Indiana State University

Sycamore Scholars

All-Inclusive List of Electronic Theses and Dissertations

1935

Favoritism in the schoolroom

Rolland R. Ripple
Indiana State University

Follow this and additional works at: https://scholars.indianastate.edu/etds

FAVORITISM IN THE SCHOOLROOM

by

Rolland R. Ripple

Contributions of the Graduate School
Indiana State Teachers College
Number 199

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

1935

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

---

*The coined word "remindfulness" will be used several
times herein. It means having reminding characteristics.

CHAPTER I

A. Introduction

Were you ever a teacher's pet? If your name is Junior, it can be safely predicted you weren't. If it is Betty, you were. The writer thinks that all teachers are guilty of favoritism, at least in a modified form, to certain pupils. Indiana State Teachers College houses no study nor the slightest reference to any scientific study in this field. Meagre, indeed, is the already-existing literature; yet there is sufficient frequency of the terms "pets" and "favorites" in educational and psychological tomes to lead one to believe a condition partially exists. Favoritism is often shown in the family to the child of difficult delivery. If his birth was comparatively painful to his mother, he will probably be her favorite child. Our friends appeal to us more than do our enemies. The selection of friends has a definite basis of selection. We are attracted to other people in varying degrees. Why, then, would not some students possess more appealing personalities than their fellow students?

This thesis is an attempt to discover the causes, reasons, results, recognition of symptoms, and extent of favoritism.

It was an awkward plunge into an uncharted and unexplored sea of motley conditions. The immersion and emersion netted some unidentified constituents; some that baffle all analysis; some that we've faintly known as they were seen as flotsam; some that could not be snared, captured, or corralled. The writer likens this study to a pioneer as he makes a blind rush into a strange yet fertile fen.

B. Statement of the Problem

Is there any reason for believing teachers have favorites? If partiality is really practiced, are the pupils cognizant thereof? Can an outsider recognize it?

To couch the entire problem in a curt blanket question, that question would be: "What about favoritism?"

C. Apology

The writer has consciously tried to keep himself out of this contribution, but the very psychological nature of the problem prohibited full success in this endeavor. Favoritism is not a cold, tangible, abstract compilation of mathematical data. The very basis of this study is that will-o'-the-wisp something we term personality; consequently, psychological interpretations are as expedient as, or even more so, than are frigid mathematical deductions.

D. Sources and Methods of Treating Data

Actual visits to the classes, and constant note taking was a means of getting data. An individual code was used to facilitate keeping up with classroom activity.[1]

Sheet 1 (that was used by the writer) had on its reverse side a seating plat on which to record the detailed activities of each pupil.[2] These seating plats were made one for each visit. Besides the code used, a multiplicity of other markings was employed, but no standard unchanging meaning was attached to them.

To those three pupils who contributed most to the lesson,

---

[1] Code is in appendix, page 97.

[2] Sheet 1 is in appendix, page 98. Its use is shown in appendix, page 102 (opposite)

and to those three doing the least, was given Sheet 2.[3] Those

three pupils contributing most are considered in the "upper

category" and are listed on the left half of Sheet 1. The other

three were in the "lower category," and are listed on the right

half of Sheet 1. If the class was small, or if some very, import-

ant procedure was in progress, only two from each category were

chosen. These six (or four) chosen pupils, representing the

extremities in participation, would respond to Sheet 2 (also in

appendix). Truthfulness in answering, and privacy were gained

by removing these pupils from their class to a secluded, suit-

able location. Each pupil filled his form without discussing

any one phase of it with another pupil. Each pupil was promised

that only the investigator would learn what he wrote. Meanwhile

the writer would have checked dress, feature, cleanliness,

curliness of hair, comparing each child with his own class.

Class to class, or school to school was not compared. The facial

contour of typical Grecian statuary was the yardstick for

"attractiveness of feature." All these ratings were the writer's

judgment--if he erred, the error was probably consistent.

Form 3 was filled in by the teacher at his leisure. Later

the writer called for it, and any curiosity shown or expressed

was, at that time, appeased.

The writer's form (Sheet 1 and seating plat), the pupil's

form (Sheet 2), and the teacher's form (Sheet 3) together with

the extensive notations, and the heterogeneous remarks--these

---

[3]Any note made that isolated anyone into either the upper
or lower category, such as boldness or timidity of speech, or
whether the pupil was a target for the teacher's smiling en-
couragement or caustic sarcasm, was given considerable weight
compared to his actual class participation.

sources furnished data on which a fair interpretation was based.

Each following chapter will explain how the data were treated for that particular chapter. The wealth of data teems with findings; but because of the general hodgepodge and tangle it is in, few unconditional facts could be extricated.

E. Extent and Range of Study

The writer visited 2730 pupils. Of these pupils, 1316 were girls; 1414 were boys. Visits embraced more than 100 teachers. Only 100 teachers were considered; 59 women, 41 men.

Students filled 512 forms.

Teachers named 204 different pupils as favorites.

More than 500 given names are treated in various ways.

Visits covered more than 30 different subjects.

Forty-five different subjects were noted.

Additional things checked or noted were: curly hair, glasses, parentage, size of families, best liked and least liked subject, age, left handedness, kin, scholarship, number of questions, hour, week day, weather, seniority, seating, facial expression of teacher, tardiness, runners of errands, ventilation, size, cleanliness, decorating, etc.

1. Schools visited

I   In Vigo County: Hook Woodrow Wilson, Indiana State Training, Fontanet, Fairbanks, Glenn, and Cruft.

II In Clay County: Lambert, Staunton, Billtown, Pinkley, Cottage Hill, Cloverland, Wools, Meridian, Brazil Junior High School, Jackson.

III In Greene County: Jasonville.

Visits were of 40 to 160 minutes in duration.

They extended through the last six months of each of the school years 1933-1934 and 1934-1935.

2. Hour of Day

TABLE I

HOUR OF DAY OF VISITS

Hour	Frequency
8:00	11
9:00	9
10:00	18
11:00	11
12:00	4
1:00	19
2:00	14
3:00	13
4:00	1
	100

3. Week Day

If there were any "blue Mondays," they were not noticed. Each school day of the week was used.

TABLE II

WEEK DAY OF VISITS

Day of Week	Frequency
Monday	6
Tuesday	33
Wednesday	6
Thursday	31
Friday	22
	100

4. Type of Weather

TABLE III

TYPES OF WEATHER OF VISITS

Weather	Frequency
Fair	53
Cold	10
Rain	13
Snow	3
Cloudy	14
Windy	2
Foggy	2
Hot	8
	105*

*Sometimes there were two or more phases of weather simultaneously.

If a rainy day depressed the spirit of the pupils, or if hot days made the pupils exceptionally restless or if the teacher was wont to wax fractious, or if severe spring days begot dreaminess in the pupils,--all these supposed effects were not noticeable to any significant degree.

5. Grades in Which Visits Were Made

TABLE IV

GRADES IN WHICH VISITS WERE MADE

Grade	Frequency
4	15
5	20
6	17
7	14
8	17
9	23
10	8
11	8
	122*

*When a visit to a rural school room in which several grades were housed was made, the total grades would, of course, be more than 100.

Approximately 150 occupations were treated--those of the parents, those of the pupil choice, those the teacher chose other than teaching. If a teacher eulogizes a profession, a pupil who likes his teacher may automatically like that profession. If the teacher belittles a profession the student admires, this probably begets a schism between teacher and pupil. Conversely, such a condition would tend to weld them closer.

6. Size of Classes

TABLE V

NUMBER IN CLASSES

Number in Class	Frequency
9	4
10	0

TABLE V (Continued)

11	2
12	0
13	1
14	1
15	2
16	2
17	4
18	1
19	3
20	3
21	5
22	1
23	4
24	4
25	4
26	5
27	2
28	3
29	6
30	2
31	4
32	3
33	2
34	5
35	7
36	5

TABLE V (Continued)

37	4
38	5
39	2
40	1
40 and up	3
	100

Average number of pupils per class is 27.3. Range is 9 to 45. Total number of pupils was 2,730. There were 98 more boys than girls because the writer visited agriculture and boys' physical education classes. Of the 2,730 pupils, 47 were negroes.

CHAPTER II

WHAT'S IN A NAME?[1]

"A rose by any other name would smell as sweet."

A name is not just a button to touch to get a certain child to pop up. Parents can brand their child for life by giving it an unsuitable name. A child who is exceptionally dark complexioned should not be called Blanche, simply because Blanche means white. Nor should a child who becomes an addict of dissipation be named Constance. On of Lilliputian stature is a target for laughs if he has been christened Hercules. Psychologists assure us we even have favorite digits, and letters of the alphabet, either in the abstract, or on a mechanical machine. How much more, then, is a name to us? We are fond of certain names because of their meaning, their origin, their historical importance, or their application to our intimate friends or to persons whom we admire. The names Yvonne, Katrinka, Kathleen, Faith, Mazie and Lenore: or Max, Archibald, and Rudolph, are blatant labels of their respective wearers. Each name as it is read conjures a mental picture of its wearer. The ease with which a name is remembered, its euphony, its length, its universality, its ease of spelling, and even the ease or awkwardness with which it is typed--all these factors make a name worth much or little in actual dollars and cents. If a child's name is popular in his heyday, he is favored. He is fortunate. Conversely, an unliked names hinders its owner. Psychologically, a teacher is swayed

---

[1]See Winthrop Ames in _What Shall We Name the Baby?_ Simon and Schuster, 1935

to like or dislike a child because the child has a certain name. Precautions against such do not abolish the influence.

This study reveals that a larger number of names is liked than is disliked. One hundred teachers expressed a like for 128 names.[1] One hundred teachers expressed a dislike for 119 names.

When parents wish a boy to be born to them, and a girl arrives, the child's name is often borrowed from the masculine, such as Geraldine or Ernestine. The reverse is rare; seldom is a lad named Maryil or Wilmer.

The girl named Betty is in favor with the pupils; her path is more unobstructed in winning the closeness of her teacher. The name John is pulled here and there. Alice is a name liked by teachers. None of the 2730 pupils observed had this name. Mary is the second in rank in frequency of appearance. It is second best liked by teachers and by pupils. Junior is greatly handicapped in gaining the goodwill of his fellow students and teachers. In a decade, when present students become teachers, a change would result in the accompanying table. Column 2 will move to column 1. Who could prophesy the list that would be column 1, those names liked by pupils ten years hence?

Names euphonically the same that can be applied to either males or females are liked and disliked about evenly-- such as Gene, Jean; Cecil, Cecel; or Francis, Frances.

----

[1]Throughout this chapter a double name is considered as two separate units.

