	6.6
Second Sample	Boys	50.0	33.3	5.5	5.5	5.5
	Girls	58.8	52.9	--	--	5.8
	Total	54.2	42.8	2.8	2.8	5.7

QUESTION 33

DO YOU HAVE A REGULAR JOB AFTER SCHOOL AND/OR ON SATURDAYS?

About 20% of East students work according to the questionnaire.⁴⁵

The pattern shows that as age increases the number of students holding jobs also increases. Almost 50% of the twelfth graders and 33% of the eleventh graders have some sort of regular job.

More boys get jobs at an earlier age than girls, but there is a sharp rise in the frequency of the latter to have employment between the tenth and eleventh grades, and another big increase occurs between eleventh and twelfth grades.

The parental samples agreed very closely with one another and support the general conclusions of the student poll.

Comments and Interpretations:

There is a need for more information about the part-time employment status of junior and senior high school students. A separate study could be conducted to find out what is the relationship between work outside of school and school achievement. Does a regular job affect school achievement? Why do many students desire a regular job while yet in school? Does work outside of school have more of an appeal to some students than to others? Is work outside of school more attractive to some students than participation in extracurricular activities such as plays, speech activities and athletics? What are parental attitudes toward outside work by their children? What types of jobs do students

⁴⁵See Tables LXXI and LXXII

hold, how much do they earn, and how many hours do they work per week?

Some studies have been done concerning the child who works while yet in school. Kohs found that employed students have more problems, need more specific direction and guidance and are more likely to withdraw from school before graduation.⁴⁶

⁴⁶Richard Kohs, "Working Youngsters Have It Tough," Personnel and Guidance Journal, III (January, 1953), 250-2

TABLE LXXI

PERCENT OF STUDENTS WHO HAVE A REGULAR JOB AFTER SCHOOL AND/OR
ON SATURDAY, ACCORDING TO GRADE AND SEX

<u>Grade</u>	<u>Percent of Students</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
8	28.2	4.8	15.8
9	23.2	7.2	16.6
10	23.8	6.2	14.9
11	41.4	26.9	33.6
12	50.0	40.7	45.5
Total	30.2	13.2	21.9

TABLE LXXII

PERCENT OF PARENTS WHO INDICATED THEIR CHILDREN HAVE A REGULAR
JOB AFTER SCHOOL AND/OR ON SATURDAY, ACCORDING TO SEX

	<u>Percent of Parents</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
First Sample	42.9	23.3	32.8
Second Sample	52.9	11.7	32.3

QUESTION 34

IF YOU HAVE A REGULAR JOB, HOW MUCH DO YOU EARN,
ON THE AVERAGE, DURING A WEEK?

Of the students at East holding jobs, about 50% earn under ten dollars per week.⁴⁷ A large proportion of these students are in junior high school. About 30% of the students at East who hold jobs earn from ten to twenty dollars per week.

Earning rate increases with age. There seems to be a close similarity between boys and girls in the amount of money earned per week.

The parental samples both indicate that the majority of East students who have jobs earn under twenty dollars per week. This agrees with the results of the student poll.

Comments and Interpretations:

Eighty percent of those students who have jobs earn under twenty dollars per week. It would be interesting to learn how this money is spent. A further study of students' financial matters might indicate, for example, how much money is spent per school year on school-sponsored enterprises. This would be especially valuable if a school were to consider using an activity ticket for many or all of its activities.

⁴⁷See Tables LXXIII and LXXIV

TABLE LXXIII

PERCENT OF STUDENTS WHO HAVE REGULAR JOBS SHOWING AVERAGE
WEEKLY SALARY, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students					
		Under \$10.	\$10. to \$20.	\$21. to \$30.	\$31. to \$40.	\$41. to \$50.	Over \$50.
8	Boys	83.8	13.5	2.7	--	--	--
	Girls	75.0	--	--	25.0	--	--
	Total	82.9	12.2	2.4	2.4	--	--
9	Boys	65.6	21.9	12.5	--	--	--
	Girls	83.3	16.7	--	--	--	--
	Total	68.4	21.1	10.5	--	--	--
10	Boys	68.4	15.8	5.3	10.5	--	--
	Girls	80.0	20.0	--	--	--	--
	Total	70.8	16.7	4.2	8.3	--	--
11	Boys	29.2	41.7	25.0	4.2	--	--
	Girls	55.6	33.3	11.1	--	--	--
	Total	40.5	38.1	19.0	2.4	--	--
12	Boys	14.3	67.9	14.3	--	--	3.5
	Girls	20.0	45.0	30.0	5.0	--	--
	Total	16.7	58.3	20.8	2.1	--	2.1
Total	Boys	54.3	31.4	11.4	2.1	--	.7
	Girls	49.1	32.1	15.1	3.8	--	--
	Total	52.8	31.6	12.4	2.6	--	.5

