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A study of the types of biography in the teaching of social studies in high school

William Alexander Fields
Indiana State University

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A STUDY OF THE TYPES OF BIOGRAPHY IN THE TEACHING
OF SOCIAL STUDIES IN HIGH SCHOOL

by

William Alexander Fields

Contributions of the Graduate School
Indiana State Teachers College
Number 210

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

1935

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W. A. F.

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I. INTRODUCTION

A. Background of Problem

In this period when curricular changes are being made chiefly in the interest of utilitarian subjects, we are considering the utility from the standpoint of moral and character-building values as well as economic values. Character-building today is considered a ranking outcome in Social Studies. Character-building includes not only moral conduct and habits, but attitudes of cooperation and citizenship.

It is because of the present emphasis placed upon character-building as a pupil outcome in the teaching of Social Studies, because of the great increase in the number of biographies that are being yearly produced, and because of the method of presenting facts in these biographies that this study was undertaken.

It was in January, 1926, that Rupert Hughes attracted nation-wide attention by the making of statements of facts concerning George Washington. Mr. Hughes aroused the ire of so-called patriots, not because he spoke of something new or of any untruth told, but because of the emphasis and accent that he placed upon events and habits in the life of Washington.

Many people had never known previously of the personal habits of Washington or, at least, had not thought that they should be given consideration or serious thought. These were items that were taken for granted before the

advent of the new type biographers. Many of the personal habits of great men have been unmentioned along with their renown and greatness. The characters have been painted as perfect prototypes with the idea that they would serve as ideals and as sources of inspiration to oncoming generations of men. Dr. Merton Rice in his address on "The Value of Great Lives" stated that stories and bits of tradition, whether based upon historical truth and evidence, nevertheless do serve man. He contended that such stories, etc., are sources of inspiration.

The opposing group is frequently referred to as the debunking group. They contend that only historical facts shall be presented in biographies and that myths and unfounded stories shall be unmasked as such. The problem that confronts the teacher is the proper relationship of these two types of biography. But here we find the teachers dividing themselves into groups holding one of the following attitudes toward the use of biography and biographical facts. There are those who hold to the belief that only the idealistic and inspirational facts and stories should be presented. There is a second group that believes only historical facts and stories with historical basis should be presented. They believe too that stories based upon unfounded evidence should be marked as such. The attitude of truthfulness and the ideal of truth cannot be founded upon untruth. This attitude and ideal can only be lastingly created when

founded upon truth. This group has emphasized truth at all cost, but it has neglected to use the truth for securing desired outcomes as the result of presenting of the truth. The third group of teachers is the one that shows the proper relationship of the attitudes and beliefs of the first two groups. This group contains the teacher who can explain an unfounded story or fact but still can retain the desired moral outcome, or can make a boy or girl feel encouraged by revealing that the great characters of history have had shortcomings and weaknesses similar to their own. The student is caused to realize that the weaknesses and shortcomings were not the elements of the resultant greatness but that greatness resulted from the setting aside or overcoming of weaknesses.

B. The Problem Defined

In this study the problem was to learn: 1. Whether high-school students have a preference for either of two types of biography and whether either is distasteful to them. 2. Whether either type of biography makes them feel better and encourages or discourages them. 3. Whether biography is adaptable to use in high school.

C. Procedure

A reaction test was prepared and given to all four classes in four rural high schools, three town high schools, and two city high schools. The rural high schools

were in Jackson, Howard, Ervin, and Union townships in Howard County, Indiana. The town high schools were Converse, Miami County; Greentown, Howard County; and Windfall; Tipton County, all in Indiana. The city high schools were the Indiana State Teachers College Training School and Gerstmeier Technical High School, both of Terre Haute, Vigo County, Indiana. No time limit was employed; the tests were read and answers indicated at individual student speed. The students usually required from thirty to forty-five minutes to complete the test.

The biographical sketches used in the different examples of the reaction test were taken verbatim from biographies. The sketches used in 1A, 2B, 4 B, 5B, 8, 10, 11, and 14 were taken from W. E. Woodward's biography of George Washington, George Washington, The Image and the Man.¹ This is a popular biography found in nearly all public libraries and many school libraries. The sketch used in 1 B was taken from the biography² of Benjamin Franklin written by George Canning Hill. The

¹ W. E. Woodward, George Washington, The Image and the Man, (New York: Boni and Liveright, Inc., 1926), pp. 147, 16, 91, 341-3, 353, 26, 370, and 385.

² George Canning Hill, Benjamin Franklin, (New York: Worthington Co., 1889), pp. 14 and 29.

sketches used in 2A and 3 A were taken from the popular biography³ of Washington written by Rupert Hughes. The sketch used in 3B was taken from an old biography⁴ of Washington written by Edward Everett Hale. The sketches used in 4A and 5A were taken from H. E. Scudder's biography⁵ of Washington, a book commonly found in most libraries. The sketches used in 6A and 6B, from William E. Barton's Life of Abraham Lincoln⁶, take up the contrasting sides of the personality of Mary Todd Lincoln although they are taken from the same book. The sketch used in 9 is from the same source. The sketches used in examples 7 and 11 were taken from Robert E. Annin's life of Woodrow Wilson⁷. And the account in example 13 is taken from Claude G. Bower's Jefferson and Hamilton.

³
Rupert Hughes, George Washington, The Human Being and the Hero, (New York: William Morrow & Co., 1926), pp. 24 and 35.

⁴
Edward Everett Hale, The Life of Washington Studied Anew, (New York: G. P. Putnam's Sons), 1888, p. 4.

⁵
H. E. Scudder, George Washington, (New York: Houghton, Mifflin Co., 1924), pp. 77-78 and 140.

⁶
William E. Barton, Life of Abraham Lincoln, (Indianapolis, Indiana: Bobbs-Merrill Co., 1925), Vol. I, pp. 249 and 136.

⁷
Robert Edwards Annin, Woodrow Wilson, A Character Study, (New York: Dodd, Mead and Co., 1924), pp. 7, and 275-276.

The Struggle for Democracy in America⁸

Care was exercised in the selection of the sketches in order to find representative ones which would not be too long to compile into a useable reaction test.

8

Claude G. Bowers, Jefferson and Hamilton, The Struggle for Democracy in America, (Chautauqua, New York: The Chautauqua Press, 1927), p. 69.

II. THE PROBLEM ANALYSIS

A. Study Number One

In the arrangement of the reaction test, examples of the parallel cases were so alternated in each example that the order was never alike. The students indicated a preference for the formal type in a majority of cases. There was but one exception to this tendency in the parallel accounts. This exception was in Example 2. A majority of the total number accepted the Washington Cherry Tree story, but the following classes rejected it: the rural and city senior boys, the rural senior girls, and the city freshmen and sophomore girls.

In the last section of the reaction test, where only single accounts were presented, the same tendency was supported. Again there was but one exception to this tendency and this was with example 14. This account lauded Washington's shrewdness in quelling the mutiny among the army officers at Newburgh.

There were some scattered exceptions in four of the other seven single accounts. In Example 8 is a new-type account of Washington's use of profanity and his card playing. The girls rejected it by a plurality of 24.9%, while the boys as a group barely rejected it by a plurality of 1.76%. The following class groups did accept it: the rural sophomore and junior boys, the town senior boys, the city freshmen, junior and senior boys, and the rural junior girls.

The following class groups accepted the new-type account in example 9 which said that Lincoln was physically lazy: the rural senior boys, and the city freshmen, sophomore and senior boys. The following class groups accepted the new-type account of Alexander Hamilton: the city freshmen boys and sophomore girls. The city junior girls were evenly divided. In example 13, which lauded Alexander Hamilton, an old-type account, the following class groups rejected it: the rural junior boys and the city sophomore boys. The rural senior boys were divided in their acceptance of it.

There is indicated a mind set against the new type of biography, unless it is in praise of the person. If it were but a matter of choice of biographical type, the problem need not be taken seriously, but the writer feels that we shall never be very good judges of human nature and appreciate human values until we are able to correlate the facts regarding human beings and human qualities. As a general rule the girls indicated a stronger preference or liking, or a non-preference and dislike, than the boys did towards the biographical types. The city girls showed the strongest tendency toward accepting the new type. They were strongest in eight out of the fourteen cases. The town girls were strongest in four out of the fourteen cases, while the rural girls were strongest in but two of the fourteen cases. This tendency of reaction supports the rather common belief that the city environment and the city schools have created a more open-minded attitude

on the part of the city dwellers. The boys showed a tendency similar to the reaction of the girls, but it was more decisive. The boys were more ready to accept the new type. The city boys in nine out of the fourteen cases showed the greatest tendency, while the town boys ranked second with three out of the fourteen, and the rural boys in two out of the fourteen cases.

An analysis made to determine the attitude of the various class groups in preference or appeal seems to show no definite tendency as to class reaction. The boys accepted the new type in preference to the old type in twenty-eight times out of 168 possibilities. The girls accepted the new type in fourteen times out of 168 possibilities. This seems to indicate that the boys are less conditioned against and are more willing to accept the new type than the girls are.

In the case of the boys, the city classes accepted the new type in fourteen times out of fifty-six possibilities; the town boys accepted it five times out of fifty-six; and the rural boys accepted it nine times out of the fifty-six. In the case of the girls, the city girls accepted the new-type seven times out of fifty-six, and the rural girls accepted it five times of fifty-six. The distribution which shows the strength of the different classes of the schools to accept the new-type of biography is shown in TABLE I.

TABLE I

10

SHOWING THE TENDENCY OF CLASSES IN ACCEPTING
THE NEW-TYPE OF BIOGRAPHY

Schools	Freshmen		Sophomores		Juniors		Seniors	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Rural	1	0	2	1	3	2	1	2
Town	1	0	1	1	3	1	1	0
City	7	2	2	3	2	1	4	1

In another attempt to reveal a tendency in class group reactions the reactions were weighted so as to show percentage strength of preference. The class expressing the greatest preference was given 1, second greatest, 2, third, 3, and fourth, 4. The following table reveals the strength of reaction for each class:

TABLE II

SHOWING THE RELATIVE STRENGTH OF CLASSES IN
ACCEPTING THE NEW-TYPE OF BIOGRAPHY

Schools	Freshmen		Sophomores		Juniors		Seniors	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Rural	2	1 1/3	1	2	3	5 1/3	8	5 1/3
Town	6	5	3	1	3	6	2	2
City	7	5	5	8	0	1	2	0

Thus we see that in the case of the rural boys and girls the junior and senior boys and girls show the most willingness to accept the new-type of biography. Whether or not this is because of the influence of the American

history course that they have completed it is not possible to determine. But, in as much as the juniors and seniors of the town and city schools had also completed the same course, it is more likely that it is not the influence of the American history course, rather the influence of local environment. That is, the experiences of rural freshmen and sophomores have not been as extended as have those of the students of the same grades in the town and city schools. Rural freshmen and sophomores are probably at the more idealistic stage of their lives because of their limited environment. On the other hand, the town and city freshmen and sophomores are less idealistic than those of the rural high schools. In other words it is the opinion of the writer, in the light of the facts, that the attitude toward the acceptance of the new type of biography is an environmental conditioning or mind set. In the case of rural boys and girls this mind set is most prominent up to the junior year while it has been strongly if not totally overcome in the town and city schools by the end of the freshman year.

This conditioning of the mind is no doubt a human characteristic. Many people are only willing to listen to the good about other persons. In the case of example 6A and 6B both accounts were written by the same author. The account that praised Mary Todd Lincoln was accepted more than that which condemned her. Likewise in example 14, the account was of the new type but it commended Washington's shrewdness. This account appealed to above 50% of the class

in all the classes except the freshmen girls of the rural and town schools. Hence the element of praise seems to influence the degree of acceptability to a large degree. That is, the good and strong traits of character, not the weak traits, are thought of as the necessary foundation upon which human greatness is raised.