TABLE VI

NAMES

	Frequency of appearance	Number of pupils expressing a like	Number of teachers expressing a like	Number of teachers expressing dislike	Number actually named as favorites having this name	Number actually named as "getting on nerves" having this name
Abraham	0	0	0	1	0	1
Ace	0	1	0	0	0	0
Adalie	1	0	0	0	0	0
Adele	1	1	0	0	0	0
Agnes	5	1	0	1	1	0
Aladine	1	0	0	0	1	0
Albert	3	3	0	0	1	0
Alberta	6	0	0	0	1	0
Aletha	1	0	0	0	0	0
Alfred	3	0	0	0	0	0
Algernon	1	0	1	0	0	0
Alice	1	8	4	0	2	0
Aloysious	1	0	0	0	0	0
Alva	2	0	0	0	0	0
Alvin	1	0	0	0	0	0
Amos	2	0	0	0	0	0
Andrew	0	1	0	0	0	0
Anita	1	0	1	0	0	0
Anna	2	6	2	0	2	0

TABLE VI (Continued)

Annabelle	3	0	0	0	0	0
Annalee	0	0	0	0	1	0
Anne (Ann)	9	11	2	0	2	0
Annette	0	3	0	0	0	0
Anslem	1	1	0	0	0	0
Anthony	1	0	0	0	0	0
Archibald	0	0	0	0	1	0
Arlene	0	2	0	0	0	0
Arley	0	1	0	0	0	0
Arlo	1	0	0	0	0	0
Armo	1	0	0	0	0	0
Arentt	1	0	0	0	0	0
Arnold	1	0	0	0	0	0
Art	0	2	0	0	0	0
Arthur	15	5	1	0	1	0
Audrey	2	0	0	0	1	0
Avinell	1	0	0	0	1	0
Barbara	4	9	1	1	1	1
Barrie (y)	0	1	0	0	0	0
Beatrice	2	0	0	0	0	0
Bebe	0	1	0	0	0	0
Belle	1	4	1	1	0	0
Belva	1	0	0	0	0	0
Ben	2	2	0	0	0	0
Bernard	1	0	0	0	1	0

TABLE VI (Continued)

Bernardine	3	0	0	0	0	0
Bernardo	1	0	0	0	0	0
Bert	1	2	0	0	0	0
Bertha	3	1	1	0	1	0
Bernice	1	1	0	0	0	0
Beryle	1	0	0	0	0	0
Bessie	1	0	0	0	0	0
Betsy	1	1	0	0	0	0
Betty	62	67	2	0	15	0
Beulah	1	0	0	0	0	0
Beverly	2	1	0	0	0	0
Bill	12	21	0	0	2	0
Billie (y)	39	15	0	2	1	1
Blanche	1	0	0	0	0	0
Blodwyn	1	0	0	0	0	0
Blondie	0	1	0	0	0	0
Bob	9	39	0	0	2	0
Bobbie (y)	8	10	0	0	2	0
Bonnie	2	3	0	0	0	0
Bowen	0	1	0	0	0	0
Boyd	2	1	0	0	1	1
Bradley	0	1	0	0	0	0
Brownie	0	1	0	0	0	0
Bruce	1	0	0	0	0	0
Bud	1	1	0	0	0	0

TABLE VI (Continued)

Buddie	2	1	0	0	0	0
Buster	0	1	0	0	0	0
Bunnie	0	2	0	0	0	0
Byron	1	0	0	0	0	0
Calvin	1	0	0	0	0	0
Carl	14	0	0	0	0	1
Carmelita	0	2	0	0	0	0
Carmen	0	2	0	0	0	0
Carlton	1	1	0	0	0	0
Caroline	1	1	0	0	0	0
Carrol	2	4	0	0	0	0
Catherine	1	1	0	0	0	0
Cecel	2	0	0	1	0	0
Cecelia	1	1	0	0	0	0
Cecil	2	0	0	1	0	0
Charity	0	0	2	0	0	0
Charles	23	9	3	0	1	0
Charley	0	1	0	0	0	0
Charlotte	2	3	0	0	0	0
Charmaine	0	1	0	0	0	0
Chauncy	1	0	0	0	0	0
Chester	6	1	0	0	0	0
Chris	2	0	0	0	0	0
Christina	1	1	0	0	0	0

TABLE VI (Continued)

Chuck	0	1	0	0	0	0
Clara	4	0	0	0	1	0
Clarence	5	1	2	0	0	0
Claude	4	3	0	1	0	0
Claudia	1	1	0	0	0	0
Clay	1	0	0	0	0	0
Cletus	1	0	0	0	0	0
Clifford	5	3	0	0	2	1
Cliffton	1	1	0	0	0	0
Cline	1	0	0	0	0	0
Clinton	1	0	0	0	0	0
Clotilda	1	1	0	0	0	0
Clyde	6	1	0	1	0	0
Connie	0	1	0	0	0	0
Constance	0	1	0	0	0	0
Cooke	0	0	1	0	0	0
Curlie (y)	0	2	0	0	0	0
Curtis	4	2	0	0	1	0
Cuthbert	0	0	0	1	0	0
Daisy	0	1	0	0	0	0
Dale	4	0	0	0	1	0
Dallas	1	0	0	0	0	0
Dan	0	3	0	0	0	0
Dane	1	1	1	0	0	0

TABLE VI (Continued)

Daphne	0	1	0	0	0	0
Darlene	1	1	0	0	0	0
Dave	6	0	0	0	0	0
David	8	3	3	0	2	0
Dawn	1	0	0	0	0	0
Dean	2	4	0	0	0	0
Dllbert	1	1	0	0	0	0
Delores	1	7	0	0	0	0
Delphine	1	0	0	0	0	0
Dennis	1	0	0	0	0	0
Denny	1	0	0	0	0	0
Denver	1	0	0	0	0	0
Devonne	1	0	0	0	0	0
DeWit	0	0	0	1	0	0
Dick	2	24	1	0	0	0
Dickie	3	1	0	0	0	0
Don	12	5	0	1	2	0
Donald	17	6	0	0	2	0
Donna	1	0	0	0	0	0
Dora	0	1	0	0	0	0
Doris	15	2	1	0	3	1
Dorthea	0	0	0	0	0	0
Dorthy	26	18	0	0	0	0
Dotty-	0	0	0	0	0	0
Douglas	1	0	0	0	0	0

TABLE VI (Continued)

TABLE VI (Continued)

Boyne	1	1	0	0	0	0
Drusilla	1	0	0	0	0	0
Dudley	1	0	0	0	0	0
Durward	1	0	0	0	0	0
Earl	8	4	0	1	0	0
Ed	0	1	0	0	0	0
Eddie	3	1	0	0	0	0
Edgar	2	1	0	0	0	0
Edith	8	2	0	1	0	0
Edmond	1	1	0	0	0	0
Edna	6	1	0	0	1	0
Edward	5	5	0	1	2	0
Edwin	3	0	0	1	0	0
Egmont	0	0	0	1	0	0
Eileen	8	0	0	0	2	0
Elaine	1	1	0	0	0	0
Eli	0	0	0	1	0	0
Elinore	1	0	0	0	1	0
Elizabeth	9	4	1	1	1	0
Ella	1	0	0	0	1	0
Ellen	10	6	2	0	2	0
Ellis	1	0	0	0	0	0
Ellsworth	1	0	0	1	0	0
Elma	1	0	0	0	0	0

TABLE VI (Continued)

Elmer	0	0	0	1	0	0
Elnora	3	3	0	0	0	0
Eloise	7	0	0	1	0	0
Elsie	2	2	1	0	1	0
Elva	0	1	0	0	0	0
Emerson	0	1	0	0	0	0
Emil	1	0	0	0	0	0
Emma	2	1	0	0	0	0
Emmett	2	0	0	0	0	0
Erma	9	2	0	0	1	0
Ernest2	2	2	0	1	1	0
Ernestine	0	0	0	1	0	0
Erwin	0	1	0	0	0	0
Estella	0	2	0	0	0	0
Esther	6	2	0	0	0	0
Estil	1	0	0	0	0	0
Essie	1	0	0	0	0	0
Ethel	4	0	0	0	0	0
Ethelbert	0	0	0	1	0	0
Etta	0	0	0	1	0	0
Eugene	8	2	0	0	1	0
Eva	2	1	0	0	0	0
Evangeline	0	1	0	0	0	0
Eve	0	2	0	0	0	0
Evelyn	6	1	0	0	1	0
Everett	2	1	0	0	0	0

TABLE VI (Continued)

Faith	0	0	0	4	0	0
Fancille	0	1	0	0	0	0
Faye	2	0	0	0	0	0
Felicita	1	0	0	1	0	0
Fermetta	0	0	0	1	0	0
Fern (e)	0	0	0	2	0	0
Flo	1	0	0	0	1	0
Florence	5	1	0	0	1	0
Floyd	2	0	0	1	0	0
Forest	2	0	0	0	0	0
France	0	1	0	0	0	0
Frances	5	0	0	0	1	0
Francis	4	0	0	0	0	0
Frank	8	7	0	0	1	0
Franklin	1	0	0	0	2	0
Fred	2	0	0	0	2	1
Fredrick	8	6	1	1	0	0
Gail	1	1	0	0	0	0
Fale	4	1	0	0	1	0
Gene	3	3	0	0	0	0
Genevieve	4	1	0	0	0	0
George	13	6	1	1	1	1
Gerald	4	1	0	1	0	0
Geraldine	4	2	2	0	1	0
Gertrude	2	1	0	0	0	0

TABLE VI (Continued)

TABLE VI (Continued)

Gilbert	3	1	0	0	0	0
Gladys	3	2	0	0	0	0
Glenn	3	3	0	0	0	0
Gloria	1	2	0	0	0	0
Gorden	2	2	0	0	0	0
Grace	2	1	0	1	0	0
Greta	0	1	0	0	0	0
Gretchen	1	0	0	2	0	0
Guy	2	0	2	0	0	0
Gwendolyn	1	1	0	0	0	0
Hannah	2	0	0	0	1	0
Harlan	2	1	0	0	0	0
Harold	20	11	2	0	0	0
Harriet	2	0	0	0	0	0
Harry	6	4	0	1	0	0
Harvey	0	1	0	0	0	0
Hattie	0	1	0	0	0	0
Hazel	6	5	0	0	0	0
Helen	29	16	1	0	2	0
Henry	6	0	0	1	0	0
Hepzibah	1	0	0	0	0	0
Herbert	3	0	0	0	0	0
Herman	1	1	0	1	1	1
Herschel	3	1	0	0	0	0

TABLE VI (Continued)

Hilda	1	0	0	0	0	0
Hilliary	1	0	0	1	0	0
Homer	1	0	0	0	0	0
Hope	0	0	0	0	0	0
Howard	1	2	0	0	0	0
Houston	1	0	0	0	0	0
Hubert	1	0	0	2	1	0
Hugh	3	0	0	0	0	0
Hyla	1	0	0	0	0	0
Ida	1	0	0	1	0	0
Imogene	7	1	0	1	0	0
Ina	1	0	0	0	0	0
Inez	3	0	0	0	0	0
Ira	1	0	0	1	0	0
Irene	7	5	0	0	1	0
Irma	1	0	0	0	0	0
Irving	1	0	0	0	0	0
Isabelle	2	0	0	0	0	0
Iva	0	11	0	0	0	0
Ivan	2	1	0	0	0	0
Jack	48	58	5	2	5	1
Jackie	1	0	0	0	0	0
Jackson	1	0	0	0	1	0

TABLE VI (Continued)

TABLE VI (Continued)