TABLE LXXIV

PERCENT OF PARENTS OF STUDENTS WHO HAVE REGULAR JOBS, SHOWING
STUDENTS' AVERAGE WEEKLY EARNINGS, ACCORDING TO SEX

		<u>Percent of Parents</u>		
		Under \$10.	\$10. to \$20.	\$21. to \$30.
First Sample	Boys	33.3	58.3	8.3
	Girls	57.1	28.6	14.3
	Total	42.1	47.4	10.5
Second Sample	Boys	77.7	22.3	--
	Girls	--	100.0	--
	Total	63.6	36.4	--

QUESTION 35

DO YOU BABY SIT FOR PAY?

The student poll indicates that 32% of the boys at some time or other take care of children for pay while, understandably, 87% of the girls earn money this way.⁴⁸ The distribution of answers to this question indicates that as the grade in school advances both boys and girls do less baby tending.

The parental samples are in accord with one another though these results differ with the responses of the students. Either this can be attributed to the limited sample of parents polled or an error in the student response.

⁴⁸See Tables LXXV and LXXVI

TABLE LXXV

PERCENT OF STUDENTS WHO BABY-SIT FOR PAY, ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	35.1	92.5	65.5
9	46.3	97.9	68.0
10	23.9	91.1	59.3
11	21.2	80.6	54.6
12	13.7	56.6	35.6
Total	32.6	87.4	60.1

TABLE LXXVI

PERCENT OF PARENTS WHO INDICATED THEIR CHILDREN
BABY-SIT FOR PAY, ACCORDING TO SEX

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	16.7	67.7	45.5
Second Sample	25.0	64.7	45.5

QUESTION 36

ABOUT HOW MANY DAYS AND/OR NIGHTS IN AN AVERAGE WEEK DO YOU BABY SIT?

On the average 50% of the students who do take care of children do so only one night a week; another 25% are employed two nights per week.⁴⁹ More girls than boys take care of children, as found in the previous question, and they also do so more frequently.

The two parental samples seem to agree with one another. They established the validity of the student poll by indicating also that the majority of students who baby sit do so one or two nights per week.

⁴⁹See Tables LXXVII and LXXVIII

TABLE LXXVII

PERCENT OF STUDENTS WHO BABY-SIT FOR PAY, SHOWING AVERAGE NUMBER
OF TIMES PER WEEK THEY BABY-SIT, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students							
		0	1	2	3	4	5	6	7
8	Boys	15.9	59.1	20.5	2.3	--	2.3	--	--
	Girls	4.4	38.9	29.4	19.8	7.4	--	--	--
	Total	7.2	43.9	27.2	15.6	5.6	.6	--	--
9	Boys	11.3	77.4	9.7	--	--	--	1.6	--
	Girls	7.4	37.9	35.8	13.7	2.1	2.1	1.1	--
	Total	8.9	53.5	25.5	8.3	1.3	1.3	1.3	--
10	Boys	23.5	41.2	23.5	--	--	5.9	5.9	--
	Girls	5.8	50.7	30.4	10.1	1.4	--	1.4	--
	Total	9.3	48.8	29.1	8.1	1.2	1.2	2.3	--
11	Boys	9.1	90.9	--	--	--	--	--	--
	Girls	16.7	48.1	20.4	9.3	3.7	--	1.9	--
	Total	15.4	55.4	16.9	7.7	3.1	--	1.5	--
12	Boys	14.3	71.4	--	--	--	--	--	14.3
	Girls	13.3	46.7	23.3	6.7	6.7	3.3	--	--
	Total	13.5	51.4	18.9	5.4	5.4	2.7	--	2.7
Total	Boys	14.2	68.1	13.5	.7	--	1.4	1.4	.7
	Girls	7.8	42.7	29.4	14.1	4.4	.8	.8	.8
	Total	9.5	49.5	25.1	10.5	3.2	1.0	1.0	.2

TABLE LXXVIII

PERCENT OF PARENTS OF CHILDREN WHO BABY SIT FOR PAY, SHOWING
 AVERAGE NUMBER OF TIMES PER WEEK THEY BABY SIT,
 ACCORDING TO SEX

		<u>Percent of parents</u>							
		0	1	2	3	4	5	6	7
First Sample	Boys	--	25.0	50.0	25.0	--	--	--	--
	Girls	19.0	52.4	23.8	--	--	--	4.8	--
	Total	16.0	48.0	28.0	4.0	--	--	4.0	--
Second Sample	Boys	--	75.0	25.0	--	--	--	--	--
	Girls	9.0	72.7	18.2	--	--	--	--	--
	Total	6.6	73.3	20.0	--	--	--	--	--

QUESTION 37

DO YOU GET AN ALLOWANCE?