Is it possible to arrive at any relationship existing between the preference for, or appeal of, an account and the distastefulness of the accounts or account? Where parallel accounts were given, the question was asked: Was either account distasteful? Yes____or No____. In the case of those who answered this question by checking "No", we find that the percentage of boys finding neither of the accounts distasteful ran higher than the percentage of girls finding the accounts not to be distasteful. In the single accounts the question was asked: Is it distasteful to you? Yes____or No____. In each case of the new type, with the single exception of example 10 which condemns the usual accounts commending Washington's education, more boys than girls found the new type of biography not distasteful, while in each case of the old type, the girls indicated that a larger percentage of them than of the boys found it not distasteful. This seems to indicate that the new type of biography is more acceptable to the boys than to the girls who are more prone to accept the old.

In an analysis of the answers of those who indicated that the examples were distasteful, the tendency of the boys to accept the new type of biography was further supported,

for, in the answers to ten of the examples, they indicated a smaller percentage of their number finding the new type of biography distasteful; the girls, in their answers to four of fourteen examples, indicated a lesser distaste to the new type than did the boys. These exceptions of the girls were in examples 1, 10, 11, and 14. There was not a single exception in the boys dislike of the old type of biography being greater than that of the girls.

In every case the percentage of those, whether boys or girls, who found the types to be distasteful, found the distaste of the new type to exceed greatly the distaste for the old type. It may be concluded that the new type of biographical presentation is not only less preferred but is more distasteful than the old.

An analysis of word difficulty or difficulty in understanding did not seem to show any influence in causing the new type to be less preferable or more distasteful. The new-type word difficulty and difficulty in understanding ran slightly above that of the old type, but this difference was so slight that it is not comparable to the difficulty in the much greater percent that showed a non-preference or felt a distaste for the new type. The example that gave the greatest word difficulty and difficulty in understanding was example 7, an old-type example; it was acceptable to two-thirds of the boys and three-fourths of the girls.

men is to not let it be a part of the study of the traits of character. The study of the traits of character

B. Study Number Two

The second study was for the purpose to see what, if any,

character building influences might be outcomes of the teaching of biography and its comparative types. In an attempt to discover these outcomes, the following questions were asked: Which account makes you feel better? Does either account encourage you to overcome your own weaknesses? If so, which one? A.____ or B.____. Does either account discourage you? If so, which one? A.____ or B.____.

In the case of the examples of the old type of biography the students indicated they felt better, (with one exception, boys, example 13), while the new type made only a minority feel better. In twelve of the fourteen examples a larger per cent of the girls was caused to feel better than the boys. The questions arise: Should something be taught which causes most of the students to feel better? Might one feel even happier after learning more of the real truth about persons? The writer is prone to say that the progress of civilization should be directed toward the spreading of human happiness to the mass of the people. Consequently, anything that makes human beings feel better without jeopardizing their future happiness ought to be taught. The question then arises as to whether the future individual happiness of a group of students can be determined at the present time. Or will it be better to pattern after the strong traits of character of the great men and women while they are kept in ignorance of their weaknesses? If weak traits of character are revealed in the lives of great men is it not likely that individuals may excuse their weak traits of character? The writer concedes that any of these influences might make themselves felt in the life of an in-

individual. He further feels, however, that a teacher may well present the whole story, and leave in the mind of the student the idea that men and women have been of service to humanity as a result of their strength of character rather than as a result of their weaknesses of character. Then it may well be presented to the student that the strong traits of character are worth patterning after, whereas the weak traits of character are but danger signals and contributed nothing to the man's achievement. The teaching implication seems to be placed upon the evaluation of these facts. This can be done by the teacher's direction of questions which will lead the students to contrast and compare the strong and weak character traits of successful and unsuccessful individuals. Since it is the desire of most people to be successful in some one way, biography will present vicarious experiences that the eager mind may use with profit.

In the light of what has been said, let us notice the encouraging and discouraging influences of the two types. The old-type of biography showed the tendency to encourage a larger per cent of students than did the new-type. There was but one exception to this tendency. The girls indicated that they, by a ratio of four to one, were encouraged by the new-type discussion of Franklin in example 1. It seems that a very large per cent of the students showed an indifference to either encouragement or discouragement. This indifference ranged from fifteen to seventy-five per cent. This probably indicated that these students did not have a strong feeling in regard to encouragement or discouragement in either case, and that, after all, those encouraged con-

stituted a minority, but a much greater minority than those who were discouraged. In the old type of biography examples, the number of those who indicated that they were encouraged ranged from twenty to five times as many as those discouraged. In the new-type, in fourteen of twenty-two examples, more students indicated that they were discouraged than were encouraged. And in the remaining eight examples of the new-type, the number of those encouraged fell far short of those discouraged by the new type.

These facts seem to indicate that the story of the Washington cherry tree episode has the following influences: Of a group of thirteen boys six of them are encouraged by it, one is discouraged, and six are indifferent; while in each group of seventeen girls, nine are encouraged by it, one discouraged by it, and seven indifferent.

The educational implication to be derived from this study has been rather definitely stated before but may well be restated. Rather than say that it matters little what one teaches but it matters greatly how one teaches it, let the writer say that the ascertainable truth should be taught but how one teaches it will determine largely the outcome in regard to character influences.

C. Study Number Three

1. Difficulty in Understanding. A third study was made to discover whether the use of biography is adaptable to the high-school classes. This study has its limitations. First, no examples of biographies written for school age were used.

This means that the writer is saying nothing as to their suitability or adaptability for high-school students. He grants that as far as he knows most of these are, but he does feel that even then a study might be profitably made of the adaptability of many of them. The second limitation is that only small sections could be used from biographies in the test upon which this study is based. This, however, is the usual method of testing or sampling.

The adaptability of biography in this study is to be determined by word difficulty and difficulty in understanding. The first is a matter of vocabulary; the second is a matter of the subject discussed and the use of words in a special sense. This last is true in the case of the new type of biography where street use or slang use of words and phrases occurs.

In the case of difficulty in understanding, the comparative cases indicate that the greater difficulty in understanding was experienced with the new type of biography. The degree of difficulty experienced between the two types was so small that it is negligible, the greatest difference being but five and nine-tenths per cent in the comparative cases. The word difficulty exceeded difficulty in understanding in but thirteen examples of the forty. Of these thirteen cases the difficulty was greater for the boys in ten, for the girls in only three. The difficulty in understanding is largely due to word difficulty; especially is this true in the case of the girls, whereas, in the case of the boys it seems that word difficulty due to inadequate vocabulary is the greatest contributing factor, but they also do not understand the use of words in a special

sense or in a popular use as do the girls. Inadequate introduction or the hazy background of some of the examples, as in examples 2A, 3B, 5A, and 13 were contributing factors to the difficulty in understanding. The boys had greater difficulty in understanding than did the girls; it was but once in twenty comparative cases that the per cent of girls who had difficulty in understanding exceeded that of the boys.

The highest per cent indicated having difficulty in understanding in any example was thirty-three per cent for the boys and twenty-six and two-tenths per cent for the girls, in example 7. The word difficulty percentages for the same example exceeded these percentages. The examples ranged in per cent in difficulty in understanding from seventeen and six-tenths to four-tenths. In eight out of forty examples the difficulty in understanding exceeded ten per cent; in twenty-two out of forty examples it exceeded five per cent. The writer feels that biography is adaptable for use in high-school classes. Its varying degree of adaptability in the different class levels will be revealed by the second part of this study. Biography for use in the high school should be selected with regard to the general vocabulary used in it. The word difficulty and difficulty in understanding in the case of example 7 would indicate that biographies written upon this level would be less desirable and adaptable than the others.

2. Word Difficulty. In the study of word difficulty it was thought reasonable to give little regard for the words that gave trouble to only a very small number of students. The word that was indicated by less than one student per class was not

included in the study analysis of difficult words. The words included here are those that were underscored by more than one per cent of the entire number of students who took the réaction test.

The words that gave difficulty to more than one per cent of the total number taking the test are listed here in the order of their frequency of times underscored. They are listed in groups determined by the different examples of the test.

TABLE III
WORD DIFFICULTY ACCORDING TO FREQUENCY
(OF TIMES UNDERSCORED)

Difficult Words	Number of Times Underscored		
	Boys	Girls	Total
<u>Example 1A.</u>			
versatility	62	86	148
egotistical	52	48	100
embezzled	40	48	88
indispensable	39	36	75
seduced	41	33	74
apprentice	30	25	55
apprenticed	21	22	43
<u>Example 1B</u>			
perceptible	47	50	97
tyrannical	37	31	68
apprenticeship	36	23	59
tyranny	20	4	24
<u>Example 2A</u>			
transports	11	13	24
paternal	14	8	22
<u>Example 2B</u>			
tenacious	36	43	79
assertion	21	17	38
brazen	15	13	28
deduce	11	13	24

TABLE III. (Continued)

<u>Example 3A</u>			
filial	32	23	55
<u>Example 3B</u>			
tradition	8	2	10
<u>Example 4A</u>			
opinionated	36	50	86
ingenuity	25	52	77
perpetually	25	41	66
zeal	17	11	28
impracticable	15	9	24
<u>Example 4B</u>			
hallooing	15	29	44
vacillating	11	29	40
skirmishes	14	22	38
adequate	16	22	38
subordinate	6	6	12
irritable	9	3	12
discipline	5	5	10
<u>Example 5A</u>			
None			
<u>Example 5B</u>			
pietistic	29	43	72
pious	6	10	16
<u>Example 6A</u>			
trenchant	89	103	192
intuitive	84	76	160
candor	73	86	159
affability	79	76	155
affable	51	53	104
conversational	37	18	55
fluency	36	19	55
intellect	11	3	14
<u>Example 6B</u>			
antagonized	45	43	88
satire	22	32	54
submerged	6	14	20
sarcastic	10	8	18

TABLE III. (Continued)

<u>Example 7</u>			
idiosyncrasies	193	254	447
dogmatic	155	192	347
lucid	164	142	306
audacity	117	130	247
discipline	78	75	153
oratorical	38	37	75
exposition	14	18	32
stimulating	17	3	20
temperament	13	7	20
fascinating	12	6	18
intellectual	8	6	14
arresting	8	2	10
<u>Example 8</u>			
inveterate	34	33	67
stringent	14	18	32
profanity	8	14	22
<u>Example 9</u>			
subsequent	24	21	45
abstraction	22	19	41
meditation	17	7	24
unawed	11	10	21
exalt	9	5	14
unduly	7	5	12
<u>Example 10</u>			
flubdub	61	49	110
depict	38	45	83
slobbery	43	31	74
submerged	17	21	38
chiselled	10	17	27
scope	15	10	25
contributions	8	2	10
<u>Example 11</u>			
illegitimate	37	37	74
obscure	17	14	31
technique	12	18	30
fraternity	20	8	28
hypocrite	11	10	21
snobbiest	20	0	20
undemocratic	11	7	18
laurel	5	8	13
careerist	10	3	13
Mussolini	5	6	11
parentage	8	2	10

TABLE III. (Concluded)

<u>Example 12</u>			
virile	12	15	27
eminent	7	13	20
spontaneous	8	10	18
<u>Example 13</u>			
assertion	6	4	10
convened	5	5	10
<u>Example 14</u>			
anonymous	19	16	35
mutiny	6	8	14

This list of words is presented here to serve as a guide to teachers who are concerned with vocabulary problems of their students. It is the belief of the writer that high-school students are past the stage of "learning to read," but they have entered into another stage. This new stage is "reading to learn." The vocabulary problem of the student probably is a lack of experience or understanding.

Vocabulary problems may be solved directly by vocabulary study and drill. As the interest of students is not very great in such a plan, this is not a satisfactory way to attack the problem. The writer recommends an indirect method. It is better to motivate the vocabulary and to bring understanding into it. It is then suggested that students be asked to list words that they do not understand, or it is better yet to ask them to underscore these words as they are preparing their lesson assignment. Then the vocabulary list may be quickly made up at the beginning of the class

period. When the list has been made up, the words may be woven into the recitation period without the attention of the student being fastened on vocabulary drill, but as an aid to understanding a motivated class discussion. It seems that too much vocabulary study is drill, whereas, it would be more interesting and fruitful if vocabulary were developed through understanding. The writer is of the opinion that the teaching of social studies would be more effective if the recitation period were turned into a socialized discussion of words and their social significance. The teaching is likely to be on a student level where such terms are discussed by the class and the teacher. It is not hard to discuss versatility, men gifted with great versatility, people you know who are versatile, etc. It is suggested to the teacher that vocabulary problems are important teaching problems. If vocabulary problems are lessened, understanding will be increased in the student.