Jacob	1	0	0	0	0	0
Jacqueline	0	1	0	0	0	0
Jake	0	0	0	1	0	0
James	28	16	0	2	3	0
Jane	19	38	4	0	5	1
Janette	1	5	0	1	0	0
Jay	1	1	0	0	0	0
Jean	13	39	1	1	2	0
Jennie	1	3	0	0	0	0
Jerry	2	4	2	0	0	0
Jesse	1	2	0	1	0	0
Jessica	0	2	0	0	0	0
Jessie	0	0	0	1	0	0
Jim	7	15	0	0	1	0
Jimmie	1	10	0	0	0	0
Jo	0	1	0	0	0	0
Joan	3	14	3	0	2	0
Joe	1	15	3	0	4	0
Joel	1	0	0	0	0	0
John	40	33	11	3	9	2
Johnnie	0	2	0	0	0	0
Joseph	7	5	0	0	0	0
Josephine	5	1	0	1	0	0
Joyce	2	0	0	0	0	0
Joye	1	0	0	0	0	0

TABLE VI (Continued)

Juanita	5	7	0	1	0	0
Judy	1	4	0	0	0	0
Julia	4	10	0	0	0	0
June	5	10	0	0	0	0
Junior	11	2	2	6	2	1
Kae	0	2	0	0	0	0
Karis	1	0	0	0	0	0
Katherine	2	0	0	0	1	0
Kathleen	1	1	0	0	1	0
Kathryn	26	7	3	0	1	0
Keith	4	0	0	0	0	0
Kenneth	16	5	0	0	2	0
Kent	0	1	0	0	0	0
Kermit	1	0	0	0	0	0
Larry	0	1	0	0	0	0
Lavere	2	0	0	0	0	0
La Veta	1	0	0	0	0	0
La Vita	1	0	0	0	1	0
Lawrence	3	1	0	0	1	0
Lee	1	2	0	0	0	0
Lela	1	2	0	0	1	0
Lenette	1	4	0	0	0	0
Lenora	1	1	0	0	0	0

TABLE VI (Continued)

Lenord	1	0	0	0	0	0
Leo	5	0	0	1	1	0
Leon	2	3	0	0	0	0
Leona	1	0	0	0	0	0
Leroy	1	0	0	1	0	0
Lestie	2	0	0	0	0	0
Lester	9	6	0	1	0	0
Letha	1	0	0	0	0	0
Lewis	2	0	0	0	2	0
Lillian	3	2	0	0	1	0
Lily	1	0	0	0	0	0
Lloyd	7	3	0	1	0	0
Logan	1	0	0	0	0	0
Lois	6	3	0	0	2	0
Lorella	1	0	0	0	0	0
Loretta	4	4	1	0	1	1
Lorillard	1	0	0	0	0	0
Lorraine	0	2	0	0	0	0
Lou	5	2	0	0	0	0
Louis	1	3	0	0	0	0
Louise	5	4	1	0	2	0
Lowell	1	0	0	0	0	0
Lucien	3	0	0	0	1	0
Lucille	7	0	0	0	0	0
Lucy	0	0	1	0	0	0

TABLE VI (Continued)

Luther	3	1	0	0	0	0
Lynn	3	0	0	0	0	0
Mabel	3	2	0	3	0	0
Mac (Mack)	2	0	0	0	0	0
Madge	2	0	1	0	0	0
Madonna	1	2	0	1	0	0
Mae	2	1	0	0	0	0
Magdeline	0	2	0	0	0	0
Malcom	1	0	0	0	0	0
Mandolyn	1	0	0	0	0	0
Marcella	4	1	0	0	0	0
Marcia	0	3	0	0	0	0
Marcus	1	0	0	0	0	0
Margaret	28	22	1	1	5	0
Marguerita	11	6	0	0	2	0
Marian	3	0	0	0	0	0
Marie	9	10	0	1	1	0
Marietta	1	0	0	0	0	0
Marilee	1	0	0	0	0	0
Marilyn	0	2	0	0	0	0
Marion	3	0	0	0	0	1
Marjorie	7	9	0	0	1	0
Mark	1	0	0	0	0	0
Marshall	1	0	0	0	0	0

TABLE VI (Continued)

Martha	9	12	3	0	0	0
Martin	2	0	0	0	0	0
Marvin	7	0	0	1	0	0
Mary	67	67	10	0	11	2
Maryland	0	1	0	0	0	0
Maudie	1	0	0	0	0	0
Maurice	1	1	0	2	0	0
Max	0	24	0	2	0	0
Maxfield	1	0	0	0	0	0
Maxine	8	8	0	0	4	0
Mayrose	1	0	0	0	0	0
Melvin	4	2	0	0	0	1
Merle	1	3	0	0	0	0
Meryl	1	0	0	0	0	0
Michael	1	0	1	0	0	0
Mike	2	3	0	0	1	0
Mildred	28	8	0	0	2	0
Milton	1	0	0	0	0	0
Minnie	1	0	0	0	0	0
Morley	1	0	0	0	0	0
Morris	2	0	0	0	0	0
Mitilda	2	0	0	0	1	0
Movia	0	0	1	0	0	0
Muriel	1	1	0	0	0	0
Myron	4	5	0	0	0	0
Myrtle	4	0	0	0	0	0

TABLE VI (Continued)

Nadine	1	0	0	0	1	1
Nancy	1	5	0	0	0	0
Naomi	3	2	0	0	1	0
Nathan	1	0	1	1	0	0
Naylor	1	0	0	0	1	0
Nell	0	1	0	0	0	0
Nellie	1	1	0	0	0	0
Nelma	0	2	0	0	0	0
Nelson	1	0	0	0	0	0
Nicholas	1	0	0	0	0	0
Nina	2	0	0	0	0	0
Nola	1	0	0	0	0	0
Nora	1	0	0	0	0	0
Norma	14	3	0	0	3	0
Norman	3	2	0	0	0	0
Octavia	1	0	0	0	0	0
Odessa	1	0	0	0	0	0
Olive	1	1	0	0	0	0
Oliver	0	0	0	1	0	0
Omer	2	3	0	0	0	0
Opal	3	0	0	1	0	0
Orena	1	1	0	0	1	0
Orid	1	0	0	0	0	0
Orville	3	0	0	0	0	0

TABLE VI (Continued)

Oscar	0	0	0	3	0	0
Oswald	1	0	0	2	0	0
Otis	1	1	0	0	0	0
Ova	0	0	0	1	0	0
Ovid	1	0	0	0	0	0
Paddy	1	1	0	0	0	0
Pamela	0	1	0	0	0	0
Pansy	0	1	0	0	0	0
Pat	0	1	0	0	0	0
Patricia	9	9	0	1	0	0
Patsy	0	2	0	0	0	0
Patty	0	1	0	1	0	0
Paul	18	10	4	0	4	0
Pauline	10	1	0	1	3	0
Pearl (F)	2	0	0	1	0	0
Pearl (M)	0	0	0	2	0	0
Peggy	1	3	0	0	0	1
Percival	1	0	0	2	0	0
Perry	1	1	0	0	1	0
Pete	0	4	0	0	0	0
Phillip	11	2	0	0	3	0
Phoeba	0	1	0	0	0	0
Phyllis	2	2	2	0	0	0
Polly	1	1	0	0	0	0
Pricilla	3	0	0	0	1	0

TABLE VI (Continued)

Quentin	1	0	0	0	0	0
Ralph	12	4	0	0	1	0
Ramona	0	1	0	0	0	0
Ray	7	5	0	0	0	0
Raymond	13	4	0	0	1	0
Rachel	2	1	0	1	0	1
Reba	1	0	0	0	0	0
Rebecca	0	0	1	2	1	0
Reese	1	0	0	0	1	0
Reva	1	0	0	0	0	0
Rex	4	3	0	0	0	0
Rhea	1	0	0	0	0	0
Reta	1	1	0	0	0	0
Richard	25	14	6	0	1	0
Robert	46	30	5	0	1	1
Roberta	5	4	1	0	0	0
Roger	1	1	0	0	0	0
Roland (11)	0	6	0	0	0	0
Ronald	1	0	1	0	0	0
Rosalie	4	2	0	0	0	0
Rose	8	4	2	1	0	0
Rosebud	0	0	0	1	0	0
Rosella	1	0	0	0	0	0
Rosemary	20	15	1	0	4	0

TABLE VI (Continued)

TABLE VI (Continued)

Rosetta	1	1	0	0	0	0
Rosie	2	0	0	0	0	0
Rosita	0	1	0	0	0	0
Ross	1	0	0	0	0	0
Rosslyn	1	0	0	0	0	0
Rowena	1	0	0	0	0	0
Roxianna	1	1	0	0	0	0
Roy	4	9	0	0	0	0
Rubie (y)	8	5	0	0	1	0
Russel	11	6	0	0	1	0
Ruth	34	30	2	1	1	1
Sallie (y)	1	3	0	0	0	0
Sam	2	2	0	0	0	0
Samuel	1	0	1	1	1	0
Sarah	1	1	0	2	0	0
Savier	0	1	0	0	0	0
Serapta	0	0	0	1	0	0
Seth	2	0	0	0	0	0
Shirley	1	4	0	0	1	0
Sis	0	1	0	0	0	0
Skippy	0	2	0	0	0	0
Slim	0	1	0	0	0	0
Stanley	7	1	0	0	0	0
Starlis	1	0	0	0	0	0

TABLE VI (Continued)

TABLE VI (Continued)

Stella	1	1	0	0	0	0
Steve (n)	1	3	0	0	0	0
Sue	1	0	0	0	0	0
Sunset	1	0	0	0	0	0
Susan	1	3	0	0	0	0
Susie	0	0	0	2	0	0
Suzzanna	1	0	0	1	0	0
Tallie (y)	1	1	0	0	0	0
Tarzan	0	1	0	0	0	0
Ted	0	2	0	0	0	0
Teddie (y)	2	1	0	0	0	1
Texan	0	1	0	0	0	0
Thelma	2	6	2	0	2	0
Theodore	4	1	0	0	0	0
Theola	0	1	0	0	0	0
Thomas	6	4	1	1	0	0
Thresa	1	0	0	0	0	0
Tillie	0	0	0	1	0	0
Tim (othy)	0	2	0	1	0	0
Tina (y)	0	1	0	0	0	0
Todd	1	0	0	0	1	0
Tom	5	12	1	0	2	0
Tommie (y)	2	1	1	0	0	0

TABLE VI (Continued)

Truman	1	0	0	0	0	0
Twyla	1	0	0	0	1	0
Valena	1	0	0	0	0	0
Vallonia	0	1	0	0	0	0
Vera	1	0	0	0	0	0
Vern	2	0	0	0	0	0
Verna	0	0	0	1	0	0
Vernon	4	2	0	0	0	0
Vincent	1	0	0	0	0	0
Vinton	1	0	0	0	0	0
Violet	4	1	0	1	1	1
Virgil	4	0	0	0	0	0
Virginia	33	12	0	0	5	0
Vivian	2	2	0	0	0	0
Wade	2	0	0	0	0	0
Walter	5	0	0	0	1	0
Wanda	0	2	0	0	1	0
Waneta	9	1	0	1	0	1
Ward	0	0	1	0	0	0
Warren	6	1	0	0	0	0
Wayne	7	1	1	0	1	0
Webster	1	0	0	0	1	0
Wellington	1	0	1	0	0	0

TABLE VI (Continued)

Wilbur	3	1	0	0	1	0
Wilhelm	1	0	0	0	0	0
Wilitia	1	0	0	0	0	0
Wilma	4	0	0	0	0	0
Wilmet	1	0	0	0	0	0
Wilson	3	0	0	0	0	0
Willa	2	1	0	0	0	0
Willard	3	0	0	1	0	0
William	11	9	2	0	1	0
Willie	0	1	0	0	0	0
Willis	0	1	0	0	0	0
Winifred	2	2	0	0	1	0
Xavier	0	1	0	0	0	0
Yvonne	0	1	0	0	0	0
Zelma	1	0	0	0	0	0
Zora	1	0	0	0	0	0

Data for this table were taken from responses 1, 8, 9, on Sheet 2; and from responses 3, 8, 9, on Sheet 3.