According to the poll 60% of the students do get an allowance, girls being more likely to receive stipends than the boys although the difference is slight.⁵⁰ The number of students receiving allowances is highest in the eighth grade (68%) diminishing gradually as the grade in school advances (to 45% in the twelfth grade).

The two parental samples agree with what was found in the student poll and with one another.

Comments and Interpretations:

Further study on this question would reveal if those students who do not receive an allowance are those students who hold regular jobs.

⁵⁰See Tables LXXIX and XXC

TABLE LXXIX

PERCENT OF STUDENTS WHO RECEIVE AN ALLOWANCE, ACCORDING TO GRADE AND SEX

Grade	<u>Percent of Students</u>		
	Boys	Girls	Total
8	66.4	69.2	67.9
9	64.1	63.9	64.0
10	56.3	63.0	59.6
11	44.3	65.6	53.5
12	38.9	50.9	44.8
Total	57.2	64.2	60.6

TABLE XXC

PERCENT OF PARENTS WHO INDICATED THEIR CHILDREN RECEIVE AN ALLOWANCE

	<u>Percent of Parents</u>		
	Boys	Girls	Total
First Sample	53.8	65.6	60.3
Second Sample	52.9	76.4	64.7

QUESTION 38

IF YOU RECEIVE AN ALLOWANCE, HOW MUCH DO YOU RECEIVE EACH WEEK?

The amount of money received by students who receive an allowance increases with age. The most popular sum is \$1.00 to \$1.50 for eighth graders, \$1.50 to \$2.00 for ninth graders, \$2.00 to \$3.00 for senior high students per week. On the average girls receive higher allowances than boys.⁵¹

Although the two parental polls did not agree entirely with one another, they did establish that the most popular allowance brackets are from \$.75 to \$3.00 a week.

Comments and Interpretations:

This question was poorly phrased; as a result, it is difficult to establish mean, median and mode allowances for each grade. The information obtained is too general to be of any specific value; however, in the light of what was found, we can make the above general conclusions.

Gruenberg states that when considering the amount of an allowance, "there isn't any right amount for every child at a given age. The family budget and the price of things will influence the amount you can afford to set aside, and this should be explained to the child."⁵² Other questions to be considered are:

⁵¹See Tables XXCI and XXCII

⁵²Sidonie M. Gruenberg, "Money in Their Jeans," National Parent-Teacher Magazine, XLVI (February, 1952), 7-9

- 1) Where do you live?
- 2) Are there lots of alluring neighborhood stores providing incentive?
- 3) What does the child need to buy?
- 4) How much spending money do his friends have?

Gruenberg's⁵³ suggestions on money management by students were:

- A) Parents should suggest but not dictate where the money should go.
- B) Children should receive extra pay for doing special chores, but it is a mistake to put a cash premium on all cooperation.
- C) Using money as a disciplinary club is misusing it.
- D) Good marks in school should not receive extra pay.