The vocabulary problem of high-school students appears to be an individual matter. There appears to be no tendency in vocabulary problems in regard to sex. Words that are of general use are equally known by boys and girls as an examination of the foregoing list will reveal. Less generally used words may be equally difficult for both sexes. Some words seem to be very much better known to one sex than to the other depending upon the common experience of each sex. No girl indicated that she had difficulty with the word "snobbiest", but twenty boys did. One hundred and ninety-three boys found "idiosyncrasies" to be difficult, while two hundred and fifty-four girls had trouble with the

same word.

The classes show a diminishing amount of word difficulty as the classes advance. This tendency is not true in regard to the freshmen boys. If it were possible to point to some logical reason for their indicating less difficulty with the words than did the upper classes, the writer would not doubt their lack of interest or honesty. The sophomore boys indicated the most word difficulty, with the juniors second, the freshmen third, and the seniors fourth. In the case of the girls, word difficulty becomes less in regular order with the higher classes.

III. THE CONCLUSIONS

The following conclusions are reached as a result of this study:

1. High-school students expressed a preference for the old, formal type of biography.
2. High-school students prefer the type of biography that praises rather than that which condemns.
3. The boys showed a stronger tendency toward accepting the new type of biography than did the girls.
4. The girls showed a stronger tendency to prefer the old, formal type of biography.
5. The city students indicated the strongest tendency to accept the new type of biography; the town students indicated the second strongest tendency; the rural students indicated the least tendency.
6. The tendency for the town and city students to be more willing to accept the new type of biography probably is a result of environmental conditions.
7. Rural freshmen and sophomores are less open to accepting the new type of biography because of inexperience and environmental conditions.
8. More boys than girls found the new type of biography to be not distasteful.
9. More girls than boys found the old type to be not distasteful.
10. Both boys and girls found the new type of biography more distasteful than they did the old type.
11. Distaste for either type of biography was not in-

fluenced by the word difficulty or difficulty in understanding.

12. Many students are indifferent or unaffected after reading types of biography.

13. The minority that indicated they felt worse after reading the old type of biography was much larger than the minority that indicated they felt better after reading the new type.

14. The method of presentation of facts has a greater influence than the so-considered undesirable facts.

15. A large minority of students indicated they were indifferent to being encouraged by either the new or old types.

16. A larger minority was encouraged by the old type than by the new type.

17. More students indicated that ~~they~~ they were encouraged by the old type than were discouraged by it.

18. The new type of biography tends to discourage more than it encourages.

19. The teacher must use a great deal of discretion in using and presenting new-type biography to high-school students.

20. Most biographies are adaptable to high-school use, especially in the upper classes.

21. Not all biographies are adaptable for high-school use.

22. Vocabulary study should be a part of the motivated recitation.

23. Word difficulty exceeds difficulty in understanding.

24. The boys indicated more word difficulty than did the girls.

25. Some words give less difficulty to one sex than to the other.

IV. APPENDIX
A. Bibliography

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B. Reaction Test

Name of School -----
 Location of School -----
 Name of Student -----
 Age of Student ----- years ----- months
 Date of birth -----
 Boy or Girl -----

Read the two following accounts. When you have finished reading, answer the questions at the close.

BENJAMIN FRANKLIN

1A. His most interesting biographer called him "many-sided," and indeed he was. His range and versatility were extraordinary. He was the first American go-getter, the first of our shrewd countrymen who began life with no capital but "a pair of socks and a headache" and rose to money and fame.

In his youth Franklin's character had not been entirely admirable, and many of his fellow citizens thought it always lacked some indispensable qualities. His father was a humble candle-maker in Boston, and Benjamin was apprenticed to an elder brother who was a printer. He became an egotistical and cocky youth and a poor apprentice . . . had a knock down fight with his brother . . . ran away from home . . . went to Philadelphia . . . seduced girls . . . embezzled thirty pounds.

Then he threw off these evil ways as one throws off a cloak, and set out to make a fortune and a career.

1B. A single circumstance at this point came in to decide the whole matter: owing to this alone, Benjamin Franklin was put in the way of becoming useful to his own generation, and illustrious before the world. He had a passion for reading. That was the golden key which unlocked his whole future . . . Seeing how he liked books and reading, his father resolved to make him a printer. This was the long and decisive step in his career . . . He took hold in earnest, and made such progress at his new trade that he was soon of real value to his brother's business . . . Time passed, the apprentice closely pursuing his studies and his work . . . His improvement now was rapid and perceptible. He could not have failed to make progress, with his thorough self-searching . . . Benjamin began to feel the weight of the yoke of his apprenticeship, and to wish it lifted from his neck altogether. At any rate, the tyrannical treatment from which he then suffered, excited his hatred of tyranny from that time forward through his whole career . . .

Benjamin Franklin now had his own way to make. He chanced to be one of the few runaway lads who "came to something" afterward.

1. Which account do you prefer? 1A. 1B.
2. Which account makes you feel better? 1A. 1B.
3. Was either distasteful to you? Yes. No.
4. If so, which one? 1A. 1B.
5. Does either account encourage you to overcome your own weaknesses? Yes. No.
6. If so, which one? 1A. 1B.

Ru	Prefer	Prefer	Omissio	Tota	To	Prefer	Prefer	Omissic	Tota	Cl	Prefer	Prefer
----	--------	--------	---------	------	----	--------	--------	---------	------	----	--------	--------

7. Does either account discourage you? Yes----- No-----
8. If so, which one? 1A----- 1B-----
9. Did you have difficulty in understanding either account? Yes-----
No-----
10. If so, which one? 1A----- 1B-----
11. Were any words too difficult? Yes----- No-----
12. If so, underscore the five words that are most difficult.

Read the following accounts. When you have finished reading, answer the questions at the close.

GEORGE WASHINGTON

2A. According to him (Weems) following the dramatic discovery and the paternal voice sounding like Jehovah's over Eden after the apple incident, George did not imitate Adam, but "bravely cried out, 'I can't tell a lie, Pa; you know I can't tell a lie. I did cut it with my hatchet.' — 'Run to my arms, you dearest boy,' cried his father in transports, 'run to my arms; glad am I, George, that you killed my tree; for you have paid me for it a thousand fold. Such an act of heroism in my son is more worth than a thousand trees, though blossomed with silver, and their fruits of purest gold.' It was in this way, by interesting at once both his heart and his head, that Mr. Washington conducted George with great ease and pleasure along the happy path of virtue."

2B. "The Cannot-Tell-a-Lie" incident of the cherry tree and the hatchet is a brazen piece of fiction made up by a minister named the Rev. Mason L. Weems, who wrote a life of our country's father which is stuffed with this and similar fables.

We know very little more of Washington's early childhood. We may nevertheless read his life backward and deduce, with a reasonable degree of certainty, that he was a proud and touchy boy. Proud, surely, for he walked in pride all his life. His touchiness was a hard self assertion. During his whole life long he was jealous of his own rights and privileges, very tenacious in maintaining them in matters affecting property.

1. Which account do you prefer? 2A----- 2B-----
2. Which account makes you feel better? 2A----- 2B-----
3. Was either distasteful to you? Yes----- No-----
4. If so, which one? 2A----- 2B-----
5. Does either account encourage you to overcome your own weaknesses? Yes----- No-----
6. If so, which one? 2A----- 2B-----
7. Does either account discourage you? Yes----- No-----
8. If so, which one? 2A----- 2B-----
9. Did you have difficulty in understanding either account? Yes-----
No-----
10. If so, which one? 2A----- 2B-----
11. Were any words too difficult? Yes----- No-----
12. If so underscore the five that are most difficult words.

Read the following paragraphs. When you have finished, answer the questions at the close.

GEORGE WASHINGTON

3A. Most certain of all is that George Washington is about the poorest example that could be chosen as a model of filial obedience. If he obey-

3. Was either account distasteful to you? Yes----- No-----
4. If so, which one? 4A----- 4B-----
5. Does either account encourage you to overcome your own weaknesses?
Yes----- No-----
6. If so, which one? 4A----- 4B-----
7. Does either account discourage you? Yes----- No-----
8. If so, which one? 4A----- 4B-----
9. Did you have difficulty in understanding either account? Yes-----
No-----
10. If so, which one? 4A----- 4B-----
11. Were any words too difficult? Yes----- No-----
12. If so, underscore the five that are most difficult.

Read the following paragraphs carefully. When you have finished answer the questions at the close.

GEORGE WASHINGTON

5A. The house where he had his quarters was a farmhouse belonging to a Quaker, Mr. Potts, who has said that one day when strolling up the creek, away from the camp, he heard a deep, quiet voice a little way off. He went nearer, and saw Washington's horse tied to a sapling. Hard by, in the thicket, was Washington on his knees, praying earnestly.

5B. In direct opposition to the pious Valley Forge legend is the fact that Washington was never known to pray in church; that his own pastor said Washington never knelt when there were prayers; that he never took communion, even in the church where he was a member.

Moreover, he did not live in Isaac Potts' house at Valley Forge. The stone house in which he lived belonged to Mrs. Deborah Hewes, and the headquarters account books show the rent was paid to Mrs. Hewes.

There is much doubt as to whether Potts lived at Valley Forge at all while the army was there. There is no proof that he ever saw Washington there or anywhere else.

This prayer story did not appear until years after the Revolution. It was part of the pietistic attempt to prove that Washington was a deeply religious man. This effort was beset with difficulties, as the religionists had to manufacture all the evidence to sustain their case. They have done very well at it, considering the circumstances. The Valley Forge yarn is pretty crude; nevertheless, it has managed to get itself on several bronze tablets.

1. Which account do you prefer? 5A----- 5B-----
2. Which account makes you feel better? 5A----- 5B-----
3. Was either account distasteful to you? Yes----- No-----
4. If so, which one? 5A----- 5B-----
5. Does either account encourage you to overcome your own weaknesses?
Yes----- No-----
6. If so, which one? 5A----- 5B-----
7. Does either account discourage you? Yes----- No-----
8. If so, which one? 5A----- 5B-----
9. Did you have difficulty in understanding either account? Yes-----
No-----
10. If so, which one? 5A----- 5B-----
11. Were any words too difficult? Yes----- No-----
12. If so, underscore the five words that are most difficult.

4. Does it encourage you to overcome your own weaknesses? Yes-----
No-----
5. Does it discourage you? Yes----- No-----
6. Did you have difficulty understanding this account? Yes----- No-----
7. Were any of the words too difficult? Yes----- No-----
8. If so, underscore the five words that are most difficult.

GEORGE WASHINGTON

8. There is no doubt that Washington did swear at times, but he was not an habitual user of oaths. He did not swear much, and he did not like to hear others swear at all. At intervals he issued orders against the use of profanity in the army. That means nothing, so far as his own capacity is concerned, for we find him also issuing stringent orders against card-playing for money, when he was in fact an inveterate card-player for small sums himself.

1. Does this account appeal to you? Yes----- No-----
2. Does this account make you feel better? Yes----- No-----
3. Is it distasteful to you? Yes----- No-----
4. Does it encourage you to overcome your own weaknesses? Yes-----
No-----
5. Does it discourage you? Yes----- No-----
6. Did you have difficulty understanding this account? Yes----- No-----
7. Were any words too difficult? Yes----- No-----
8. If so, underscore the five words that are most difficult.

ABRAHAM LINCOLN

9. Lest we seem to exalt unduly the Lincoln of this period, let it be recorded that he did not love work. Some of his old neighbors, including one or two of his employers, were sufficiently unawed by his subsequent greatness to say frankly that he was lazy. He could work hard, and on occasion did so; but his work was interrupted by his love of story-telling, his fondness for gossip with any one who passed along the road, and by periods of deep meditation and abstraction. John Romaine said of him in 1865:

"He worked for me, but was always reading and thinking. I used to get mad at him for it. I say he was awful lazy. He would laugh and talk, crack his jokes and tell stories all the time; but he didn't love his work half as much as his pay. He said to me one time that his father taught him to work, but he never taught him to love it."