Names that have their established nicknames are held in like regard--such as Thomas (Tom), Hannah; Richard (Dick), Mary. A like fate greets a name of optional spellings-- such as Ethel, Ethyl; Ann, Anne. In like esteem is a name borrowed from the masculine or feminine--such as Geraldine, Jackie, or Roberta.

Conclusion:

The name a child has is instrumental in his gaining approval of his teacher or fellow students, or in his lack of gaining it. A name is either an asset or a liability to its owner.

CHAPTER III

DŒS TYPE OF HAIR OF THE WEARING OF GLASSES MATTER?

"Gentlemen prefer blondes."

A. Hair

2   Such traditional beliefs that red hair is the sign of a trigger temper, blond hair is an earmark of fickleness, or curly hair is prettier than straight, or brunette hair designates its wearer as stable and dependable--these beliefs were lightly touched in this study.

To the question "Do you like curly hair on other people?" which was asked of all teachers, this tabulation results:

TABLE VIII

PREFERENCE FOR CURLY HAIR

Yes	81
No	0
Indifferent	12
Not Answered	7
	100

Teachers named a total of 204 favorites. Those of the 204 which the writer had also selected as favorites and on whom absolute check as to type of hair was recorded, resulted in the following arrangement:

TABLE VIII

EFFECT OF COLOR OF HAIR*

	Red	Blond	Brunette
Favorites	2	9	18
"On nerves"	0	1	6

* This table concerns too few cases to be very seriously considered.

About one third of all teacher admitted their named favored pupils were remindful of personal friends. If the remindfulness is due to the hair the child has, the child gets that advantage in being favored by his teacher. If a teacher has a strong dislike for a type of hair, such as blond, it is pretty sure that his past maltreatment was administered primarily by a blonde, and his antipathy has carried over to be applied blanketedly to all blondes.

TABLE IX

EXTENT OF CURLY HAIR

	Number having curly hair	Number without curly hair	Per cent having curly hair	per cent without curly hair
Of all the 2730*	186	2544	7.8	93.2
Of 204 favorites	19	185	9.3	90.7
Of 15 "on nerves"	3	12	20.0	80.0

* None of the 47 negroes were considered.

From this tabulation it seems if a child has curly hair, his chance of being favored is increased 50% (6.8 compared to 9.3), but at the same time his chance for being disfavored is increased 300% (6.8 compared to 20.0).[1]

Consideration: The writer had great difficulty in distinguishing naturally curly hair from artificially curly hair. If a girl was wearing an unmistakable permanent wave, she was not considered as having curly hair.

B. Glasses

"Eyes he has but he sees not."

A wearer of glasses look more mature. Proper spectacles improve ailing vision, making the wearer more studious with less headache. Teachers admire both these results, so the writer thought it fitting to consider the child's wearing or not wearing glasses.

The statistics in the following table were derived from the seating plat of each visit.

------

[1] These are far too few cases to allow any grave conclusion to be based on them.

TABLE X

EFFECT OF GLASSES ON FAVORITISM

	Number using glasses	Per cent using glasses	Number without glasses	Per cent without glasses
Of all teachers*	47	47	53	53
Of the 15 "on nerves"	1	6.7	14	93.3
Of the 2730 pupils	69	*2.21	2661	97.79
From the chosen 512				
**upper third	9	3.51	247	96.49
**lower third	10	3.9	246	96.49
Of the 71 favored	5	1.95	66	98.05

*More than 47% of all teachers, and 2.21% of all pupils wear glasses. The low figures in the table are due to tallying ten student teachers. People wear their glasses only part time. Since these figures are from observation and not response, they are too low. A more nearly correct percentage would be 55% to 75%.

**"upper third" means those pupils participating most in the class--those listed on the left half of the sheet 1. "Lower third" means the other three pupils.

Various other interpretations might be applied to

Table X such as:

Perhaps the teacher who wears glasses has a sympathy

for the student who must.

Parents who are considerate enough to check their children's eye sight and to purchase glasses, have reared their children better than the parents who have not.

Glasses for reading would naturally tend to keep the

child from engaging in normal playground activities.

One in every forty normal pupils, in grades four to eleven, wears glasses, yet of those that got "on nerves" on in every five wore glasses. That would be an alarming situation, if we did not realize that it is based on too few cases.

Incidentally: About 52% of all school children have defective vision.[1]

_____

[1]Based on Porter County, Indiana, as revealed in an unpublished study School Diseases by R. R. Ripple. This figure is for astigmatism only.

CHAPTER IV

SEATING--DOES IT BEGET FAVORITISM
OR DOES FAVORITISM RESULT FROM SEATING POSITION?

"Draw nigh unto me."

"Distance lends enchantment."

As said in the introduction, a seating plat was used in conjunction with a code to record for each pupil his individual data. Naturally, the plats varied greatly simply because the physical seating arrangement of rooms varied. In the following plats, each section represents the desk of a pupil (unless it was uninhabited, which state was noted by the absence of both M or F). Each of the plats herein is a 7-row plat because most observations were made in rooms having 7 rows. The plats that would not readily lend themselves to this composite plat, were alternated--matching left to left, then right to right. Overlapping in the center rows was unavoidable; consequently, the center rows should be more thickly populated. Front was always matched to front.

Those named by teachers as being favored by teachers, tend to sit on the "window side" of the room. Probably they were the more intelligent and selected this side consciously for better light. The position may have been assigned them as a reward. The better light may have resulted in increased studiousness, which in turn is more appealing to the teachers.

SEATING CHART I

POSITION OF NAMED FAVORITES

Rear

Front

Cases 148   Not located 56

SEATING CHART II

POSITION OF THOSE NAMED

AS "GETTING ON NERVES"

Rear

				B		
BB		B			B	
						B
			B			B
B	B			B		
	B					B
		B			B	

Front

Cases 15   Not located 8

Those students that "get on nerves" gather toward
the rear of the room. Since only 15 cases were located,
this revelation is not so dependable. Perhaps they were
placed in the rear so their natural mischievousness would
not attract attention from other students. Because they
could not so plainly see the front blackboard, they might
be more restless. Usually rear seats are inhabited by the
larger pupils because they can more easily see over the
heads of the others. They are larger because they're less
intelligent and also because they're older. Dullness tends
to irritate most teachers; therefore those "getting on nerves"
would, for these reasons, be found in the rear seats. We
assume that physical closeness or farness effects mental
nearness or distance. If this be true, the student is
hindered mentally in accord to the distance he is from the
teacher.

Seating Plat 3 shows the evenness with which pupils
were chosen. 88 were from the left 3 rows; 89, the right
three rows.

Seating Plat 4 shows that the upper half of the writer's
chosing was inclined to sit on the window side, truly as
favorites sit.[1]

Seating Plat 5 shows the small difference in all checks
on seating position. x cancelled with o in each section.

---

[1]"Upper half" means those the writer chose as favorites,
contrasted to the other extreme, or the "unfavorites."

SEATING CHART III

DISTRIBUTION OF THOSE

CHOSEN AS UNFAVORED

Rear

				x	x	
x x x	x x	x x x	x x	x x x	x x x	x x x
x x	x	x x x		x x x x	x x	x x x x
x x x x	x x x x x x	x x x x	x x x x	x x	x x	x x x x
x x x x	x x x x	x x x x x	x x x x x x x	x x x x x x	x x x x x x	x x x
x x x	x x x x x x	x x x	x x x x x	x x x x x	x x x x	x x x x x x x
x x x x x x x x	x x x x x	x x x x x x	x x x x x x x x x	x x x	x x x x x	x x x x x x x
x x x x x x x	x x x x x x	x x x x	x x x x x x x x	x x x	x x x x	x x x x x x x x

Front

213 cases   43 not located

SEATING CHART IV

DISTRIBUTION OF THOSE

CHOSEN AS FAVORED

Rear

o	o	o	o o			
	o	o o	o o / o o / o o	o	o	
o o	o o o	o o	o o	o o	o o o	o
		o	o o / o o	o o / o o / o o	o	
o o o	o o o	o o o / o o o / o	o o / o o / o	o / o o / o o / o o	o / o o / o o	o o / o o / o
o o o / o o o / o	o o / o o	o o o / o o o / o o o	o o / o o / o	o o / o o / o o	o o / o o / o o	o o / o o / o o / o o
o o / o o / o	o o o	o o o / o o o / o o	o o o / o o o / o o	o o o / o o o / o o o	o o o / o o o / o o	o o / o o
o o / o o / o	o o o / o o o / o o o	o o / o o / o o	o o / o o / o	o o o / o o o / o o o / o	o o / o o / o	o o / o o / o o

Front

212 cases   **44 not located**

SEATING CHART V

DISTRIBUTION OF WRITER'S CHOOSING THE 512

(o and x are cancelled)

Rear

o	o	o	o o	x	x	
x x x	x	x	o o o	x x	x x	x x x
	o o o	x	o o	x x	o	x x x
x x x x	x x x x x x	x x		x o o o	x	x x x x
x	x	o o	x x	o	x	o o o
o o o	x	o o o o o o			o o	o
x x x	x x	o o	x	o o o o o o	o o o	x x x
x x	o o o	o o	x x x	o o o o o o o	o	x x

Front

o—Writer chose as favored; x—Writer chose as unfavored

SEATING CHART VI

COMPOSITE OF CHARTS I II III IV V

Rear

o	o -	o -	o o	B -	x	,
x x x B B - -	o x x -	o o x x x B	o o o o o o x x -	o x x x	o x x x B -	x x x B -
o o x x -	o o o x -	o o x x x - -	o o - - -	o o x x x x -	o o o x x x - - -	o x x x x B. - -
x x x x -	x x x x x x -	o x x x x - - - -	o x - o x - o x - o x - B -	o o o o o o x x	o x x - - - -	x x x x B - -
o o o x x x x B - -	o o o x x x x B -	o o o o o o o x x x x x - - - - - -	o o o o o x x x x x x x - - -	o o o o o o o x x x x x x B - - -	o o o o o o x x x x x x	o o o o o x x x x - - - - - - - -
o o o o o o o x x x -	o o o o x x x x x x -	o o o o o o o o o x x x - -	o o o o x x x x x - - -	o o o o x x x x x - - - -	o o o. o o o x x x x - - - -	oooo oooo xxxx xxx ------
ooooo xxxx xxxx - - - - -	o o o xxxxx B - - - -	ooooo ooo XXxxx - - - - -	oooo oooo xxxx xxxx - - - -	ooooo oooo x x x - - - - -	oooo oooo xxxxx - - - - -	oooo xxxx xxx - - - - -
ooooo xxxx xxx - - -	ooooo oooo x x x x x x	oooooo xxxx B ------ -----	'ooooo xxxx xxxx - - - -	ooooo ooooo xxx	ooooo xxxxB - - - - -	oooooo xxxx xxxx - -

Front

Cases B_15, x_213, o_212, -_148. Total 588

Seating Plat 6 is the same as Plat 5 before cancellation. In addition, it includes those "on nerves" and named favorites. Whether favoritism affects the seating or the seating influences favoritism remains to be discovered.