⁵³Gruenberg, op. cit., 584

TABLE XXCI

PERCENT OF STUDENTS WHO RECEIVE AN ALLOWANCE SHOWING HOW MUCH IS RECEIVED EACH WEEK,
ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students							
		Less than \$.50	\$.51 to \$.75	\$.76 to \$1.00	\$1.01 to \$1.50	\$1.51 to \$2.00	\$2.01 to \$3.00	\$3.01 to \$4.00	More than \$4.00
8	Boys	10.3	10.3	27.6	26.4	13.8	6.9	1.1	3.4
	Girls	1.0	5.9	12.9	33.7	24.8	19.8	2.0	—
	Total	5.3	8.0	19.7	30.3	19.7	13.8	1.6	1.6
9	Boys	4.9	7.3	19.5	25.6	30.5	9.8	1.2	1.2
	Girls	3.3	3.3	9.8	31.1	29.5	8.2	9.8	4.9
	Total	4.2	5.6	15.4	29.0	30.1	9.1	4.9	2.8
10	Boys	9.4	—	12.5	15.6	15.6	25.0	12.5	9.4
	Girls	2.0	8.0	2.0	24.0	30.0	26.0	2.0	6.0
	Total	4.9	4.9	6.1	20.7	24.4	25.6	6.1	7.3
11	Boys	—	4.3	13.0	21.7	13.0	34.8	4.3	8.7
	Girls	2.4	—	2.4	14.6	29.3	29.3	12.2	9.8
	Total	1.6	1.6	6.3	17.2	23.4	31.3	9.4	9.4
12	Boys	—	—	9.5	9.5	19.0	38.1	14.3	9.5
	Girls	—	4.2	—	12.5	12.5	37.5	8.3	25.0
	Total	—	2.2	4.4	11.1	15.6	37.8	11.1	17.8
Total	Boys	6.5	6.5	20.0	22.9	20.0	15.5	4.1	4.5
	Girls	1.8	4.7	7.6	26.7	26.4	21.3	5.8	5.8
	Total	4.0	5.6	13.4	24.9	23.4	18.6	5.0	5.2

TABLE XXCII

PERCENT OF PARENTS WHOSE CHILDREN RECEIVE AN ALLOWANCE, SHOWING AMOUNT RECEIVED EACH WEEK

		<u>Percent of Parents</u>							
		Less than \$.50	\$.51 to \$.75	\$.76 to \$1.00	\$1.01 to \$1.50	\$1.51 to \$2.00	\$2.01 to \$3.00	\$3.01 to \$4.00	More than \$4.00
First Sample	Boys	7.1	--	21.4	21.4	21.4	21.4	--	7.1
	Girls	--	4.8	14.3	9.5	38.1	23.8	--	9.5
	Total	2.9	2.9	17.1	14.3	31.4	22.9	--	8.6
Second Sample	Boys	--	11.1	22.2	33.3	11.1	11.1	11.1	--
	Girls	7.6	15.3	15.3	23.0	23.0	--	7.6	7.6
	Total	4.5	13.6	18.1	27.2	18.1	4.5	9.0	4.5

QUESTION 39

HAVE YOU HAD YOUR FIRST DATE?

By the time they leave high school, only 10% of the student population at East have not had their first date. There seems to be a sharp increase in dating between the eighth and tenth grades, indicating that this is the approximate time when many students begin to be socially motivated.⁵⁴

The parental samples differ markedly with one another, and neither agrees with the student poll.

Comments and Interpretations:

The phrasing of the question was poor. The term "date" means many things to many people. Students themselves would differ greatly on what constitutes a date, and parents would also give many varied opinions. This may explain why the parental samples differ markedly with one another.

Christensen found that with grade level and dating patterns students thought age fifteen was the correct age to begin dating.⁵⁵

If the information obtained from the students is at least in part correct, certainly the school must be concerned with the subject of student dating patterns. Do students receive the information and guidance they want about dating? Do parents expect more of the school with regard to guiding students in dating matters? What effect, if any, does

⁵⁴See Tables XXCIII and XXCIV

⁵⁵Harold T. Christensen, "Dating Behavior As Evaluated By High School Students," American Journal of Sociology, LVII (May, 1952), 580-6

dating have on scholastic achievement? Should the school be concerned about the students who "go steady"? (It is the author's observation that the number of students who "go steady" is rapidly increasing.)

There is much more that can and should be found about the dating practices of students.

TABLE XXCIII
 PERCENT OF STUDENTS WHO HAVE HAD THEIR FIRST DATE,
 ACCORDING TO GRADE AND SEX

<u>Grade</u>	<u>Percent of Students</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
8	38.9	55.1	47.5
9	59.4	82.1	68.5
10	76.8	89.2	82.7
11	93.7	95.4	94.5
12	87.0	90.6	88.8
Total	64.5	77.2	70.6

TABLE XXCIV
 PERCENT OF PARENTS WHO INDICATED THEIR CHILDREN HAVE HAD THEIR FIRST DATE

	<u>Percent of Parents</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
First Sample	92.3	90.6	91.4
Second Sample	64.7	47.0	55.8

QUESTION 40

IF YOU HAVE HAD YOUR FIRST DATE, HOW OLD WERE YOU WHEN
YOU WENT ON YOUR FIRST DATE?

Girls date at an earlier age than boys, but according to the poll this is only slight, however.⁵⁶ Over 50% of both boys and girls have had their first date by the time they are fourteen years of age.

Here again the parental polls did not agree with the student poll. The parents indicated that over 50% of both boys and girls have had their first date by the time they are fifteen years of age.