1. Does this account appeal to you? Yes----- No-----
2. Does this account make you feel better? Yes----- No-----
3. Is it distasteful to you? Yes----- No-----
4. Does it encourage you to overcome your own weaknesses? Yes-----
No-----
5. Does it discourage you? Yes----- No-----
6. Did you have difficulty understanding this account? Yes----- No-----
7. Were any words too difficult? Yes----- No-----
8. If so, underscore the five words that are most difficult.

GEORGE WASHINGTON

10. His education was severely limited in its quality as well as its scope. The efforts which have been made at various times to depict him as a highly educated man — self educated, of course — are, all of them, con-

tributions to the slobbery mass of flubdub in which he has been submerged so long that it has hardened around him and can be chiselled off in chunks.

1. Does this account appeal to you? Yes----- No-----
2. Does this account make you feel better? Yes----- No-----
3. Is it distasteful to you? Yes----- No-----
4. Does it encourage you to overcome your own weaknesses? Yes----- No-----
5. Does it discourage you? Yes----- No-----
6. Did you have difficulty understanding this account? Yes----- No-----
7. Were any words too difficult? Yes----- No-----
8. If so, underscore the five words that are most difficult.

ALEXANDER HAMILTON

11. Hamilton was a careerist and go-getter of remarkable talent. Of obscure parentage — he was an illegitimate child — with his own way to make in the world, he was nevertheless as undemocratic as Mussolini, and was one of the Very Best People by instinct. If he had lived today we would find him, as a young man, at the snobbiest of the universities, where he would be a member of the most exclusive fraternity. He would make friends with the wealthy among his fellow-students. Graduating with merit and considerable praise, he would hasten to lay his laurel wreath at the feet of a wealthy comrade's sister. Soon after his marriage he would enter his father-in-law's bank as vice-president. There he would so distinguish himself that he would be invited to become a partner in some great Wall Street establishment. Translate that into the technique of the eighteenth century and you have Alexander Hamilton.

But he was not a hypocrite; he had the courage of his belief. He called the common people "a great brute", and was all for an aristocracy of land, money, and intellect.

1. Does this account appeal to you? Yes----- No-----
2. Does this account make you feel better? Yes----- No-----
3. Is it distasteful to you? Yes----- No-----
4. Does it encourage you to overcome your own weaknesses? Yes----- No-----
5. Does it discourage you? Yes----- No-----
6. Did you have difficulty understanding this account? Yes----- No-----
7. Were any words too difficult? Yes----- No-----
8. If so, underscore the five words that are most difficult.

THEODORE ROOSEVELT

12. To the mass of people, rich and poor, Roosevelt seemed (to use a New England expression) "as common as you and me." He had probably more personal friends who never saw him than any other man of his generation. And these personal friends included many political opponents. Behind his back, nine men out of ten referred to him as "Teddy." But not one man in ten thousand would have dared call him "Teddy" to his face; for he had a strong sense of both personal and official dignity...

His place in the heart of the American people — a place once impaired, but later fully regained by his virile and uncompromising Americanism — was finely described four years later, when an eminent American said,

"Theodore Roosevelt is not a dead man who at one time did this, and at another time forebore to do that. Theodore Roosevelt is a living influ-

	Ru		Preferr		Preferr		Omissio		Tota		To		Prefer		Preferr		Omissio		Tota		Cl		Preferr		Preferr	
--	----	--	---------	--	---------	--	---------	--	------	--	----	--	--------	--	---------	--	---------	--	------	--	----	--	---------	--	---------	--

ence, at the mention of which, every audience in America rises to its feet in spontaneous applause."

1. Does this account appeal to you? Yes..... No.....
2. Does this account make you feel better? Yes..... No.....
3. Is it distasteful to you? Yes..... No.....
4. Does it encourage you to overcome your own weaknesses? Yes..... No.....
5. Does it discourage you? Yes..... No.....
6. Did you have difficulty understanding this account? Yes..... No.....
7. Were any words too difficult? Yes..... No.....
8. If so, underscore the five words that are most difficult.

ALEXANDER HAMILTON

13. Hamilton was at the high tide of his popularity and power when Congress next convened in Philadelphia. His funding system had established the Nation's credit, and the genius and daring of the brilliant young man of thirty-three years were on every tongue. The "Maryland Journal" claimed "respectable authority" for the assertion that in Quebec he was "supposed equal to the celebrated Mr. Pitt, and superior to the Prime Minister of any other court in Europe." Among the merchants and people of wealth and property he was acclaimed the savior of the State. Everywhere he was the idol of the aristocracy.

1. Does this account appeal to you? Yes..... No.....
2. Does this account make you feel better? Yes..... No.....
3. Is it distasteful to you? Yes..... No.....
4. Does it encourage you to overcome your own weaknesses? Yes..... No.....
5. Does it discourage you? Yes..... No.....
6. Did you have difficulty understanding this account? Yes..... No.....
7. Were any words too difficult? Yes..... No.....
8. If so, underscore the five words that are most difficult.

GEORGE WASHINGTON

14. The spirit of mutiny had spread to the officers. They wanted half pay for life on their discharge from the service. Anonymous addresses were circulated, meetings were held, and threats made. Washington appeared before the discontented officers with a manuscript in his hand. He took out his glasses and said simply: "You see, gentlemen, I have grown both blind and grey in your service."

That impressed everybody so that the revolt of the officers oozed away. They succeeded finally in getting full pay for five years.

1. Does this account appeal to you? Yes..... No.....
2. Does this account make you feel better? Yes..... No.....
3. Is it distasteful to you? Yes..... No.....
4. Does it encourage you to overcome your own weaknesses? Yes..... No.....
5. Does it discourage you? Yes..... No.....
6. Did you have difficulty understanding this account? Yes..... No.....
7. Were any words too difficult? Yes..... No.....
8. If so, underscore the five words that are most difficult.

TABLE IV

SUMMARY EXAMPLE I SHOWING PREFERENCE OF GIRLS FOR TYPES OF BIOGRAPHY

ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring IA	1	2.9	3.3	3	10.0	10.3	6	20.7	20.7	4	16.0	20.0	14	12.6
Preferring IB	32	94.2	96.7	26	96.7	89.7	23	79.3	79.3	16	64.0	80.0	97	87.4
Omissions	1	2.9	*	1	3.3	*	0		*	5	20.0	*	7	*
Totals	34			30			29			25			118	
Town														
Preferring IA	14	22.2	22.6	7	16.3	16.3	8	16.0	16.3	3	13.6	13.6	32	18.1
Preferring IB	48	76.2	77.4	36	83.7	83.7	41	82.0	83.7	19	86.4	86.4	144	81.9
Omissions	1	1.6	*	0		*	1	2.0	*	0		*	2	*
Totals	63			43			50			22			178	
City														
Preferring IA	3	13.6	14.3	8	32.0	33.3	8	16.7	16.7	15	23.1	23.4	34	21.6
Preferring IB	18	81.8	85.7	16	64.0	66.7	40	83.3	83.3	49	75.4	76.6	123	78.4

C. Tables

TABLE IV (Continued)

Omissions	1	4.4	*	1	4.0	*	0		*	1	1.5	*	3	*
Totals	22			25			48			65			160	
Preferring IA	18	15.1	15.5	18	18.4	18.7	22	18.1	17.4	22	19.6	20.7	80	17.5
Preferring IB	98	82.4	84.5	78	79.6	81.3	104	81.1	82.6	84	75.0	79.3	364	82.5
Omissions	3	2.5	*	2	2.0	*	1	.8	*	6	4.4	*	12	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE V

SUMMARY OF EXAMPLE I SHOWING PREFERENCE OF BOYS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring IA	3	8.8	10.0	6	18.8	19.4	5	14.7	14.7	3	14.3	14.3	17	14.7
Preferring IB	27	79.4	90.0	25	78.1	80.6	29	85.3	85.3	18	85.7	85.7	99	85.3
Omissions	4	11.8	*	1	3.1	*	0		*	0		*	5	*
Totals	34			32			34			21			121	
Town														
Preferring IA	8	19.5	20.0	17	26.1	27.0	7	17.9	20.6	1	5.9	6.3	33	21.5
Preferring IB	32	78.0	80.0	46	70.8	73.0	29	74.4	79.4	15	88.2	93.7	122	78.5
Omissions	1	2.5	*	2	3.1	*	3	7.7	*	1	5.9	*	7	*
Totals	41			65			39			17			162	
City														
Preferring IA	4	50.0	50.0	17	32.7	32.7	14	24.1	26.4	16	24.2	29.1	51	28.5
Preferring IB	4	50.0	50.0	36	67.3	67.3	39	67.3	73.6	49	74.3	70.9	128	71.5

TABLE V (Continued)

Omissions	0		*	0		*	5	8.6	*	1	1.5	*	6	*
Totals	8			53			58			66			185	
Preferring IA	15	18.1	19.2	40	26.7	27.9	26	19.8	21.1	20	19.3	19.6	101	22.5
Preferring IB	63	75.9	80.8	107	71.3	72.1	97	74.1	78.9	82	78.8	80.4	34	77.5
Omissions	5	6.0	*	3	2.0	*	8	6.1	*	2	1.9	*	18	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE VI

SUMMARY OF EXAMPLE 2 SHOWING PREFERENCE OF GIRLS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 2A	29	85.3	85.3	23	76.7	76.7	19	65.5	65.5	13	52.0	42.9	84	73.7
Preferring 2B	5	14.7	14.7	7	23.3	23.3	10	34.5	34.5	8	32.0	57.1	30	26.3
Omissions	0		*	0		*	0		*	4	16.0	*	4	*
Totals	34			30			29			25			118	
Town														
Preferring 2A	46	73.0	75.4	33	76.7	76.7	33	66.0	66.0	12	54.5	54.5	124	70.4
Preferring 2B	15	23.8	24.6	10	23.3	23.3	17	34.0	34.0	10	45.5	45.5	52	29.6
Omissions	2	3.2	*	0		*	0		*	0		*	2	*
Totals	63			43			50			22			178	
City														
Preferring 2A	9	40.9	40.9	6	24.0	27.3	25	52.1	53.2	35	53.8	54.7	75	48.4
Preferring 2B	13	59.1	59.1	16	64.0	72.7	22	45.8	46.8	29	44.6	45.3	80	51.6

TABLE VI (Continued)

Omissions	0		*	3	12.0	*	1	3.1	*	1	1.6	*	5	*
Totals	22			25			48			65			160	
Preferring 2A	84	70.6	71.8	62	63.2	65.3	77	60.6	61.1	60	53.6	56.1	283	63.6
Preferring 2B	33	27.7	28.2	33	34.7	34.7	49	38.6	38.9	47	42.0	43.9	162	36.4
Omissions	2	1.7	*	3	3.1	*	1	.8	*	5	4.4	*	11	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE VII

SUMMARY OF EXAMPLE 2 SHOWING PREFERENCE OF BOYS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 2A	28	82.4	84.8	21	65.6	84.0	18	52.9	54.5	9	42.1	45.0	76	68.5
Preferring 2B	5	14.7	15.2	4	12.5	16.0	15	44.1	45.5	11	52.4	55.0	35	31.5
Omissions	1	2.9	*	7	21.9	*	1	3.0	*	1	5.5	*	10	*
Totals	34			32			34			21			121	
Town														
Preferring 2A	30	73.2	75.0	42	64.6	72.4	20	51.2	54.1	10	58.8	58.8	102	67.1
Preferring 2B	10	24.4	25.0	16	24.6	27.6	17	43.6	45.9	7	41.2	41.2	50	32.9
Omissions	1	2.4	*	7	10.8	*	2	5.2	*	0		*	10	*
Totals	41			65			39			17			162	
City														
Preferring 2A	4	50.0	50.0	27	50.9	50.9	29	50.0	50.9	25	37.9	37.9	85	46.2
Preferring 2B	4	50.0	50.0	26	49.1	49.1	28	48.3	49.1	41	62.1	62.1	99	53.8

TABLE VII (Continued)