Irrelevant Idea:

A scattered seating is a good disciplinary device, but a poor one to gain close attention and guided thinking.

CHAPTER V

EFFECTS OF MARITAL STATUS OF PARENTS

"All I am or ever hope to be, I owe to my angel mother."

"Our relatives are thrust upon us, but, thank God, we

can choose our friends.

School children in Reno, Nevada, and those of orphans' homes would undoubtedly yield opposite extremes were they compared to ordinary localities in detailed and separate study such as this. Thinking that a child who had no parents, or who stayed with grandmother might be favored over those who have intact homes, the writer thought it well to probe into this possibility of favoritism.

Choosing the upper three and the lower three was almost identical as to parentage.

TABLE XI

EXTENT OF DEAD AND DIVORCED PARENTS

| | Father | | | | Mother | | | | Both | |
| | Dead | | Divorced | | Dead | | Divorced | | Dead | |
	No.	%	No.	%	No.	%	No.	%	No.	%
Of the upper 256 writer's choosing	24	9.37	4	1.56	8	3.12	4	1.56	6	2.34
Of the lower 256 writer's choosing	18	7.03	4	1.56	8	3.12	4	1.56	3	1.67
Of the 71 favorites of teacher and writer	4	5.63	2	2.87	2	2.87	2	2.87	0	0
Of 23 "on nerves" on whom writer had notes	1	4.35	0	0	0	0	0	0	1	4.35
Of all the 512*	42	8.39	8	1.56	10	3.12	8	1.56	9	1.76

*For a comparative basis

Studying of this tabulation leads one to believe that an outsider cannot discover the parentage of the child just by checking or observing him. The writer personally is convinced that this is true.

Often it is just as well for students to consider their parents as a lesson rather tahn an example. It is piteous to find a child that doesn't know who or where his father is, but it may be better for the child that he doesn't.

Conclusion:

Other things being equal, an orphan who is as neat, as clean, and as well dressed as a child having two living parents, has exactly the same chances of favoritism as the latter.

CHAPTER VI

WHAT OF THE SIZE OF FAMILIES

"Children are the poor man's blessing."

If you are of a family of twelve, and you are normal, you assume a kindred attitude toward another of your ilk. We are told that an only child is apt to be spoiled. Thinking this assertion might harbor some truth, the writer could not justify omitting this aspect. The size of families of each of the 512 students and of the 100 teachers was ascertained.

A doting mother is fond of her sole Junior. Fondness as often so prominent that the child's reaction to his environment is easily noted. Contrary to the one child family is the large family which cannot be clothed so fashionably; nor can its tonsorial work be as regular; nor can its new textbooks be obtained so readily. Parents can be more solicitous for three children than for eight. It is not because they are unwilling but because of physical and concomitant economic conditions. Naturally in the lower grades where a child cannot so well say whay he shall wear, his parental care, or lack of it, will greatly affect the child's impressiveness. A teacher from a small family has difficulty in recalling this; thus the child is unfairly fixed on her saale whether or not she is aware of it. The size of a family is a determining factor in the

ease with which a child can get along with his fellow
students.

TABLE XII

SIZE OF TEACHERS' FAMILIES

No. In teacher's family	Frequency
3	9
4	18
5	24
6	20
7	6
8	5
9	4
10	0
11	2
12	3
Not answered	9
	100

The average is 5.67

The midpoint is 5.77

TABLE XIII

SIZE OF FAMILIES OF PUPILS

A. No. in families	B. Favorites chosen by writer	C. Writer chose as unfavored	D. Favorites named by teacher and writer	E. Of the 512 or B & C combined	F. Of those "getting on nerves"
3	44	17	15	61	m 1
4	53	51	16	104	2
5	56	50	17	96	0
6	24	44	7	68	1
7	24	33	6	57	1
8	19	13	3	32	2
9	10	15	1	25	0
10	10	13	4	23	1
11	3	2	1	5	0
12	2	2	0	4	1
13	2	3	1	5	0
14	0	0	0	0	0
15	0	2	0	2	0
Not answered	(19)	(11)	0	(30)	0
Total	256	256	71	512	9
Average	5.49	6.05	5.	5.77	6.88

Both students and pupils were asked to count self, parents, brothers, sisters--whether dead or alive, married or single.

Notice that those pupils chosen by the writer and also named by the teacher as favorites, had an average size family of 5. Those the writer chose as not favored were from families of 6.05. Those the writer chose as unfavored and also who "got on the nerves" of the teacher, were from families of 6.88. Thus an observant visitor can tell by the appearance and performance of a child if he (the child) is apt to be from a large family.

Unfavored pupils came from families larger than the average, while favorites came from families less than average in size (average size family is 5.79).

The naming of favorites and pupils "getting on nerves" by those 9 teachers who themselves were only children was very near identical. They named three as "getting on nerves"; these three were from families of 4, 5, and 11. They named but two favorites (on which the writer had the requisite information) from families of 5 and 11.

From the other angle, there is a wider division between a large-family teacher and small-family pupil. Those 5 teachers who come from families of 11 or more, named pupils as "getting on nerves" from one child families in each case. There were only 3 such cases, but that is at least indicative that the teacher from an extra large family tends to give no rein to the "only child" (in family) in her classroom.

Conclusion:

Most favorites were chosen from families of two, three, or four children. A child from a family of 4 or 5 has a better chance of being favored than a child from a family of 10 to 15. He also has advantage over the only child in a family. As the size of a pupil's family increases (above the average size) his chance for winning favor with his teacher decreases.

CHAPTER VII

AGE AND SEX AS FACTORS

"A man is as old as he feels."

Teachers dating high school students are but following natural biological tendencies under certain circumstances. The male is powerfully attracted by the eighteen year old girl. Some girls are aware of their influence, and are not hesitant to subtly employ it. Because they are using an innate device, they cannot be blamed. Often the young man teacher will treat the girl student coldly--will hold himself frigidly remote in his professional relation to her, just to quench her advances, and to quell his urge--as a protection to himself. The lass who attracts the teacher will get many favors, or none. In either case partiality is actually present.

Teachers of either sex prefer to teach girls.[1] Girls have proved to be better students.[2] Because they are better students they would tend to be favored more often than boys. In the whole 204 pupils the teachers named as favorites, 122 were girls, and 82 boys.

Frequently, too, we have the young woman teacher dating high school students, although the difference in ages is greatly augmented. This increased age difference (biologically) naturally lessens a temptation for women teachers that men

---

[1] See table XXII in Chapter X.
[2] L. V. Koss American Secondary School pp. 101-103
                   Ginn & Company, 1927
   Helen B. Thompson (Woolley) Psychological Norms in Men
     and Women University of Chicago contribution to Philosophy
                Vol IV (1903) No. 1

teachers must combat. In this relation partiality is
present through it be manifested or submerged.

TABLE XIV

GRADES FROM WHICH FAVORED AND UNFAVORED WERE CHOSEN

Grade	Frequency of visits	Number of favorites from grade	per cent of favorites from grade	Number unfavored	per cent unfavored
4	15	19	1.27	6	.40
5	20	28	1.40	5	.25
6	17	27	1.59	3	.17
7	14	29	2.07	1	.07
8	17	25	1.44	6	.35
9	23	45	1.96	1	.04
10	8	19	2.38	0	.0
11	8	12	1.09	1	.13
	122	204		23	

Read this table:

Fourteen visits were made to grade 7. In these visits
the aggregate teachers named 24 favorites, and indicated 1
as "getting on nerves."

Some teachers taught more than one grade. The writer
in this case considered her a teacher of each grade. Obviously
there would be more than 100 teachers counting in this manner,
but each grade had to have a teacher, so "frequency of visits"
is assumed and tabulated as being the same as being the
number of teachers in each grade.

TABLE XV

RANK OF GRADES AS SOURCES OF FAVORITES

Ranked grades from which were chosen favorites	Ranked grades from which were chosen those "on nerves"
10	4
7	8
9	5
6	6
8	11
5	7
4	9
11	10

Deductions from the preceding and successive tables reveal that favoritism is scattered throughout the grades, following no orderly progression. The same is true for those pupils unfavored. The rank of their frequency, as found in grade levels, has no sign of system. There is a strong positive correlation in the 10's, and a negative correlation in the 6's, but that is of no value. Age group of the teacher has no bearing on her chances of having favorites.

TABLE XVI

AGE OF TEACHERS NAMING FAVORITES

Teacher's age	Frequency	Favored		Unfavored	
		number	per cent	number	per cent
15-20	6	6	1.	2	33
21-25	24	64	2.24	6	25
26-30	27	58	2.15	6	22
31-35	15	25	1.67	4	27
36-40	6	9	1.50	1	17
41 up	19	42	2.21	4	23
Not answered	3	0		0	
	100	204		23	

Read above table:

There were six teachers in the age group 15-20.
All six named six favorites, and 2 as "getting on nerves."
Each teacher in this age group chose 2.24 favorites, and
.25 unfavorites.

TABLE XVII

RANKING OF AGE GROUPS IN WHICH FAVORITES WERE NAMED

Age group by which favorites were named	Age group by which unfavored were named
21-25	15-20
41 up	31-35
26-30	21-25
31-35	26-30
36-40	41 up
15-20	36-40

A minor conclusion might be drawn from above table that young teachers are most difficult to please (less tolerant because they chose fewest favorites), but are the quickest to bestow disfavor (intolerant because they chose the most unfavored pupils).

Conclusion:

Age of pupil or of teacher or the grade in which the teacher or the pupil is located has no bearing on favoritism.

CHAPTER VIII

PERSONAL APPEARANCE IMPORTANT

"Cleanliness is next to Godliness."

"Many small maken a great."

The initial trick in the great game of gaining approval of a fellowman can always be taken by leading trumps--when beauty is trumps. We like to look at people who please the eye. Neatness, expediency and manner of garb, classical feature, smoothness and texture of skin, cleanliness, and (probably) curliness of hair, are factors making one's appearance more easy to look upon. Deformities, such as hair lip, crossed eyes, and a hucklebacked carriage, are evidently repulsive.[1]

All such points were checked on all 2730 pupils, and especially by those 512 who filled forms.

Those three the writer chose as being favored were placed on the left half of sheet 1, and were numbered 1, 2, 3.

The other (lower) three were placed on the opposite half of sheet 1, and were numbered 4, 5, 6. This method was used to facilitate the comparisons of the two extremes.

---

[1] The crippled child is a problem child. See pages 119-193 in The Handicapped Child. IV B
White House conference on Child Health and Protection
New York: Century Co. 1933

In the following tables "U" means upper (third), "M" middle (third), and "L" lower (third), Each pupil was gauged to his own class.

TABLE XVIII

PERSONAL APPEARANCE COMPARISON OF FAVORED AND UNFAVORED*

	(favored)	(unfavored)	
Pupil	1 2 3	4 5 6	
Neatness	22 U	19 M	4 L
Dress	19 U	15 M	3 L
Feature	25 U	25 M	
Cleanliness	32 U	26 M	6 L
Curliness of hair	4 U	2 M	2 L

* This result is after cancellation. 2660 characters to a table would be too many--M cancelled an M in other half; L cancelled L in the other half; U and L in the same half cancelled.