⁵⁶See Tables XXCV and XXCVI

TABLE XXCV

PERCENT OF STUDENTS WHO HAVE HAD THEIR FIRST DATE, SHOWING THE AGE AT WHICH THEY BEGAN DATING, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>				
		Under 14	14	15	16	17 or older
8	Boys	92.2	7.8	--	--	--
	Girls	91.4	8.6	--	--	--
	Total	91.7	8.3	--	--	--
9	Boys	49.4	43.5	7.1	--	--
	Girls	66.7	33.3	--	--	--
	Total	57.7	38.7	3.7		
10	Boys	43.5	40.3	12.9	3.2	--
	Girls	51.5	33.3	15.2	--	--
	Total	47.7	36.7	14.1	1.6	--
11	Boys	45.6	28.1	19.3	7.0	--
	Girls	45.2	32.3	14.5	8.1	--
	Total	45.4	30.3	16.8	7.6	--
12	Boys	36.2	17.0	25.5	14.9	6.3
	Girls	--	83.0	12.8	2.1	2.1
	Total	18.1	50.0	19.1	8.5	4.3
Total	Boys	52.6	29.8	12.3	4.3	1.0
	Girls	56.3	34.1	7.5	1.8	.3
	Total	54.6	32.1	9.7	3.0	.6

TABLE XXCVI

PERCENT OF PARENTS WHOSE CHILDREN HAVE HAD THEIR FIRST DATE,
SHOWING THE AGE AT WHICH THEIR DATING BEGAN

		<u>Percent of Parents</u>				
		Under 14	14	15	16	17 or older
First Sample	Boys	17.4	38.8	30.4	13.0	4.3
	Girls	10.3	37.9	20.7	24.1	6.9
	Total	13.5	36.5	25.0	19.2	5.8
Second Sample	Boys	36.3	18.1	27.2	9.0	9.0
	Girls	12.5	7.5	12.5	--	--
	Total	26.3	42.1	21.0	5.2	5.2

QUESTION 41

ON THE AVERAGE, HOW MANY TIMES PER WEEK DO YOU GO OUT ON A DATE?

Of the students who do date, 60% of them average one date or less per week. The statistical tabulation indicates that girls date more often than do boys.⁵⁷ There is an apparent discrepancy here which can possibly be explained by the fact that many girls apparently date boys who do not attend school at East.

The rate of dating increases as the year in school advances. Fifty percent of 11th and 12th graders date one or two nights per week on the average. A very small percentage of students date more than two times per week.

Comments and Interpretations:

In writing on the dating patterns of students, Hill found that as the socioeconomic position gets lower, fewer dates occur.⁵⁸ Children of these "lower" families more often go outside the school for their dating partners.

Regarding grade level Hill's data shows that there is a steady increase in the number of dating partners from grade nine through grade eleven with a definite decrease in grade twelve -- probably because more twelfth graders go steady and would therefore have fewer dating partners.

⁵⁷See Tables XXVII and XXVIII

⁵⁸Thomas J. Hill, "Dating Patterns and Family Position," Clearing House, XXIX (May, 1955), 552-4

Most dating is done within a pupil's own school class and social class according to Hill.⁵⁹ When a student does go outside his social class to date, he usually goes outside his school class also. Hill also found that the higher a pupil's social class the greater his number of dating partners.

⁵⁹Ibid., p. 553

TABLE XXCVII

PERCENT OF STUDENTS WHO DATE SHOWING THE FREQUENCY OF DATES PER
AVERAGE WEEK, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Percent of Students</u>							
		0	1	2	3	4	5	6	7
8	Boys	43.1	49.0	7.8	--	--	--	--	--
	Girls	49.4	32.1	13.6	1.2	--	3.7	--	--
	Total	47.0	38.6	11.4	.8	--	2.3	--	--
9	Boys	41.2	42.4	14.1	2.4	--	--	--	--
	Girls	21.8	47.4	21.8	5.1	1.3	--	2.6	--
	Total	31.9	44.8	17.8	3.7	.6	--	1.2	--
10	Boys	38.1	38.1	15.9	6.3	1.6	--	--	--
	Girls	--	49.1	39.6	5.7	3.8	--	--	1.9
	Total	20.7	43.1	26.7	6.0	2.6	--	--	.8
11	Boys	31.6	31.6	26.3	8.8	1.8	--	--	--
	Girls	16.4	29.5	32.8	13.1	6.6	1.6	--	--
	Total	23.7	30.5	29.7	11.0	4.2	.8	--	--
12	Boys	21.3	48.9	12.8	12.8	2.1	--	2.1	--
	Girls	14.6	27.1	33.3	20.8	2.1	2.1	--	--
	Total	17.9	37.9	23.2	16.0	2.1	1.1	1.1	--
Total	Boys	36.0	41.6	15.5	5.6	1.0	--	.3	--
	Girls	23.1	37.4	26.5	8.1	2.5	1.6	.6	.3
	Total	29.3	39.4	21.2	6.9	1.8	.8	.5	.2