Omissions	0		*	0		*	1	1.7	*	0		*	1	*
Totals	8			53			58			66			185	
Preferring 2A	62	74.6	74.7	90	60.0	66.1	67	51.1	52.8	44	42.3	42.7	263	58.8
Preferring 2B	19	22.8	25.3	46	30.7	33.9	60	45.8	47.2	59	56.7	57.3	184	41.2
Omissions	2	2.6	*	14	9.3	*	4	3.1	*	1	1.0	*	21	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE VIII

SUMMARY OF EXAMPLE 3 SHOWING PREFERENCE OF GIRLS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 3A	0	0.0	0.0	2	6.7	6.7	0	0.0	0.0	0	0.0	0.0	2	1.7
Preferring 3B	34	100.0	100.0	28	93.3	93.3	29	100.0	100.0	25	100.0	100.0	116	98.3
Omissions	0		*	0	0.0	*	0		*	0		*	0	*
Totals	34			30			29			25			118	
Town														
Preferring 3A	7	11.1	13.2	4	9.3	9.5	2	4.0	4.1	0	0.0	0.0	13	11.4
Preferring 3B	55	87.3	87.8	38	88.6	90.5	47	94.0	95.9	22	100.0	100.0	162	88.6
Omissions	1	1.6	*	1	2.1	*	1	2.0	*	0	*		3	*
Totals	63			43			50			22			178	
City														
Preferring 3A	0	0.0	0.0	3	12.0	12.0	4	8.3	8.3	1	1.5	1.6	8	5.0
Preferring 3B	22	100.0	100.0	22	88.0	88.0	44	91.7	91.7	63	96.9	98.4	151	95.0

TABLE VIII (Continued)

Omissions	0		*	0		*	0		*	1	1.6	*	1	*
Totals	22			25			48			65			160	
Preferring 3A	7	5.9	6.7	9	9.1	9.3	6	4.7	4.8	1	.9	.9	23	5.1
Preferring 3B	111	93.3	93.3	88	88.8	90.7	120	94.5	95.2	110	98.2	99.1	429	94.9
Omissions	1	.8	*	1	1.1	*	1	.8	*	1	.9	*	4	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE IX

SUMMARY OF EXAMPLE 3 SHOWING PREFERENCE OF BOYS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 3A	3	8.8	8.8	1	3.1	3.1	1	2.9	3.0	2	9.5	10.0	7	5.9
Preferring 3B	31	91.2	91.2	31	96.9	96.9	32	94.1	97.0	18	85.7	90.0	112	94.1
Omissions	0		*	0		*	1	3.0	*	1	4.8	*	2	*
Totals	34			32			34			21			121	
Town														
Preferring 3A	2	4.9	4.9	10	15.4	16.7	5	12.8	14.3	1	5.9	5.9	18	11.8
Preferring 3B	39	95.1	95.1	50	76.9	83.3	30	76.9	85.7	16	94.1	94.1	135	88.2
Omissions	0		*	5	7.7	*	4	10.3	*	0		*	9	*
Totals	41			65			39			17			162	
City														
Preferring 3A	4	50.0	50.0	2	3.8	3.8	4	6.9	7.1	2	3.0	3.1	12	6.6
Preferring 3B	4	50.0	50.0	51	96.2	96.2	52	89.7	92.9	63	95.5	96.9	170	93.4
Omissions	0		*	0		*	2	3.4	*	1	.5	*	3	*

TABLE IX (Continued)

Totals	8			53			58			66			185	
Preferring 3A	9	10.8	10.8	13	8.7	9.0	10	7.6	8.1	5	4.8	4.9	37	8.1
Preferring 3B	74	89.2	89.2	132	88.0	91.0	114	87.0	91.9	97	93.3	95.1	417	91.9
Omissions	0		*	5	3.3	*	7	5.4	*	2	1.9	*	14	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE X

SUMMARY OF EXAMPLE 4 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 4A	29	85.3	87.8	28	93.3	93.3	24	82.7	82.7	18	72.0	81.8	99	86.8
Preferring 4B	4	11.8	12.1	2	6.7	6.7	5	17.3	17.3	4	16.0	18.2	15	13.2
Omissions	1	2.9	*	0		*	0		*	3	12.0	*	4	*
Totals	34			30			29			25			118	
Town														
Preferring 4A	48	76.2	80.0	35	81.3	83.3	38	76.0	79.2	19	86.4	80.5	140	81.9
Preferring 4B	12	19.1	20.0	7	16.3	16.7	10	20.0	20.8	2	9.1	9.5	31	18.1
Omissions	3	4.7	*	1	2.4	*	2	4.0	*	1	4.5	*	7	*
Totals	63			43			50			22			178	
City														
Preferring 4A	21	95.5	95.5	18	72.0	78.3	39	81.3	95.1	56	86.2	87.5	134	89.3
Preferring 4B	1	4.5	4.5	5	20.0	21.7	2	4.6	4.9	8	12.3	12.5	16	10.7

TABLE X (CONTINUED)

Omissions	0		*	2	8.0	*	7	14.1	*	1	1.5	*	10	*
Totals	22			25			48			65			160	
Preferring 4A	98	82.4	85.3	81	82.6	85.3	101	79.5	85.6	93	82.9	86.9	373	85.7
Preferring 4B	17	14.3	14.7	14	14.3	14.7	17	13.3	14.4	14	12.6	13.1	62	14.3
Omissions	4	3.3	*	3		*	9	7.2	*	5	4.5	*	21	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XI

SUMMARY OF EXAMPLE 4 SHOWING PREFERENCE OF BOYS FOR TYPES OF
BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 4A	29	85.3	87.9	26	81.3	83.9	24	70.6	72.7	15	71.4	71.4	94	79.7
Preferring 4B	4	11.8	12.1	5	15.8	16.1	9	26.5	27.3	6	28.6	28.6	24	20.3
Omissions	1	2.9	*	1	2.9	*	1	2.9	*	0		*	3	*
Totals	34			32			34			21			121	
Town														
Preferring 4A	30	73.2	75.0	47	72.3	72.3	26	66.7	68.4	12	70.6	75.0	115	72.3
Preferring 4B	10	24.4	25.0	18	27.7	27.7	12	30.8	31.6	4	23.5	25.0	44	27.7
Omissions	1	2.4	*	0		*	1	2.5	*	1	5.9	*	3	*
Totals	41			65			39			17			162	
City														
Preferring 4A	1	12.5	12.5	35	66.0	68.6	44	75.9	77.2	45	68.2	70.3	125	69.4
Preferring 4B	7	87.5	87.5	16	30.2	31.4	13	22.4	22.8	19	28.8	29.7	55	30.6

TABLE XI (Continued)

Omissions	0		*	2	3.8	*	1	1.7	*	2	3.0	*	5	*
Totals	8			53			58			66			185	
Preferred 4A	60	72.3	74.1	108	72.0	73.5	94	71.7	73.4	72	69.2	71.3	334	73.1
Preferred 4B	21	25.3	25.9	39	26.0	26.5	34	26.0	26.6	27	27.9	28.7	123	26.9
Omissions	2	2.4	*	3	2.0	*	3	2.3	*	3	3.9	*	11	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XII

SUMMARY OF EXAMPLE 5 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 5A	30	88.2	88.2	28	93.3	93.3	23	79.3	85.2	22	88.0	95.6	103	90.3
Preferring 5B	4	11.8	11.8	2	6.7	6.7	4	11.8	14.8	1	4.0	4.4	11	9.7
Omissions	0		*	0		*	2	5.9	*	2	8.0	*	4	*
Totals	34			30			29			25			118	
Town														
Preferring 5A	53	84.4	84.4	34	79.1	85.0	41	82.0	83.7	20	90.9	90.9	148	82.7
Preferring 5B	10	15.6	15.6	6	13.9	15.0	8	16.0	16.3	2	9.1	9.1	26	17.3
Omissions	0		*	3	7.0	*	1	2.0	*	0		*	4	*
Totals	63			43			50			22			178	
City														
Preferring 5A	16	72.7	76.5	20	80.0	80.0	39	81.2	83.0	52	80.0	82.5	127	81.4
Preferring 5B	5	22.7	23.5	5	20.0	20.0	8	16.6	17.0	11	16.9	17.5	29	18.6

TABLE XII (Continued)

Omissions	1	4.6	*	0		*	1	2.2	*	2	3.1	*	4	*
Totals	22			25			48			65			160	
Preferring 5A	99	83.2	83.9	82	83.7	86.3	103	81.1	83.7	94	83.9	87.0	378	85.1
Preferring 5B	19	15.9	16.1	13	13.2	13.7	20	15.7	16.3	14	12.5	13.0	66	14.9
Omissions	1	.9	*	3	3.1	*	4	3.2	*	4	3.6	*	12	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XIII

SUMMARY OF EXAMPLE 5 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 5A	27	79.4	81.8	29	90.6	93.5	21	61.7	63.3	12	57.1	60.0	89	76.1
Preferring 5B	6	17.6	18.2	2	6.3	6.5	12	35.3	36.4	8	38.1	40.0	28	23.9
Omissions	1	3.0	*	1	3.1	*	1	3.0	*	1	4.8	*	4	*
Totals	34			32			34			21			121	
Town														
Preferring 5A	30	73.2	75.0	51	77.9	80.9	25	64.1	67.6	12	70.6	70.6	118	75.2
Preferring 5B	10	24.4	25.0	12	19.0	19.1	12	30.8	32.4	5	29.4	29.4	39	24.8
Omissions	1	2.4	*	2	3.1	*	2	5.1	*	0		*	5	*
Totals	41			65			39			17			162	
City														
Preferring 5A	6	75.0	75.0	37	69.8	69.8	42	71.7	71.7	50	75.8	78.1	135	73.8
Preferring 5B	2	25.0	25.0	16	30.2	30.2	16	28.3	28.3	14	21.2	21.9	48	26.2

TABLE XIII (Continued)

Omissions	0		*	0		*	0		*	2	3.0	*	2	*
Totals	8			53			58			66			185	
Preferring 5A	63	75.9	77.8	117	78.0	79.6	88	67.2	68.7	74	71.2	73.3	342	74.8
Preferring 5B	18	21.6	22.2	30	20.0	20.4	40	30.5	31.3	27	26.0	26.7	115	25.2
Omissions	2	2.5	*	3	2.0	*	3	2.3	*	3	2.8	*	11	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XIV

SUMMARY OF EXAMPLE 6 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 6A	33	97.1	97.1	30	100.0	100.0	26	89.7	89.7	19	76.0	86.4	108	93.9
Preferring 6B	1	2.9	2.9	0			3	10.3	10.3	3	12.0	13.6	7	6.1
Omissions	0		*	0		*	0		*	3	12.0	*	3	*
Totals	34			30			29			25			118	
Town														
Preferring 6A	58	92.1	94.6	37	86.0	90.2	44	88.0	88.0	19	86.5	90.5	158	90.8
Preferring 6B	4	6.3	6.4	4	9.3	9.8	6	12.0	12.0	2	9.1	9.5	16	9.2
Omissions	1	1.6	*	2	4.7	*	0		*	1	4.4	*	4	*
Totals	63			43			50			22			172	
City														
Preferring 6A	17	77.3	81.2	22	88.0	91.7	41	85.4	87.2	50	76.9	90.9	130	88.4
Preferring 6B	4	18.2	18.8	2	8.0	8.3	6	12.5	12.8	5	7.7	9.1	17	11.6

TABLE XIV (Continued)

Omissions	1	4.5	*	1	4.0	*	1	2.1	*	10	15.4	*	13	*
Totals	22			25			48			65			160	
Preferring 6A	108	90.8	92.3	89	90.8	93.7	111	87.4	88.1	88	78.6	89.8	396	90.8
Preferring 6B	9	7.6	7.7	6	6.1	6.3	15	11.8	11.9	10	8.9	10.2	40	9.2
Omissions	2	1.6	*	3	3.1	*	1	.8	*	14	12.5	*	20	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XV