If the factors neatness, dress, feature, etc., had had no bearing the cancellation would have been complete. Of those 71 named favorites on which the writer had proper record, they were far above average. Had they been average a complete cancellation would have resulted.

TABLE XIX
PERSONAL APPEARANCE OF 71 FAVORITES*

	Pupil	(favored) 1 2 3	(unfavored) 4 5 6
Neatness		22 U	
Dress		13 U	
Feature		7 U	
Cleanliness		32 U	
Curliness of hair		4 U	

* After cancellation--the right half was not considered.
M cancelled M; L cancelled U; U cancelled L.

The result when thought of in its entirety is more comprehensive and of more importance than when the element of personal appearance is broken up to be analyzed.

From the teacher's perspective, cleanliness is, however, the chief attribute gracing the child. Neatness is second. Dress is third. It is interpolated that dress should make no appreciable difference, because the child is often without power to say what he shall, or shall not, wear. Again, as in the choosing a name, or periodic inspection of teeth and eyes, the solicitude of the parents plays a major role; it may be for the child; it may be against him. The element of facial feature is practically negligible. Only a majority of 7 of the 71 had a classical Grecian profile that placed them in the upper third in this respect. Curliness of hair, though admittedly admired by almost every teacher, played a very minor part. A majority of 4 of the 71 is not sufficient to be weightily considered.

A like treatment of those 23 named by teachers as
"getting on nerves" would probably have given substantiation
to the following conclusion from the negative approach.
Since the writer had identifying data on only 15 of the 23,
the cases were considered too few to yield pregnant results.

Conclusion:

The import of this chapter is that the degree of clean-
liness and neatness of the pupil influences, proportionately,
the favorable estimation at which his teacher rates him.
Even though teacher may be blissfully anaware of it, the
child that is neat and clean receives more of his teacher's
favor than the pupil who is less clean and neat.

CHAPTER IX

CONSIDERATIONS OF OCCUPATIONS

"I'd rather be amused by a charwoman than to be bored by a duke".

A profession that is contemplated by a pupil tends to more closely ally that pupil to his teacher if she extolls that profession. Conversely, a teacher's debasing an occupation that is the choice of a pupil or is that of the pupil's father, will incline the pupil to have less respect for his teacher.

TABLE XX

PROFESSIONS RANKED AS LIKED BY TEACHERS AND PUPILS*

Teachers	Pupils
Stenography	Teaching
Medicine	Nursing
Farming	Aviation
Law	Secretarial
Housewife	Medicine
Social work	Engineers

* Responses on sheet 3 gave data for left column; sheet 2 for right column.

The following table is inserted to show what occupational levels the study embraced, and to indicate the lack of agreement between the pupil and the teacher. The children that choose actors and aviators, nurses and doctors, engineers and artists as vocations are doomed to disappointment. The training for these professions is long and expensive; the desires of the majority of the pupils will remain unfulfilled.

TABLE XXI

BREADTH AND CHOICE OF PROFESSIONS

Profession	Fathers actually in it	Teacher's choice	Pupil's choice
Accountant	1		
Actor			12
Advertising	1		
Anything	17	1	1
Architect	2		5
Artist			10
Assessor	1		
Auditor	1		
Auto business	8		
Aviator			36
Baker	2		
Bank employee	1		
Banker	1	1	1
Ball player			8
Barber	1		
Barkeeper	1		
Beauty shop			5
Blacksmith	1		
Blue printer	1		1
Bookkeeper	2	1	1
Bus builder	1		

TABLE XXI (continued)

Bus driver	3	1	
Bus station	1		
Business	2	2	8
Butcher	1		
Buyer			2
Caretaker	1		
Carpenter	6	1	3
Cartoonist			1
Cermics			1
Chemist		1	1
Chiropractor			1
Clay worker	32		1
Clerical	4	1	1
Coach			3
College teaching	1	2	
Contractor	1		
Cook	1		
Costume designer			1
Cowboy			5
Cowgirl			1
Craner	1		1
C. W. A.	22*		
Dairy	1		1
Dancer			4

TABLE XXI (continued)

Decorator			1
Dental Supply	1		
Dentist	1		1
Designer			1
Detective			2
Dietician		1	1
Doctor of medicine	1	7	22
Electrician			6
Engineer (railroad & stationary)	6		19
Explorer			1
Factory boss	6		
Farmer	52	5	18
Filling st.	2		
Finance	4		
Fireman			2
Fish market	1		
Florist	2		2
Foundry	2		
Gager	1		
Garage	3		
Grocer	5		1
Horticulturist	2		
Hotel work	5		

TABLE XXI (continued)

House cleaner			1
Housewife		3	6
Hunter			
Ice man	2		
Insurance	3		
Janitor	1		
Journalism & newspaper work	3	1	6
Lather	1		
Laundry	1		
Lawyer	4	3	
Lecturer		1	
Linotype	1		
Librarian		1	
Lumber yard	1		
Machinist	2		10
Maid			1
Mail man	1		1
Manager paper route	2		
Manufacturer	5		
Manual		1	1
Mason	2		
Merchant	6		1
Miner	93		1

TABLE XXI (continued)

Minister	3		1
Missionary			3
Moulder	2		1
Musician		1	11
Nurse	1	2	39
Oil dealer	3		
Painter	1		
Paperhanger	1		
Photographer	1		
Plumber	2		
Policeman	1		2
Politics	3	1	2
Post office	3		
Printer	1		1
Prosecutor	1		
Race promoter	1		
Racer	1		2
Railroader	14		1
Real estate	3		
Recreation			1
Research	1	1	
Restaurant	2		
Roofer	1		

TABLE XXI (continued)

Sailor			6
Salesman (m. & f.)	9	2	2
Sec. or stenographer		10	29
Section man	1		
Sherriff	1		
Singer			3
Social work	2	2	
Soldier	1		1
Stone cutter	2		
Store keeper	5		1
Supervisor		1	
Teacher	2		74
Telegraphy	2	1	
Travel		1	
Trucker	19		2
Undertaker			2
Waitress		1	
Watchman	2		
Washerwoman		1	
Welder	1		
Well driller	1		1
Wholesaler	1		
Writer			3
No choice		41	98

* In all cases these were road workers.

A discrepancy in numbers is caused by some chosing one or more occupations.

Suggestions:

We need to improve our vocational guidance program.

Probably medicine was chosen by teachers and pupils alike because that profession has been eulogized by press, by cinema, and by literature. The choice of secretary work was probably due to the ease with which one may transfer from teaching to that field. It is also easily prepared for. To wed her rich employer as a result of a period of devoted secretarialship would appeal much to the romantic or imaginative minded high school girl.

The lamentable avoidance of girls choosing to be housewives is startling. The profession of housewife is a worthy and honorable one. Only three teachers voiced a preference for this. Six pupils, a mere one per cent, chose it. Can it be that the teachers in our public shhools are old maids? Surely more than one percent of our students will become housewives, so why not glorify that laudable occupation to at least a partial degree that it merits? A curse upon the truly old maid teacher who poisons girls against domesticity, a natural calling for a normal girl.[1]

Table XXI tells much. Hero worship, a characteristic of the adolescent, has its place in the pupils' choice of dancing, artists, and acting as careers. The altruistic

---

[1] The statistics substantiate the bitterness of the writer in this paragraph. A concession that a girl is reluctant to voice her like for being a housewife (which implies marriage), is granted. Natural reticence, then, modifies this subjective paragraph.

outlook common to that age manifests itself in the choice of medicine, nursing, and missionaries. The desire for lime-light that youth possesses universally, is revealed in its selecting engineering, automobile racing, aviation, and fire-fighting as vocations. As a rule the pupil avoids his father's occupation. Only 14 of the 512 pupils chose the same profession as their teacher. This a weakness that could be easily strengthened into an effective device to gain the respect of the pupil. True, 74 pupils chose teaching as their future profession, which is an acknowledgment in the teacher's favor. If a teacher would improve the opinion that students have of him, he would use care in condemming an occupation that appeals to his pupils; nor would he rain plaudits on a profession that is held in contempt by his students.

Conclusion:

The occupational level, in itself, was not influential in gaining or losing favor for the child, only to the extent in which expediency of dress was altered due to the income of the parent because of his occupation. We could greatly improve our teaching of vocations, and, at the same time, grow closer to the pupil--giving him less basis for thinking he is being "picked on", or that another pupil, because of his parents' occupational level, is being favored.[1]

---

[1] Occupational level of the parents has heretofore made a significant difference in what esteem the child is held. See Chapter XV of The Ways of the Mind
   New York; Charles Scribner's Sons, 1925.

CHAPTER X

MISCELLANEOUS

A. Marks--Favored and Unfavored Compared

"--and still the wonder grew, that one small head

could carry all he knew."

Favorites will almost invariably have higher marks

than the other students. Maybe the good marks beget the

favor of the teacher. Whether marks are the cause, the

result, or both, is not ascertained; but high marks do go

hand in hand with being favored.

TABLE XXII

MARKS OF FAVORED* COMPARED TO PREDEDING SEMESTER

37	had higher marks
30	had same marks
4	had lower marks
71	

* Just of those 71 on which data were accessable.

B. Boys Versus Girls

"Would you rather teach boys or girls?" This question

was asked of each teacher. The teacher was advised to

consider the boys in her group to be typical of all boys, and

the girls in her group to be a true cross section of all girls.

There is to be considered that natural attraction of opposite

sexes mentioned in Chapter VIII. Girls don't cause the

trouble and commotion that boys do; it is easier to teach

L. V. Koos, American Secondary Education,
Ginn & Company 1927

75

them.[1] One is far more fatigued following a teaching period
when behavior is not so easily controlled. It is only
natural that we prefer the easiest and least tiring highway.

TABLE XXIII
PREFERENCE OF GIRLS VERSUS BOYS

	Men teachers	Women teachers	Both
Girls	20	24	44
Boys	9	12	21
Either	5	11	16
Not answered	7	12	19
	41	59	100

Girls are more favored because they cause less
trouble, because their voices are not so raucous, because
they weigh less and their tread is not so heavy, because
they can better do schoolroom chores, because of house
training, and because they are better students in general.
Girls are preferred 2 to 1 in the table. In the 204 favorites
named by the teachers, 122 were girls, and 84, boys. The
fact that girls are biologically older than boys of their
same chronological age, and that teachers admire mature-
like behavior, is really an injustice to the boys. It is

[1] L. V. Koos, American Secondary School pp. 101-103
Ginn & Company 1927

then in the final analysis, only natural that girls be
favored over boys.

C. Percentage of Acquaintance

"A prophet is not without honor save in his own country."

Some teachers had seen their students grow from mere
tots to young men and women. Some had never seen them
until they began teaching them. If a friendship ripens
with the years, or if knowledge of the child's background
makes teachers more appreciative of the child, longer
acquaintance would tend to favor the pupil over abbreviated
acquaintance. On the other hand, newness is always alluring.
These contrasting traditional ideas were incorporated in
this work to see which was truer. Each teacher was asked
"With how many of your pupils were you acquainted before
this teaching year?"

TABLE XXIV

PERCENTAGE OF PREVIOUS ACQUAINTANCES

Per cent	Frequency
0- 10	25
11- 20	2
21- 30	7
31- 40	5
41- 50	1
51- 60	1

TABLE XXIV (Continued)

61- 70	5
71- 80	11
81- 90	27
91-100	9
Not answered	7
	100

Average is 55.64%   Median is 71.41%

Neither long acquaintanceship or brief acquaintanceship has any bearing on favoritism as revealed by this study; even though we are prone to think it has. If either is conducive to partiality, the other is in a like degree, and they equally counteract one another.