TABLE XXCVIII

PERCENT OF PARENTS OF CHILDREN WHO DATE SHOWING THE FREQUENCY
OF DATES BY THEIR CHILDREN PER AVERAGE WEEK

		<u>Percent of Parents</u>							
		0	1	2	3	4	5	6	7
First Sample	Boys	27.3	36.4	22.7	9.1	4.5	--	--	--
	Girls	34.6	23.1	34.6	7.7	--	--	--	--
	Total	31.3	29.2	29.2	8.3	2.1	--	--	--
Second Sample	Boys	63.6	27.2	9.0	--	--	--	--	--
	Girls	25.0	50.0	--	25.0	--	--	--	--
	Total	47.3	36.8	5.2	10.5	--	--	--	--

QUESTION 42

WHEN YOU DATE, APPROXIMATELY HOW MUCH DO YOU SPEND?

Most of the girls did not respond to this question, indicating that to go on a date costs them nothing.⁶⁰ Forty-eight percent of the boys responded by indicating that they spend from \$2.00 to \$3.00 on a date. The cost per date is pretty much the same regardless of grade level.

The parental samples also established two to three dollars as the usual cost when their children date.

Comments and Interpretations:

Here again our question phrasing was inadequate, for the author was unable to obtain a mean, median or mode. It seems reasonable to assume, however, that for the ordinary date the boy had better have \$3.00 in his pocket.

⁶⁰See Tables XXCIX and XC

TABLE XXCIX

PERCENT OF BOYS WHO DATE SHOWING APPROXIMATE COST OF AN AVERAGE DATE, ACCORDING TO GRADE

Grade	<u>Percent of Boys</u>				
	Less than \$1.00	\$1.00 to \$1.99	\$2.00 to \$2.99	\$3.00 to \$3.99	\$4.00 or more
8	2.3	14.0	46.5	27.9	8.3
9	1.4	24.6	52.2	17.4	4.3
10	4.9	12.2	43.9	31.7	7.3
11	--	12.8	46.8	23.4	17.0
12	2.2	17.8	48.9	17.8	13.3
Total	2.0	17.1	48.2	22.9	9.8

TABLE XC

PERCENT OF PARENTS OF BOYS WHO DATE, SHOWING APPROXIMATE COST TO THEIR SONS PER AVERAGE DATE

	<u>Percent of Parents</u>				
	Less than \$1.00	\$1.00 to \$1.99	\$2.00 to \$2.99	\$3.00 to \$3.99	\$4.00 or more
First Sample	--	29.4	52.9	17.6	--
Second Sample	16.6	16.6	50.0	16.6	--

QUESTION 43

WHEN YOU GO ON A DATE, WHERE DO YOU USUALLY GO?

Motion pictures provide most of the entertainment for students on dates.⁶¹ School-sponsored activities -- games, dances, plays, etc. -- also provide much of the entertainment for dating couples. In grades eight through twelve the pattern of activities on dates was about the same.

Parental samples were not obtained for this question, nor were the results of the student poll computed in percentages.