SUMMARY OF EXAMPLE 6 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Preferring 6A	31	91.2	93.9	28	87.5	87.5	26	76.5	78.8	16	76.2	76.2	101	84.9
Preferring 6B	2	5.9	6.1	4	12.5	12.5	7	20.5	21.2	5	23.8	23.8	18	15.1
Omissions	1	2.9	*	0		*	1	2.9	*	0		*	2	*
Totals	34			32			34			21			121	
Town														
Preferring 6A	32	78.0	86.1	58	89.2	90.6	38	97.4	100.0	15	88.2	88.2	143	90.5
Preferring 6B	7	17.1	13.9	6	9.2	9.4	0			2	11.8	11.8	15	9.5
Omissions	2	4.9	*	1	1.6	*	1	2.6	*	0		*	4	*
Totals	41			65			39			17			162	
City														
Preferring 6A	5	62.5	83.3	43	81.1	81.1	48	82.8	82.8	62	93.4	93.4	158	86.3
Preferring 6B	1	12.5	16.7	10	18.9	18.9	10	17.2	17.2	4	6.6	6.6	25	13.7

TABLE XV (Continued)

Omissions	2	25.0	*	0		*	0		*	0		*	2	*
Totals	8			53			58			66			185	
Preferring 6A	68	81.9	87.2	129	86.0	86.6	112	85.5	86.9	94	90.3	90.3	402	87.4
Preferring 6B	10	12.0	12.8	20	13.3	13.4	17	13.0	13.1	10	9.7	9.7	58	12.6
Omissions	5	6.1	*	1	.7	*	2	1.5	*	0		*	8	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XVI

SUMMARY OF EXAMPLE 7 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	28	82.4	83.4	24	80.0	80.0	20	69.0	69.0	18	72.0	81.8	90	78.9
Doesn't	5	14.7	16.6	6	20.0	20.0	9	31.0	31.0	4	16.0	18.2	24	21.1
Omissions	1	2.9	*	0		*	0		*	3	12.0	*	4	*
Totals	34			30			29			25			118	
Town														
Appeals to	38	60.3	60.3	33	76.7	80.5	36	72.0	72.0	18	81.8	81.8	125	71.0
Doesn't	25	39.7	39.7	8	18.2	19.5	14	28.0	28.0	4	18.2	18.2	51	29.0
Omissions	0		*	2	5.1	*	0		*	0		*	2	*
Totals	63			43			50			22			178	
City														
Appeals to	16	72.7	72.7	16	64.0	64.0	30	62.5	62.5	44	67.7	69.8	106	67.1
Doesn't	6	27.3	27.3	9	36.0	36.0	18	37.5	37.5	19	29.2	30.2	52	32.9

TABLE XVI (Continued)

Omissions	0		*	0		*	0		*	2	3.1	*	2	*
Totals	22			25			48			65			160	
Appeals to	82	68.9	69.5	73	74.5	76.4	86	67.7	67.7	80	71.8	74.8	321	71.6
Doesn't	36	30.2	30.5	23	23.4	24.0	41	32.3	32.3	27	23.7	25.2	127	28.4
Omissions	1	.9	*	2	2.1	*	0		*	5	4.5	*	8	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XVII

SUMMARY OF EXAMPLE 7 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	24	70.6	70.6	25	78.1	81.3	17	50.0	50.0	13	61.9	68.4	79	67.5
Doesn't	10	29.4	29.4	5	15.6	18.7	17	50.0	50.0	6	28.6	31.6	38	32.5
Omissions	0		*	2	6.3	*	0		*	2	9.5	*	4	*
Totals	34			32			34			21			121	
Town														
Appeals to	25	61.0	62.5	39	60.0	62.9	29	74.4	76.3	12	71.4	75.0	105	67.3
Doesn't	15	36.6	37.5	23	35.4	37.1	9	23.1	23.7	4	22.7	25.0	51	32.7
Omissions	1	2.4	*	3	4.6	*	1	2.5	*	1	5.9	*	6	*
Totals	41			65			39			17			162	
City														
Appeals to	6	75.0	75.0	36	67.9	67.9	38	65.5	69.1	45	68.2	68.2	125	68.7
Doesn't	2	25.0	25.0	17	32.1	32.1	17	29.3	30.9	21	31.8	31.8	57	31.3

TABLE XVII (Continued)

Omissions	0		*	0		*	3	5.2	*	0		*	3	*
Totals	8			53			58			66			185	
Appeals to	55	66.0	66.3	100	66.7	69.0	84	64.1	66.1	70	67.2	69.3	309	67.9
Doesn't	27	32.8	33.7	45	30.0	31.0	43	32.9	33.9	31	29.9	30.7	146	32.1
Omissions	1	1.2	*	5	3.3	*	4	3.0	*	3	2.9	*	13	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XVIII

SUMMARY OF EXAMPLE 8 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	11	32.4	32.3	13	43.3	43.3	15	51.8	53.6	8	32.0	36.4	47	42.0
Doesn't	21	61.8	61.7	17	56.7	56.7	13	44.8	46.4	14	56.0	63.6	65	58.0
Omissions	2	5.8	*	0		*	1	3.4	*	3	12.0	*	6	*
Totals	34			30			29			25			118	
Town														
Appeals to	20	31.7	31.7	15	34.9	37.5	20	40.0	40.8	9	40.9	40.9	64	36.8
Doesn't	43	68.3	68.3	25	58.1	62.5	29	58.0	59.2	13	59.1	59.1	110	63.2
Omissions	0		*	3	7.0	*	1	2.0	*	0		*	4	*
Totals	63			43			50			22			178	
City														
Appeals to	9	40.9	40.9	10	40.0	40.0	17	35.4	35.4	22	33.8	34.4	58	36.5
Doesn't	13	59.1	59.1	15	60.0	60.0	31	64.6	64.6	42	64.6	65.6	101	63.5

TABLE XVIII (Continued)

Omissions	0		*	0		*	0		*	1	1.6	*	1	*
Totals	22			25			48			65			160	
Appeals to	40	33.6	34.4	38	38.8	40.0	52	40.9	41.6	39	34.8	36.1	169	38.0
Doesn't	77	64.7	65.6	57	58.2	60.0	73	57.5	58.4	69	61.6	63.9	276	62.0
Omissions	2	1.7	*	3	3.0	*	2	1.6	*	4	3.6	*	11	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XIX

SUMMARY OF EXAMPLE 8 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	15	44.1	44.1	17	53.1	56.7	19	55.9	57.6	9	42.9	45.0	60	51.3
Doesn't	19	55.9	55.9	13	40.6	43.3	14	41.1	42.4	11	52.3	55.0	57	48.7
Omissions	0		*	2	6.3	*	1	3.0	*	1	4.8	*	4	*
Totals	34			32			34			21			121	
Town														
Appeals to	18	43.9	43.9	32	49.2	49.2	14	35.9	38.9	12	70.6	70.6	76	47.8
Doesn't	23	56.1	56.1	33	50.8	50.8	22	56.4	61.1	5	29.4	29.4	83	52.2
Omissions	0		*	0		*	3	7.7	*	0		*	3	*
Totals	41			65			39			17			162	
City														
Appeals to	7	87.5	87.5	23	45.4	45.1	29	50.0	50.9	25	53.0	57.4	94	53.1
Doesn't	1	12.5	12.5	28	52.8	54.9	28	48.3	49.1	26	39.5	42.6	83	46.9

TABLE XIX (Continued)

Omissions	0		*	2	1.8	*	1	1.7	*	5	7.5	*	8	*
Totals	8			53			58			66			185	
Appeals to	40	48.1	48.1	72	48.0	49.3	62	47.3	49.2	56	53.8	57.1	230	50.9
Doesn't	42	51.9	51.9	74	49.3	50.7	64	48.7	50.8	42	40.4	42.9	222	49.1
Omissions	0		*	4	2.7	*	5	3.9	*	6	5.8	*	15	*
Totals	83			150			131			104			468	

* These percentages are based upon the number of students indicating a preference.

TABLE XX

SUMMARY OF EXAMPLE 9 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	8	23.5	23.5	9	30.0	30.0	9	31.0	31.0	9	32.0	36.4	34	29.6
Doesn't	26	74.5	74.5	21	70.0	70.0	20	69.0	60.0	14	56.0	63.6	81	70.4
Omissions	0		*	0		*	0		*	3	12.0	*	3	*
Totals	34			30			29			25			118	
Town														
Appeals to	26	41.2	42.3	13	30.2	30.9	20	40.0	41.7	4	18.2	18.2	63	36.2
Doesn't	36	57.1	57.7	29	67.4	69.1	28	56.0	58.3	18	81.8	81.8	111	63.8
Omissions	1	1.7	*	1	2.4	*	2	4.0	*	0		*	4	*
Totals	63			43			50			22			178	
City														
Appeals to	10	45.5	46.4	10	40.0	41.7	18	37.5	39.1	31	47.7	48.4	69	44.5
Doesn't	11	50.0	53.6	14	56.0	58.3	28	58.3	60.9	33	50.8	51.6	86	55.5

TABLE XX (Continued)

Omissions	1	4.6	*	1	4.0	*	2	4.2	*	1	1.5	*	5	*
Totals	22			25			48			65			160	
Appeals to	44	37.0	37.6	32	32.6	33.3	47	37.0	38.2	43	38.4	39.8	166	37.4
Doesn't	73	61.3	62.4	64	65.3	66.7	76	59.8	61.8	65	58.8	60.2	278	62.6
Omissions	2	1.7	*	2	2.1	*	4	3.2	*	4	2.8	*	12	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXI

SUMMARY OF EXAMPLE 9 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	15	44.1	44.1	14	43.7	43.7	15	44.1	44.1	8	34.3	66.7	52	46.8
Doesn't	18	52.9	52.9	18	56.3	56.3	19	55.9	55.9	4	19.0	33.3	59	53.2
Omissions	1	3.0	*	0		*	0		*	9	46.7	*	10	*
Totals	34			32			34			21			121	
Town														
Appeals to	15	36.6	36.6	23	35.4	36.5	13	33.3	35.1	6	28.6	28.6	57	36.1
Doesn't	26	63.4	63.4	40	61.5	63.5	24	61.5	64.9	11	71.4	71.4	101	63.9
Omissions	0		*	2	3.1	*	2	5.2	*	0		*	4	*
Totals	41			65			39			17			162	
City														
Appeals to	7	87.5	87.5	26	49.0	51.0	23	39.7	39.7	31	47.0	50.8	87	48.9
Doesn't	1	12.5	12.5	25	47.2	49.0	35	60.3	60.3	30	45.5	49.2	91	51.1

TABLE XXI (Continued)

Omissions	0		*	2	3.8	*	0		*	5	7.5	*	7	*
Totals	8			53			58			66			185	
Appeals to	37	44.5	45.1	63	42.0	43.1	51	38.9	39.5	45	43.3	50.0	196	43.8
Doesn't	45	54.4	54.9	83	55.8	56.9	78	59.5	60.5	45	43.3	50.0	251	56.2
Omissions	1	1.1	*	4	2.2	*	2	1.6	*	14	13.4	*	21	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXII

SUMMARY OF EXAMPLE 10 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	8	23.5	24.2	3	10.0	10.0	7	23.3	25.0	0			18	15.8
Doesn't	25	73.5	75.8	27	90.0	90.0	21	72.4	75.0	23	100.0	100.0	96	84.2
Omissions	1	3.0	*	0		*	1	4.3	*	2		*	4	*
Totals	34			30			29			25			118	
Town														
Appeals to	13	20.6	21.3	6	14.0	14.6	9	18.0	18.0	2	9.1	9.5	30	17.2
Doesn't	49	77.8	78.7	35	81.4	85.4	41	82.0	82.0	19	86.4	90.5	144	82.8
Omissions	1	1.6	*	2	4.6	*	0		*	1	4.5	*	4	*
Totals	63			43			50			22			178	
City														
Appeals to	3	13.6	13.6	4	16.0	18.7	5	10.4	10.4	6	9.2	9.8	18	11.6
Doesn't	19	36.4	36.4	20	80.0	81.3	43	89.6	89.6	55	84.6	90.2	137	88.4

TABLE XXII (Continued)

Omissions	0		*	1	4.0	*	0		*	4	6.2	*	5	*
Totals	22			25			48			65			160	
Appeals to	24	19.9	20.9	13	13.2	13.7	21	16.5	16.7	8	7.1	7.6	66	14.9
Doesn't	93	78.4	79.1	82	83.6	86.3	105	82.6	83.3	97	86.6	92.4	367	85.1
Omissions	2	1.7	*	3	3.2	*	1	.9	*	7	6.3	*	13	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXIII

SUMMARY OF EXAMPLE 10 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Rural														
Appeals to	12	35.3	35.3	5	15.6	16.1	5	14.7	14.7	7	33.3	35.0	29	24.6
Doesn't	21	61.8	61.8	26	81.3	83.9	29	85.3	85.3	13	57.2	65.0	89	75.4
Omissions	1	2.9	*	1	3.1	*	0		*	1	9.5	*	3	*
Totals	34			32			34			21			121	
Town														
Appeals to	14	34.1	35.0	18	27.9	28.6	4	10.3	10.8	2	11.8	11.8	38	24.2
Doesn't	26	63.4	65.0	45	69.2	71.4	33	84.6	89.2	15	88.2	88.2	119	75.8
Omissions	1	2.9	*	2	3.7	*	2	5.1	*	0		*	5	*
Totals	41			65			39			17			162	
City														
Appeals to	3	37.5	42.9	15	28.3	30.0	11	18.9	18.9	8	12.1	13.1	37	21.0
Doesn't	4	50.0	57.1	35	66.0	70.0	47	81.1	81.1	53	80.3	86.9	139	79.0

TABLE XXIII (Continued)

Omissions	1	12.5	*	3	5.7	*	0		*	5	7.6	*	9	*
Totals	8			53			58			66			185	
Appeals to	29	34.9	36.3	38	25.3	26.4	20	15.3	15.5	17	16.3	17.3	104	23.1
Doesn't	51	61.4	63.7	106	70.7	73.6	109	83.2	84.5	81	80.3	82.7	347	76.9
Omissions	3	3.7	*	6	4.0	*	2	1.5	*	6	3.4	*	17	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXIV

SUMMARY OF EXAMPLE 11 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	7	20.6	20.6	9	30.0	30.0	6	20.7	20.7	5	20.0	22.7	27	23.5
Doesn't	27	79.4	79.4	21	70.0	70.0	23	79.3	79.3	17	68.0	77.3	88	76.5
Omissions	0		*	0		*	0		*	3	12.0	*	3	*
Totals	34			30			29			25			118	
Town														
Appeals to	13	20.6	20.6	14	32.6	33.3	19	38.0	38.0	1	4.5	4.5	47	26.7
Doesn't	49	77.8	77.8	28	65.1	66.7	31	62.0	62.0	21	95.5	95.5	129	73.3
Omissions	1	1.6	*	1	2.3	*	0		*	0		*	2	*
Totals	63			43			50			22			178	
City														
Appeals to	7	31.8	31.8	13	52.0	52.0	24	50.0	50.0	21	32.3	34.4	65	41.9
Doesn't	14	63.6	63.6	12	48.0	48.0	24	50.0	50.0	40	61.5	65.6	90	58.1

TABLE XXIV (Continued)

Omissions	1	4.6	*	0		*	0		*	4	6.2	*	5	*
Totals	22			25			48			65			160	
Appeals to	27	22.6	23.1	36	36.7	37.1	49	38.6	38.6	27	24.1	25.7	139	31.2
Doesn't	90	75.6	76.9	61	62.2	62.9	78	61.4	61.4	78	69.6	74.3	307	68.8
Omissions	2	1.8	*	1	1.1	*	0		*	7	6.3	*	10	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXV

SUMMARY OF EXAMPLE 11 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	11	32.4	33.3	11	34.4	34.4	8	23.5	23.5	7	33.3	35.0	37	31.1
Doesn't	22	64.7	66.7	21	65.6	65.6	26	76.5	76.5	13	62.0	65.0	82	68.9
Omissions	1	2.9	*	0		*	0		*	1	4.7	*	2	*
Totals	34			32			34			21			121	
Town														
Appeals to	11	26.8	27.5	23	35.4	36.5	11	28.2	29.7	5	29.4	29.4	50	31.8
Doesn't	22	70.7	72.5	40	61.5	63.5	26	66.7	70.3	12	70.6	70.6	107	68.2
Omissions	1	2.5	*	2	3.1	*	2	5.1	*	0		*	5	*
Totals	41			65			39			17			162	
City														
Appeals to	6	75.0	75.0	16	30.2	34.0	21	36.2	36.8	24	36.4	39.3	67	38.7
Doesn't	2	25.0	25.0	31	58.5	66.0	36	62.1	63.2	37	56.1	60.7	106	61.3

TABLE XXV (Continued)

Omissions	0		*	6	11.3	*	1	1.7	*	5	7.5	*	12	*
Totals	8			53			58			66			185	
Appeals to	28	33.7	34.5	50	33.3	35.2	40	30.5	31.2	36	34.6	36.7	154	34.3
Doesn't	53	63.8	65.5	92	60.7	64.8	88	69.2	68.8	62	59.6	63.3	295	65.7
Omissions	2	2.5	*	8	6.0	*	3	8.3	*	6	5.8	*	19	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXVI

SUMMARY OF EXAMPLE 12 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	29	85.3	85.3	27	90.0	90.0	26	89.7	89.7	20	80.0	90.9	102	88.7
Doesn't	5	14.7	14.7	3	10.0	10.0	3	10.3	10.3	2	8.0	9.1	13	11.3
Omissions	0		*	0		*	0		*	3	12.0	*	3	*
Totals	34			30			29			25			118	
Town														
Appeals to	48	76.2	76.2	29	67.4	70.7	43	86.0	87.8	17	77.3	80.9	137	79.7
Doesn't	13	20.6	20.6	12	27.9	29.3	6	12.0	12.2	4	18.2	19.1	35	20.3
Omissions	2	3.2	*	2	4.7	*	1	2.0	*	1	4.5	*	6	*
Totals	63			43			50			22			178	
City														
Appeals to	18	81.8	81.8	20	80.0	81.3	43	89.6	91.5	60	92.3	92.3	141	89.8
Doesn't	2	13.6	13.1	4	16.0	18.7	4	8.3	8.5	5	7.7	7.7	16	10.2

TABLE XXVI (Continued)

Omissions	1	4.6	*	1	4.0	*	1	2.1	*	0		*	3	*
Totals	22			25			48			65			160	
Appeals to	95	79.8	79.8	76	77.5	80.0	112	88.2	89.6	97	86.6	89.8	380	85.6
Doesn't	21	17.6	17.6	19	19.3	20.0	13	10.2	10.4	11	9.8	10.2	64	14.4
Omissions	3	2.6	*	3	3.2	*	2	1.6	*	4	3.6	*	12	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXVII

SUMMARY OF EXAMPLE 12 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	28	82.4	84.8	29	90.6	93.5	28	82.4	84.8	15	71.4	75.0	100	85.5
Doesn't	5	14.7	15.2	2	6.3	6.5	5	14.7	15.2	5	23.8	25.0	17	14.5
Omissions	1	2.9	*	1	3.1	*	1	2.9	*	1	4.8	*	4	*
Totals	34			32			34			21			121	
Town														
Appeals to	28	68.3	68.3	40	61.5	68.9	34	87.2	87.2	15	88.2	93.7	117	75.9
Doesn't	13	31.7	31.7	18	27.7	31.1	5	12.8	12.8	1	5.9	6.3	37	24.1
Omissions	0		*	7	10.8	*	0		*	1	5.9	*	8	*
Totals	41			65			39			17			162	
City														
Appeals to	7	87.5	87.5	37	69.7	78.7	48	82.8	87.3	55	83.3	90.2	147	85.9
Doesn't	1	12.5	12.5	10	18.8	21.3	7	12.1	12.7	6	9.1	9.8	24	14.1

TABLE XXVII (Continued)

Omissions	0		*	6	11.5	*	3	5.1	*	5	7.6	*	14	*
Totals	8			53			58			66			185	
Appeals to	63	75.9	75.9	106	70.7	77.9	110	84.0	86.6	85	81.7	87.6	364	82.3
Doesn't	19	22.8	22.9	30	20.0	22.1	17	13.0	13.4	12	11.5	12.4	78	17.7
Omissions	1	1.3	*	14	9.3	*	4	3.0	*	7	6.8	*	26	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXVIII

SUMMARY OF EXAMPLE 13 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	23	67.6	67.6	22	73.3	73.3	16	55.2	55.2	13	52.0	52.0	74	62.7
Doesn't	11	32.4	32.4	8	26.7	26.7	13	44.8	44.8	12	48.0	48.0	44	37.3
Omissions	0		*	0		*	0		*	0		*	0	*
Totals	34			30			29			25			118	
Town														
Appeals to	35	55.6	55.6	24	55.8	55.8	31	62.0	62.0	13	59.1	59.1	103	58.2
Doesn't	28	44.4	44.4	18	41.9	41.9	19	38.0	38.0	9	40.9	40.9	74	41.8
Omissions	0		*	1		*	0		*	0		*	1	*
Totals	63			43			50			22			178	
City														
Appeals to	11	50.0	50.0	14	56.0	56.0	32	66.7	68.1	36	55.4	59.1	93	60.4
Doesn't	10	45.5	45.5	11	44.0	44.0	15	31.2	31.9	25	38.5	40.9	61	39.6

TABLE XXVIII (Continued)

Omissions	1	4.5	*	0		*	1	2.1	*	4	6.1	*	6	*
Totals	22			25			48			65			160	
Appeals to	69	58.0	58.8	60	61.2	61.9	79	62.2	62.7	62	55.4	57.4	270	60.1
Doesn't	49	41.2	41.2	37	37.7	38.1	47	37.0	37.3	46	41.1	42.6	179	39.9
Omissions	1	.8	*	1	1.1	*	1	.8	*	4	3.5	*	7	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXIX

SUMMARY OF EXAMPLE 13 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Rural														
Appeals to	20	58.8	60.6	19	59.4	61.3	15	44.1	45.5	8	38.1	50.0	62	54.9
Doesn't	13	38.2	39.4	12	37.5	38.7	18	52.9	54.5	8	38.1	50.0	51	45.1
Omissions	1	3.0	*	1	3.1	*	1	3.0	*	5	23.8	*	8	*
Totals	34			32			34			21			121	
Town														
Appeals to	19	46.3	46.3	31	47.7	52.5	18	46.2	47.4	10	58.8	62.5	78	50.6
Doesn't	22	53.7	53.7	28	43.1	47.5	20	51.3	52.6	6	35.3	37.5	76	49.4
Omissions	0		*	6	9.2	*	1	2.5	*	1	5.9	*	8	*
Totals	41			65			39			17			162	
City														
Appeals to	6	75.0	85.7	20	37.7	46.5	32	55.4	60.4	30	45.5	52.7	88	55.0
Doesn't	1	12.5	14.3	23	43.4	53.5	21	36.2	39.6	27	40.9	47.3	72	45.0

TABLE XXIX (Continued)

Omissions	1	12.5	*	10	8.9	*	5	8.6	*	9	3.6	*	25	*
Totals	8			53			58			66			185	
Appeals to	45	54.2	55.6	70	46.7	52.6	65	49.6	52.4	48	46.2	53.9	228	53.4
Doesn't	36	43.3	44.4	63	42.0	47.4	59	45.0	47.6	41	39.4	46.1	199	46.6
Omissions	2	2.5	*	17	11.3	*	7	5.4	*	15	14.4	*	41	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXX

SUMMARY OF EXAMPLE 14 SHOWING PREFERENCE OF GIRLS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	16	47.1	47.1	25	83.3	83.3	19	65.5	65.5	14	56.0	56.0	74	62.7
Doesn't	18	52.9	52.9	5	16.7	16.7	10	34.5	34.5	11	44.0	44.0	44	37.3
Omissions	0		*	0		*	0		*	0		*	0	*
Totals	34			30			29			25			118	
Town														
Appeals to	31	49.2	49.2	23	53.5	54.8	32	64.0	64.0	8	36.4	36.4	94	53.1
Doesn't	32	50.8	50.8	19	44.2	45.2	18	36.0	36.0	14	63.6	63.6	83	46.9
Omissions	0		*	1	2.3	*	0		*	0		*	1	*
Totals	63			43			50			22			178	
City														
Appeals to	13	59.1	59.1	18	72.0	78.3	26	54.2	57.8	42	64.6	67.7	99	65.1
Doesn't	9	40.9	40.9	5	20.0	21.7	19	39.6	52.2	20	30.8	82.3	53	34.9

TABLE XXX (Continued)

Omissions	0		*	2	8.0	*	3	6.2	*	3	4.6	*	8	*
Totals	22			25			48			65			160	
Appeals to	60	50.4	50.4	66	68.3	68.5	77	60.6	62.1	64	57.2	58.7	267	59.7
Doesn't	59	49.6	49.6	29	29.6	30.5	47	38.6	37.9	45	40.2	41.3	180	40.3
Omissions	0		*	3	2.1	*	3	1.8	*	3	2.6	*	9	*
Totals	119			98			127			112			456	

* These percentages are based upon the number indicating a preference.