D. Activity versus Passivity

"Nothing venture, nothing have."

A normal child is active; the normal teacher must and does expect the child to be active. A child who is exceptionally passive is as rare and remarkable as the teacher who prefers passiveness. A child that is exceptionally passive, even though that is his true temperament, will be looked upon askance by his teacher. Teachers admire activity, except when a student possesses unbridled super-activity--in which case the student is apt to be "set on," and he thinks he is being disfavored. A generous amount of

vim and vigor will please most teachers, and the child having the exact desired amount will be favored over the class-mate who has a surfeit or a lacking.

TABLE XXV

ACTIVENESS VERSUS PASSIVENESS*

Preference	Frequency
Activeness	92
Passiveness	3
No choice	5
	100

* Data compiled from question 15 on sheet 3.

E.   Left Handedness

The left handed person has difficulty fitting himself to furniture, cars, clothing, and other things made for right handed people. The left handed teacher or pupil is conspicuous. The writer felt that the handicap we naturally give those who are more dexterous with the left hand might throw some light on schoolroom favoritism. Left handedness usually holds a neutral middle ground between being attacked and being aided. Some of us try to lessen the difficulties of the left handed person; some of us endeavor to increases his cares by adding to his difficulties.

TABLE XXVI

LEFT HANDEDNESS*

	Number considered	Number left handed
All pupils	2730	13
Favorites	71	2
Teachers	100	3
Pupils "on nerves	23	0

*Data from notes only,

No left handed teacher chose a left handed pupil for a favorite or indicated that one of these "got on nerves."

F. Questions--Number and Purpose

"How can I know unless some one tell me?"

The number of questions to which a child was asked to respond was not indicative of the favoritism at which he was rated by his teacher. Questions might be fact or opinion, centered or evenly distributed; neither made noticeable difference in partiality. A teacher in some instances used questioning to dispell lax attention--in other instances she used it that she, herself, might learn the answer. Basis for choosing the upper three (favored) and lower three (unfavored), was participation, which included number of questions asked. The purpose of the question was considered, such as its being asked; to guide thinking, to provoke discussion, to aid other students in a difficult recitation, and to permit the teacher to determine the degree of mastery of the subject-matter by the pupil. Questions have a multiplicity of purposes. Because of the varied reasons they were asked, they did not bear directly on revealing a favorite to the sight of a visitor. Some pupil in a class might answer as many as 15 or 20 questions, while his classmate might answer only 1 or 2.

TABLE XXVII

NUMBER OF QUESTIONS ASKED

Average number of questions asked per pupil	Frequency
0	8
1	31
2	24
3	16
4	7
5	6
6	1
7 up	7

Average number questions per pupil is 2.4. Median is 1.69.

The true average would be greater than 2.4 questions per pupil. In the above table in division of 7 up, all questions, averaging more than seven to the pupil, were not counted; in division 0, there were some questions asked, but less than .5 per pupil. Some classes had written quizzes, a convenient pillar behind which the teacher could step whenever a visitor arrived. A more nearly correct average would be 3 questions per pupil. The gist of this section is that questions rain on the just and unjust alike --but for different reasons--and they have little value as a criteria for basing judgments pertaining to favoritism.

G. Influential Relations

"Our relatives are thrust upon us, but, thank God, we can choose our friends."

Because this study was a general blanket study, it could not well omit the phase of the influence that a close relative might have upon favoritism toward certain pupils. Cases are known by the writer where not passing the trustee's son, cost the teacher her teaching position. If a pupil is the son of the mayor, and the teacher is the daughter of the park superintendent, can she voice her wrath on the mayor's son as freely as she does on the street cleaner's son, without increasingly jeopardizing her father's political position? This is not true favoritism, but it will appear to be to the pupils when the teacher gives the mayor's son advantages over the other pupils.

TABLE XXVIII

CLOSE RELATIVES IN THE SYSTEM*

	Number	Yes	No	Per cent yes	Per cent no
Pupils	512	37	475	7.22	92.78
Favorites	71	7	64	9.85	90.15
"On nerves"	15	0	15	0.	100.

* Tabulated from question 7 on pupils sheet 2. "Do you have a close relative in this school system?" A close relative was a janitor, bus driver, principal, trustee, superintendent, or teacher.
tr

This study involves too few cases to warrant serious consideration of the factor of influential relatives. The figures indicate what might be expected, that influential relatives tend to increase the favoritism of the child with his teacher.

H. Experience and Seniority

"Thirty years' experience, or one year's experience thirty times?"

The number of years of service a teacher had given, or his length of stay in a certain system had no relation to his naming or not naming favorites. Tolerance should increase with age. It seems that pupils would become just so many squares on a checker board, or one cog of a cog wheel, to teachers who had taught more than a score of years. This study found age or service brought no accompanying change from the favoritism perspective. The teachers were asked the questions "How many years have you taught?" and "How many in this system?" The computation follows.

TABLE XXIX

TOTAL AND LOCAL SERVICE OF TEACHERS

Number of years	Frequency of years taught	Frequency of "in this system"
0	7*	9
1	10	13
2	4	5

TABLE XXIX (continued)

3	4	6
4	6	9
5	9	7
6	3	7
7	5	7
8	5	3
9	3	1
10	7	10
11-16	10	2
16-20	5	3
20 up	15	13
Not answered	7	5
Total	100	100
Median	6.43	4.71

* Student teachers.

Conclusion:

Age of the teacher, or experience (in years) of the teacher, has no significant bearing on favoritism.

I. Traits Admired

"There is good in all bad; bad, in all good."

This table is ranking of traits of those 71 favorites on which the writer secured detailed data. These remarks were secured in interviews with the teachers and were offered by the teacher _after_ they had been noted by the writer.

TABLE XXX

TRAITS TEACHERS ADMIRE

Trait	Frequency
Intelligence	11
Scholarship	6
Doll-like	5
Mature conduct	5
Sincerety	4
Cooperativeness	4
Dependability	3
Speech	3
Attitude	3
Studiousness	2
Enthusiasm	2
Disposition	2
Orderliness	1
Courteousness	1
Analytical	1
Humorous	1
Appearance	1
Adaptability	1
Wit	1
Perseverance	1
"Perfect"	1
Alertness	1
Sunny smile	1
Not answered	10
	71

J. Remarks Made by Educators When the Topic of
Favoritism was Mentioned

It's the high I. Q.

It's a psychological quirk.

It's all imagination.

It's based on pupil's individual differences.

It's an elusive hard to get thing.

It will boil down to the teacher's personality.

If you can get to it, your results will be fruitful.

K. Remarks Taken From Pupil Blanks

The following table is a ranking of remarks of the
pupils who filled in forms. The investigator invited each
pupil to remark about his teacher or teachers, the school
building, the administration, or on any other thing he might
wish to express himself. It was hoped these remarks might
expose some phase of favoritism not included in this study.
They are presented just to disclose the varied ideas of pupils.

TABLE XXXI
PUPILS' REMARKS

Remark	Frequency
I like my present teacher best.	9
Why do we fill these forms?	5
A pet is disliked by other pupils (ob. #36).*	5
I like all my teachers	4
I'm glad to be chosen.	2
I'm new here	2
Teachers with pets can't grade fairly	2
Teachers are entirely too partial	2
I hope this has helped you	2

TABLE XXXI (continued)

Who wants to be a teacher's pet?	1
She picks on me.	1
Don't count too much on these answers.	1
Who are you?	1
I don't care what I do, this is my last year.	1
It's embarrasing to be a teacher's pet. (wants to be and is.)	1
Teachers grade girls higher than boys.	1
Teachers have no pets, but they like some better than others.	1
Our class is too noisy. (true)	1
Our grade is the best in school. (true)	1
Our teacher grades fairly.	1
Good teacher but misjudges grades. (These last two were in same observation.)	1
There are too many tattle tales.	1
"Student management is better than 'teacher's pets'."	1
Three fourths of teachers prefer certain pupils. (This by a pet who knows it).	1
Too many people run this school. (The building was also used for a Sunday School).	1

* Parentheses are the writer's. "Ob." means observation.

L. Is the Child Aware of Being Petted?

All teachers named 204 pupils as pets. 124 of these were named three times each (or more often) by pupils in that room.

To the question "Did you like to be or want to be (a pet)?" the answers summarize:

TABLE XXXII

DESIRE FOR BEING A PET*

	Pets	Non-pets	"On nerves"
Yes	39	3	0
No	27	24	8
Not answered	5	0	0

* Data from questions 15 and 16 on sheet 2.

A child that is a pet enjoys it. One that is not says he is glad of it. The "sour grapes" attitude probably prompted the 24 in the table. It is natural that we try to please other people. The very nature of the question caused some pupils to answer it untruthfully. Several pupils remarked that they would delight in being a pet if the other pupils would not discriminate against them.

"Whom does your teacher like least?" This question was asked of the six (or four) taken from the room to fill form 2. 78 times out of the 100, 3 or more of these 6 (or 4) agreed on the person whom the teacher liked least. That is 78 pupils were named as being liked least. Each of these 78 was named by at least 3 of that 6 who filled in Sheet 2.

The veracity of the teacher disfavoring certain pupils doesn't matter so much. The gist is that pupils think she does.

M.   Subjects Liked and Disliked

TABLE XXXIII

SUBJECTS LIKED AND DISLIKED

Subject	Likes to teach best	least	Times observed	Pupilelikes best	least
Agriculture	1	2	2	5	5
Algebra	1	0	7	31	18
Arithmatic	12	9	20	84	37
Art	0	6	3	15	14
Biology	3	2	4	12	15
Chemistry	1	0	3	3	0
Civics	0	0	2	1	2
English	16	10	23	38	54
French	1	0	3	6	6
Geography	7	7	3	25	55
General Science	0	0	1	5	3
Gymnasium	2	2	1	27	4
Helath & Hygiene	0	2	8	3	13
History	20	3	17	60	63
Industrial Arts	2	0	3	3	0
Jr. Business Training	0	0	1	2	4
Latin	6	10	4	7	15
Literature	3	0	3	10	6
Orchestra	0	0	2	1	0
Reading	3	5	12	29	22
Salesmanship	0	0	1	1	1

TABLE XXXIII (continued)

Shorthand	1	0	1	1	1
Spelling	1	0	2	37	24
Social Studies	2	0	3	2	3
Social Relations	0	0	1	1	0
Trigonometry	0	0	2	1	0
Typing	2	0	0	7	0
Writing	0	5	4	0	7
Open exercises	0	0	4	0	4
Bookkeeping	0	0	0	5	0
No choice	8	28	142*		
Physiology	0	1		0	2
Mathematics	9	1		19	6
Drawing	1	0		6	2
Band	1	0		1	0
Home Economics	3	0		12	5
Physics	1	0		2	2
Music	3	2	**	14	6
Shop	0	1		7	2
Economics	0	1		2	5
Sciences	0	1		9	12
Grammar	0	5		1	3
Calisthentics	0	1		2	0
Commercial Arithmatic	0	1		5	4

* Naturally, some of the longer visits embraced two or more subjects.

** These listed under some above subject.

Rank of subjects teachers like best to teach: History,

English, Arithmatic, and Mathamatics.