⁶¹See Table XCI

TABLE XCI

NUMBER OF STUDENTS WHO DATE SHOWING USUAL ENTERTAINMENT WHEN
ON A DATE, ACCORDING TO GRADE AND SEX

Grade	Sex	<u>Number of Students</u>											
		Movies	Athletic Games	Parties	Dances	Bowling	Soda Fountain	Car Ride	Skating	Walk	School Plays	Church Activities	Dinner
8	Boys	27	7	5	11	1	1	-	2	-	-	-	-
	Girls	34	15	9	19	-	1	8	4	-	-	-	-
	Total	61	22	14	30	1	2	8	6	-	-	-	-
9	Boys	48	9	8	22	-	-	1	1	2	1	-	-
	Girls	35	11	7	23	-	3	1	-	2	2	2	-
	Total	83	20	15	45	-	3	2	1	4	3	2	-
10	Boys	28	5	2	9	-	-	2	-	-	-	-	-
	Girls	47	11	3	13	2	-	3	3	-	1	-	-
	Total	75	16	5	22	2	-	5	3	-	1	-	-
11	Boys	18	4	3	13	-	-	-	-	-	-	2	7
	Girls	50	14	13	18	4	-	6	-	-	-	-	-
	Total	68	18	16	31	4	-	6	-	-	-	2	7
12	Boys	34	5	5	9	1	-	-	-	-	-	-	-
	Girls	41	10	11	18	1	-	8	-	-	-	-	4
	Total	75	15	16	27	2	-	8	-	-	-	-	4
Total	Boys	155	30	23	64	2	1	3	3	2	1	2	7
	Girls	207	61	43	91	7	4	26	7	2	3	2	4
	Total	362	91	66	155	9	5	29	10	4	4	4	11

QUESTION 44

AT WHAT TIME DO YOUR PARENTS USUALLY EXPECT YOU TO BE HOME FROM A DATE?

According to the student poll, as students grow older, more and more parents do not specify a particular time when students must be home from social events, but parental samples sharply disagree with this also.⁶²

More parents specify particular times for girls than for boys.

The parental samples did not agree with one another for the most part; however, there seems to be an indication that 12:00 is perhaps the most popular time of home arrival for dating couples.

⁶²See Tables XCII and XCIII

TABLE XCII

PERCENT OF STUDENTS WHO DATE SHOWING TIME PARENTS EXPECT THEM HOME
FROM A DATE, ACCORDING TO GRADE AND SEX

Grade	Sex	Percent of Students					
		Before 10:00 p.m.	By 11:00 p.m.	By 11:30 p.m.	By 12:00 p.m.	By 12:30 a.m.	No Time Specified
8	Boys	17.0	38.3	25.5	8.5	2.1	8.5
	Girls	12.3	46.6	21.9	11.0	1.4	6.8
	Total	14.2	43.3	23.3	10.0	1.7	7.5
9	Boys	6.4	14.1	23.1	29.5	10.3	16.7
	Girls	5.1	23.1	23.1	21.8	9.0	17.9
	Total	5.8	18.6	23.1	25.6	9.6	17.3
10	Boys	1.6	12.9	8.1	32.3	11.3	33.9
	Girls	6.2	13.8	21.5	32.3	7.7	18.5
	Total	3.9	13.4	15.0	32.3	9.4	26.0
11	Boys	1.8	5.6	5.6	20.4	18.5	48.1
	Girls	--	4.8	4.8	27.4	27.4	35.5
	Total	.9	5.2	5.2	24.1	23.3	41.4
12	Boys	--	--	2.1	10.6	27.7	59.6
	Girls	--	4.2	--	6.3	31.3	58.3
	Total	--	2.1	1.1	8.4	29.5	58.9
Total	Boys	5.2	13.9	13.5	21.9	13.5	31.9
	Girls	5.2	20.3	15.6	20.3	13.8	24.8
	Total	5.2	17.3	14.7	21.0	13.7	28.2

TABLE XCIII

PERCENT OF PARENTS OF CHILDREN WHO DATE SHOWING TIME CHILDREN
ARE EXPECTED TO BE HOME FROM A DATE

		<u>Percent of Parents</u>					
		Before 10:00 p.m.	By 11:00 p.m.	By 11:30 p.m.	By 12:00 p.m.	By 12:30 a.m.	No Time Specified
First Sample	Boys	3.7	18.5	11.1	25.9	22.2	18.5
	Girls	16.1	9.7	12.9	38.7	22.6	--
	Total	10.3	13.8	12.1	32.8	22.4	8.6
Second Sample	Boys	43.7	25.0	12.5	18.7	--	--
	Girls	25.0	25.0	16.7	16.7	--	16.7
	Total	35.7	25.0	14.2	17.8	--	7.1

IV. SUMMARY AND CONCLUSIONS

Begun in 1956, this study was made because members of the author's ninth grade civics class were curious to know more about the personal characteristics of the student who attends Duluth East Junior-Senior High School. It began as a class project with much of the preliminary planning and organization being done by members of this class. The forty-four questions in the questionnaire were written by various committees of students. This questionnaire was then presented to 926 members of the East Junior-Senior High School student body by this civics class. The preliminary tabulation of answers was also performed by groups within this class, and this tabulation was used as a basis for further class discussions regarding the personal characteristics of the students who attend the school.

The author felt that the project was a success but that much more could be done in a more detailed study of the material which had been gathered. He obtained permission to use this material as a basis for a Master's paper.