TABLE XXXI

SUMMARY OF EXAMPLE 14 SHOWING PREFERENCE OF BOYS FOR TYPES
OF BIOGRAPHY ACCORDING TO SCHOOLS AND CLASSES

Rural	Freshmen			Sophomores			Juniors			Seniors			Total	
	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent	Per cent	Cases	Per cent
Appeals to	26	76.5	76.5	20	62.5	62.5	20	58.8	60.6	15	71.4	75.0	81	61.1
Doesn't	8	23.5	23.5	12	37.5	37.5	13	38.2	39.4	5	23.8	25.0	38	31.9
Omissions	0		*	0		*	1	3.0	*	1	3.8	*	2	*
Totals	34			32			34			21			121	
Town														
Appeals to	23	56.1	56.1	39	60.0	65.0	21	53.8	55.3	11	64.7	68.8	94	61.4
Doesn't	16	39.0	39.0	21	32.3	35.0	17	43.6	44.7	5	29.4	31.2	59	38.6
Omissions	2	4.9	*	5	7.7	*	1	2.6	*	1	5.9	*	9	*
Totals	41			65			39			17			162	
City														
Appeals to	7	87.5	100.0	26	49.0	63.4	41	70.7	77.4	49	74.2	74.2	123	73.7
Doesn't	0			15	28.3	36.6	12	20.7	22.6	17	25.8	25.8	44	26.3

TABLE XXXI (Continued)

Omissions	1	12.5	*	12	22.7	*	5	8.6	*	0		*	18	*
Totals	8			53			58			66			185	
Appeals to	56	67.4	70.0	85	56.7	63.9	82	62.6	66.1	75	72.1	73.5	298	67.9
Doesn't	24	28.9	30.0	48	32.0	36.1	42	32.1	33.9	27	25.9	26.5	141	32.1
Omissions	3	3.7	*	17	11.3	*	7	5.3	*	2	1.9	*	29	*
Totals	83			150			131			104			468	

* These percentages are based upon the number indicating a preference.

TABLE XXXII
SUMMARY OF EXAMPLE 1A - 1B SHOWING REACTION OF
STUDENTS TO TYPES OF BIOGRAPHY

Boys -- 468

Girls -- 456

	Boys				Girls			
	1A		1B		1A		1B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	101	22.3	349	77.5	80	17.5	364	82.5
Made feel better	98	21.7	352	78.3	66	12.6	278	62.6
Distasteful	302	67.2	43	9.5	250	56.3	27	6.1
Not distasteful*	105	23.3			86	19.4		
Encouraged	141	31.3	241	55.7	98	22.7	23	5.1
Discouraged	139	30.8	28	6.2	137	30.9	33	7.7
Difficulty in understanding	58	12.8	52	11.5	59	13.3	32	7.4
Words too difficult	117	26.0	51	11.3	97	22.5	66	15.4
Omitted answer	18				12			
Total answering	450				444			

* Neither account was distasteful.

TABLE XXXIII
SUMMARY OF EXAMPLES 2A - 2B SHOWING REACTION OF
STUDENTS TO TYPES OF BIOGRAPHY

	Boys				Girls			
	2A		2B		2A		2B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	263	58.8	184	41.1	283	63.5	162	36.4
Made feel better	295	65.9	152	34.0	306	68.8	121	27.2
Distasteful	124	27.8	161	36.0	93	20.9	176	39.6
Not distasteful*	137	30.6			128	28.8		
Encouraged	217	48.5	60	13.4	233	52.8	59	12.1
Discouraged	35	7.8	72	16.0	27	6.0	87	18.4
Difficulty in understanding	32	7.2	33	7.4	22	4.9	19	4.3
Words too difficult	17	3.6	32	7.2	17	3.8	45	10.1
Omitted answers	21				11			
Total answering	447				445			

* Neither account was distasteful.

TABLE XXXIV
SUMMARY OF EXAMPLES 3A - 3B SHOWING REACTION OF
STUDENTS TO TYPES OF BIOGRAPHY

Boys -- 468 Girls -- 456

	Boys				Girls			
	3A		3B		3A		3B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	37	8.1	417	91.8	23	5.4	429	94.9
Made feel better	24	5.3	431	94.7	24	5.4	418	94.6
Distasteful	312	68.6	17	3.7	337	76.1	7	1.6
Not distasteful*	85	18.7			66	14.9		
Encouraged	117	25.7	173	38.1	80	18.0	170	38.4
Discouraged	138	30.3	13	28.0	137	30.9	8	1.8
Difficulty in understanding	20	4.4	15	3.3	6	1.3	5	1.1
Words too difficult	27	5.9	11	2.4	21	4.7	4	.9
Omitted answer	14				4			
Total answering	454				452			

* Neither account was distasteful.

TABLE XXXV
SHOWING REACTION OF STUDENTS TO TYPES OF BIOGRAPHY

Boys -- 468 Girls -- 456

	Boys				Girls			
	4A		4B		4A		4B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	334	73.0	123	26.9	373	85.7	62	14.2
Made feel better	342	74.5	117	25.5	371	85.4	64	14.6
Distasteful	66	14.3	255	55.5	39	8.9	293	67.3
Not distasteful*	98	21.3			72	16.5		
Encouraged	172	36.5	83	18.0	152	34.9	59	12.5
Discouraged	30	6.5	110	23.9	16	3.6	121	27.8
Difficulty in understanding	30	6.5	30	6.5	20	4.6	24	5.5
Words too difficult	39	8.5	34	7.4	60	13.8	45	10.3
Omitted answer	11				21			
Total answering	457				435			

* Neither account was distasteful.

TABLE XXXVI
SHOWING REACTION OF STUDENTS TO TYPES OF BIOGRAPHY

Boys -- 468 Girls -- 456

	Boys				Girls			
	5A		5B		5A		5B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	342	74.8	115	25.2	378	85.2	66	14.8
Made feel better	368	80.3	89	19.7	389	88.5	51	11.5
Distasteful	28	6.1	257	56.0	14	3.1	285	64.6
Not distasteful*	136	29.6			102	23.1		
Encouraged	188	40.9	41	8.9	199	45.2	28	6.2
Discouraged	22	4.7	122	26.5	4	.9	132	29.9
Difficulty in understanding	16	3.4	28	6.0	2	.4	16	3.6
Words too difficult	6	1.3	34	7.3	2	.4	37	8.3
Omitted answer	11				12			
Total answering	457				444			

* Neither account was distasteful.

TABLE XXXVII
SHOWING REACTION OF STUDENTS TO TYPES OF BIOGRAPHY

Boys -- 468

Girls -- 456

	Boys				Girls			
	6A		6B		6A		6B	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Preferred	402	87.4	58	12.6	396	90.8	40	9.2
Made feel better	393	84.5	67	15.5	399	91.3	37	8.7
Distasteful	22	4.7	243	52.2	13	2.9	264	60.4
Not distasteful*	156	33.5			119	27.2		
Encouraged	148	31.8	68	15.7	176	40.3	59	13.5
Discouraged	20	4.3	107	22.9	8	1.8	116	26.5
Had difficulty in understanding	36	7.7	45	3.6	22	5.0	29	6.6
Had word difficulty	70	15.0	34	7.3	117	26.7	46	10.4
Omitted answer	8				20			
Total answering	460				436			

* Neither account was distasteful.

TABLE XXXVIII
SHOWING REACTION OF GIRLS TO TYPES OF BIOGRAPHY

	Example							
	7		8		9		10	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Appealed to	321	71.6	169	37.9	166	37.3	66	14.9
Did not appeal	127	28.4	276	62.1	278	62.7	377	85.1
Made feel better	241	53.8	115	25.7	97	21.8	45	10.3
Did not make feel better	197	46.2	330	73.9	347	78.2	398	89.7
Was distasteful	72	16.0	216	48.3	214	48.2	191	43.1
Was not distasteful	376	83.8	229	51.2	230	51.8	252	56.9
Encouraged	206	45.9	109	24.4	108	24.3	57	12.8
Discouraged	32	7.1	107	23.9	106	23.9	118	26.5
Had difficulty in understanding	116	26.2	15	3.3	6	1.3	76	17.1
Had word difficulty	266	59.3	37	8.2	28	6.3	78	17.5
Omitted answer	8		11		12		13	
Total number taking	448		445		444		443	

TABLE XXXIX
SHOWING REACTION OF GIRLS TO TYPES OF BIOGRAPHY

	Example							
	11		12		13		14	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Appealed	139	31.2	380	85.6	270	60.1	267	59.7
Did not appeal to	307	68.8	64	14.4	179	39.9	180	40.3
Made feel better	81	18.1	322	70.2	195	43.4	207	46.1
Did not make feel better	345	77.7	122	27.4	254	56.6	240	53.9
Was distasteful	234	52.6	29	6.5	72	16.0	104	23.1
Was not distasteful	212	47.7	415	93.3	377	84.0	343	76.9
Encouraged	87	19.5	243	54.6	135	29.3	166	37.0
Discouraged	91	20.4	19	4.3	25	5.5	55	12.2
Had difficulty in understanding	16	3.6	13	2.9	24	5.3	11	2.4
Had word difficulty	52	11.5	26	5.8	7	1.6	16	3.6
Omitted answers	10		12		7	1.6	9	
Total number answering	446		444		449	98.4	447	

*

TABLE XL
SHOWING REACTION OF BOYS TO TYPES OF BIOGRAPHY

	Example							
	7		8		9		10	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Appealed to	309	67.9	230	50.8	196	43.8	104	23.0
Did not appeal to	146	32.1	222	49.2	251	56.2	347	77.0
Made feel better	253	55.4	160	35.2	115	25.6	82	18.1
Did not make feel better	202	44.2	293	64.4	332	74.4	369	81.5
Encouraged	225	49.2	175	38.5	151	33.6	96	21.2
Discouraged	47	10.3	88	19.3	100	22.3	94	20.8
Was distasteful	98	21.5	185	40.7	204	45.5	238	52.5
Was not distasteful	357	78.1	268	59.3	243	54.5	213	47.0
Had difficulty in understanding	151	33.0	20	4.4	19	4.2	80	17.6
Had word difficulty	225	55.8	39	8.6	37	8.2	79	17.4
Omitted answer	13		15		21		17	
Total number answering	455		453		447		451	

TABLE XLI

SHOWING REACTION OF BOYS TO TYPES OF BIOGRAPHY

	Example							
	11		12		13		14	
	Cases	Per cent	Cases	Per cent	Cases	Per cent	Cases	Per cent
Appealed to	154	34.3	364	82.3	228	53.4	298	67.9
Did not appeal to	295	65.7	78	17.7	199	46.6	141	32.1
Made feel better	115	25.6	308	68.9	180	42.1	234	53.3
Did not make feel better	334	74.4	134	30.0	247	57.9	205	46.7
Was distasteful	201	44.6	36	8.0	110	25.7	84	19.1
Was not distasteful	248	55.4	406	91.9	317	74.3	355	80.9
Encouraged	122	27.0	237	53.0	138	32.3	182	41.4
Discouraged	96	21.3	20	4.4	38	8.9	55	12.5
Had difficulty in understanding	46	10.2	27	6.0	42	9.8	23	5.2
Had word difficulty	57	12.6	26	5.8	15	3.5	20	4.5
Omitted answers	19		26		41		29	
Total number answering	449		442		427		439	