Two obstacles were immediately apparent. First, since the questions were prepared almost entirely by students, they, in some cases, left something to be desired as to their phrasing and interpretation. Secondly, some method had to be devised to check on the validity of the results obtained from the students. Two parental samples were taken to do this. Representative groups of parents were polled and were asked to answer on behalf of their children the same question which was asked of

the student.

As stated in the introduction to this study, the author and members of this ninth grade civics class who conducted this survey were, at the beginning of the project, interested in finding facts about the student body at East Junior-Senior High School. The object was not to compare these students with others, nor was there an endeavor to prove anything. Keeping these facts in mind, the conclusions which can be derived from this study are not "earth-shaking" or "startling." The results to the many questions can, however, lend strength to some of the opinions which many might have about the personal characteristics of junior or senior high school students. Answers to other questions will tend to deny what many persons commonly think true about this group of students.

In general, the parental samples seemed to agree with the information given by students, thereby lending some support to the student poll. However, more conclusive validation of the student's responses would have been obtained had a larger sampling of parents been polled.

Some of the more significant conclusions which can be stated as a result of the findings of this survey are:

1. Only a small percentage (about 10%) of students complete their senior year without knowing how to drive.
2. Well over half of the students begin to drive under parental supervision when under the age of fourteen years.
3. Most students are taught to drive by their parents.

4. Boys are allowed to have the family car by themselves at an earlier age than girls are.
5. Of the students who drive at East Junior-Senior High School, five percent indicated that they have received a ticket for speeding.
6. Approximately thirteen percent of the students at East who drive own their own cars. More than half (56.3%) of these students have obtained their own cars through their own earnings.
7. The girls at East Junior-Senior High School take home schoolwork more often than boys do. The amount of schoolwork taken home increases as the grade in school increases. Students in the upper grades also spend more time at home on their schoolwork than the lower grade students do.
8. In general, students like the subject of mathematics best.
9. Students seem to watch television from one-half hour to three hours per evening. The upper grade students do not spend as much time watching television as the lower grade students do.
10. Only four percent of the families of students at East Junior-Senior High School do not have television sets.
11. There is a high proportion of boys in the junior high school and also in the senior high school who do not attend any of the dances presented at the school. (Twenty-three percent of the junior high boys and fifty-two percent of the senior

high boys do not attend any of the school dances.)

12. There is a large amount of hitch-hiking which takes place among junior high boys as they return home from school.

13. Generally, about twenty percent of East's students work.

The pattern shows that as age increases the number of students holding jobs also increases. Almost fifty percent of the twelfth graders and thirty-three percent of the eleventh graders have a regular job. Of these students holding jobs, about fifty percent of them earn under \$10.00 per week.

14. Almost two-thirds of the students at East Junior-Senior High School receive an allowance. Girls are more likely to receive an allowance than boys are although the difference is slight. The number of students receiving allowances is highest in the eighth grade (68%) diminishing gradually as the grade in school advances (to 45% in the twelfth grade).

15. The amount of money received by students who receive an allowance increases with age. The most popular sum was from \$1.00 per week for eighth graders to \$3.00 per week for high school students.

16. By the time they leave high school, only ten percent of the student population at East have not had their first date. Girls date at an earlier age than boys. Most of the students who do date do so on the average of one date per week

or less. They spend from \$2.00 to \$3.00 per date, on the average. A large proportion of the dating couples go to the motion pictures or school-sponsored activities for their entertainment.

17. As students grow older, more and more parents do not specify a particular time when students must be home from a date. More parents specify a particular time for girls than for boys.

The results of this survey must of necessity be limited to the particular student body which was polled. Since this student body is constantly changing, it must be said, too, that these results, if true, will not necessarily be true in later years.

The implications for further study are great. None of the forty-four questions was exhaustively treated. Many or all of them could be the basis for further individual studies.

The author would hesitate to recommend revision of the school curriculum on the basis of this study alone. Much more would have to be done before definite changes could be suggested. However, the following thoughts seem tenable.

There is an apparent need for a stronger liaison between the school and the parent. Parents seem to be unaware in many cases of what is actually taking place with regard to their children, school, and other activities.

The school's prime responsibility to the student is one of an

academic nature. Certainly there is need for a further study of the effect which "outside" activities have on scholarship and academic success.

Finally, the author would suggest that a uniform study be developed which would involve all schools in the community. Such a study could yield implications for further curriculum revision, sociological and economic needs of students.

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