Rank of subjects teachers like least to teach: Latin,

English, Arithmatic and Geography.

Conclusion:

Teachers and pupils do not agree on their likes or
dislikes. The subject in which the teacher and pupil meet
is of no value in checking favoritism.

N. Are favorites Remindful of old Friends?

"Give me the old things--old wines, old books, old friends."

A teacher has hurried down a crowded street and has
come face to face with a heretofore unseen face that he
could slap with glee. Is it improbable that this teacher
might have a pupil that moves him to do just the opposite
--to caress it? The features of the first were remindful
of some person whom the teacher dislikes.

When the teachers responded to the question,"Do any
of these three favorite pupils remind you of a friend?"
some of them answered truthfully, some answered untruth-
fully unknowingly, and some did not respond at all.

TABLE XXXIV

REMINDFULNESS OF PUPILS

Yes	30
No	45
Not answered	25
	100

On the surface, 1 in every 8 favorites was said to
have reminded the teacher of a friend of the teacher.
Accepting the 45 no's as final, even though it is very
probable that several teachers could not identify
specifically the older friends, it is of value to know that
13% of all favorites are remindful of friends.

It appears the reverse of this would be true. (Two
cases have been freely acknowledged). If a child looks
like some person whom his teacher dislikes, a barrier is
immediately thrown between the lad and his teacher.
Supposing his mouth is small, and his lips so thick he is
remindful of a carp. The pupils call him "Fishface" on
the playground. Can a teacher look at him and think as
well of him as he does of Mary when he looks at her angelic
Madonna features?

Conclusion:

A pupil that is remindful of one of the teacher's
friends gets a break, even though the chance of his being
remindful is the wildest chance.

A. General Summary

Fundamental bases for favoritism are thought to be many.

It is a delicate topic to discuss, but it nevertheless is universal.

Both men and women prefer to teach girls (according to the findings in this study).

Awareness or admissions of favoritism is highest in the fourth to the sixth grades by pupils and by teachers.

The following make no appreciable difference in favoritism:

The hour of day

The day of week

Having a close relative in the system

Weather

Number of questions asked--participation

Experience or age of teacher

Subject bringing teacher and pupil in contact

Periods just prior to a school-wide vacation or to an interschool contest when "school spirit" was at fever heat, seemed--but was not substantiated--to make a difference in ease of detection of signs of favoritism.

Favorites were found mostly on the "window side of room.

Curly hair is an inducement for a teacher to favor a pupil and also to disfavor him.

Children who were pets wanted to be.

Children who were not pets said they did not want to be.

Neatness, dress, feature, cleanliness are external factors that are conducive to favoritism.

Most frequent names were: Mary, Betty, Jack, Robert, John, Billie, Dorothy, Ruth, Virginia.

Most liked names by pupils were: Betty, Mary, Jack, Jean, Bob, John, Ruth.

Most like names by teachers: John, Mary, Richard, Robert, Alice.

Least liked names by teachers: Junior, Faith, Oscar, Mabel, John and Charles.

Traits the teachers admired: Intelligence, scholarship, matureness, doll-likeness.

B. Conclusions

The purpose of this study was to discover the causes, results, recognition of symptoms, and extent of favoritism.

The causes are: pupil's name, keenness of vision, size of family, cleanliness, neatness, sex, remindfulness of teacher's friends, intelligence, conduct.

The results are: pupil receives high marks, he and his classmates know he is favored, his classmates are often jealous of him, he delights in being favored.

Recognition of symptoms: All of the above-listed causes, facial expression of teacher, her use of sarcasm or approval, her tone of voice used to certain pupils.

Extent: Favoritism is widely spread. This study definitely located favoritism in 82 of 125 visits.

Undoubtedly it is true, that one child will have a more appealing personality than another. Favoritism has no unmistakable ear marks. It is even more difficult to analyze than it was thought to be. Favoritism is as many times the result of a combination of qualities, as it is the cause.

Favoritism being present is substantiated by these findings:

1. Teachers admire certain traits or characteristics certain pupils possess.

2. Teachers named 204 pupils as being favored by the teachers, themselves, above other pupils.

3. Books on student management and on psychology refer to it.

4. Such a condition is consistent with our having friendships in the everyday world.

5. If teachers have certain pupils that "get on their nerves," it is logical to conclude they have others that greatly soothe their nerves.

TABLE XXXV

"Do Any Pupils in This Class Get on Your Nerves?"

Yes	42
No	39
Not answered	19
	100

Our knowing the child's background works harm, just as it does good--but not to the same degree.

C. Suggestions for Further Studies

This study should be considered as a foundation laid for sequential studies, more than as a finished unit.

1. The correlation of teacher-pupil I. Q. might produce startling results, this would especially be true when the child is far above his teacher in native intelligence, or in all sufficiency.[1]

2. Tracing and analyzing those students who are pets back to previous teachers should yield some welcome light.

3. Participation was the basis for selection in this study; any other might be taken, such as physical size, seating, sex, beauty of script, dress, apparent attention, and posture.

4. A study of left-handedness might be supplementary to any other dealing with personality.

5. If any additional study is based on this one, all seating plats should be closely scanned that were utilized in this study. They give a far more vivid picture of the odd quirks and intricacies of favoritism than does the "writing up" of them.

---

[1] Dr. Willi Schohaus The Dark Places in Education Part I Chapter 5, Part II Chapter 3. Henry Holt & Co. New York 1930 (Translated from German, written by a Swiss, Printed in Great Britain.)

APPENDIX

Writer's Code

| "don't know"

⌊ correct

⌋ incorrect

⊔ asked again or added to

⌐ volunteer, correct

⌐ volunteer, incorrect

⊔ enlarged on response

⌐ question not heard

⊥ question misunderstood

⊥ asked question

⌐ volunteer information

⌐ response not comprehended

○ ◑ ⊕ �ள degrees of satisfaction manifested by facial

expression or remark of teacher

□ ◪ ⊠ ▨ degrees of apparent attentiveness

M male   F female

▭ window   ⬲ door

T.D. teacher's desk

▬ interrupted

sp. sp. spontaneous speech

L.H. left handed

gl. glasses

REPRODUCTION OF SHEET NO. 1 (MY USE)

Grade_____Subject _____Date _____

No. in class _____Boys _____ Girls _____Observation No. __

Teacher, M___F___ Time of day _____Day of week_____

School_____ Total number of questions

asked _____ Average number per pupil _____ Length of the

observation _____ Weather _____

	Teacher	Pupil Carl #1	Robert #2	Mae #3	Roberta #4	Ralph #5	Lois #6
Neatness	U	L	M	U	U	M	M
Attractiveness							
of dress	M	M	M	U	M	L	M
of feature	U	U	L	M	M	M	M
Cleanliness	M	L	L	L	L	L	L
Curliness of hair	M	L	U	L	L	L	U
I. Q. if possible	103	63	112	88	90	105	95

Remarks:

(one hundred of these forms were used. On the
back of each was drawn the seating plat of class.)

REPRODUCTION OF SHEET NO. 2   (PUPIL'S USE)

1. What four names do you like? 1._____
   (any name)
                                2._____

                                3._____

                                4._____

2. Is your father living with you? _____

3. What is his occupation? _____

4. Is your mother living with you? _____

5. What do you want to be when you are grown? _____

6. How many are in your family? _____

7. Do you have a close relative in this school system?___

8. What three pupils does your teacher like best?

                                1._____

                                2._____

                                3._____

9. What three does she like least? 1. _____

                                2._____

                                3._____

10. How many times have you failed? _____

11. How many times were you doubly-promoted? _____

12. What subject do you like best? _____

13. What subject do you like least? _____

14. Are your grades higher, the same or lower than usual?

15. Were you ever a teacher's pet? _____

16. Did you like to be or want to be? _____

Remarks:

REPRODUCTION OF SHEET NO. 3 (TEACHER'S USE)

Your age: 15-20 __ 21-25 __ 26-30 __ 31-35 __ 36-40 __ 40 up __

1. How many years have you taught? _____

2. How many years have you been in this system? _____

3. List your three favorite pupils   1. _____

     in this class.   2. _____

                                       3. _____

4. Are there any pupils that "get on your nerves"? _____

5. How many are there in your family? _____

6. Would you rather teach girls or boys? _____

7. Do you like curly hair on other people? _____

8. List three of your favorite names. 1. _____

                                       2. _____

                                       3. _____

9. List three you dislike.   1. _____

                                       2. _____

                                       3. _____

10. Do your pupils listed under response three remind you

     of a friend? _____

11. What percentage of these pupils were you acquainted with

     before this year? _____

12. What subject do you like best to teach? _____

13. What subject do you like least to teach? _____

14. What would you choose to do if not to teach? _____

15. Do you prefer (1) activeness or (2) passiveness, 1__ 2__ ?

Remarks:

1:42½ – 2:22½

		F	doesn't have lesson
⊔⊐⊐ Mary ^{2.} F	⊔⊔⊐⊐ ⊔⊐ (Wanda) F	red hair Carole M1. ²	John M
⊐ F	⊐⊐⊐⊔⊔ ⊔⊐ (Jasta) F	⊐ Leslie M1.	left book outside
⊔⊔⊔⊐ ⊐⊔⊔ ⊐ charles M	⊔⊐⊐⊔⊔ (Bobbie) M	⊔⊔⊔⊔⊔ ⊐⊐ ⊔⊔ Winifred F ^{2.}	L fingers in mouth F 3.
was absent yesterday ⊐ George M	Kathryn F	Thelma F	
⊔⊐⊐⊔ ⊔⊐ T. D. F↑		Verna F	Lola ↑ F bl. F

throat trouble?   white neatly dressed

I   attendance check

II Questions and answers from book
      in rotation.
      1. reprimanded

III Assignment — next section (Cen. States)

IV Reading of prepared stories in
      front of class
      2. reads story
      3. curliest hair
      (must wait for train to pass)

Grade __7__ Subject _History_ Date _1/22/35_ No. in class _19_

Boys _7_ Girls _12_ Observation _99_ Teacher ___ M ___ F _✓_

Time of day _1:40_ Day of week _Tues_ School _——_ Total

number of questions asked _52_ Average number per pupil _3_

Length of observation _40_ Weather _Fair & cold_

	Teacher	Pupil #1	#2	#3	#4	~~#5~~	~~#6~~
Neatness	U	M	U	M	M		
Attractiveness							
of dress	U	M	M	U	U		
of feature	U	M	M	M	M		
Cleanliness	M	M	M	M	M		
Curliness of hair	U	L	M	L	M		
I.Q. If possible							

Remarks: _Knew teacher through her brother_

Name _Miss F——_ Grades _7 A History_

Ages: 15-20___; 21-25 ✓; 26-30___; 31-35___; 36-40___; 40 up___.

1. How many years have you taught? _one_

2. How many in this system? _one_

List your three favorite pupils

   1. _Wanda S._ 2. _Bobby S._ 3. _La Veta W._

4. Are there any pupils that "get on your nerves"? _no_

5. How many are in your family? _six_

6. Would you rather teach girls or boys? _girls_

7. Do you like curly hair on other people? _yes_

8. List three of your favorite names

   1. _Mary_ 2. _John_ 3. _Bobby_

9. List three that you dislike:

   1. _Mayme_ 3. _Verna_ 3. _Guy_

10. Do any pupils listed under three remind you of a friend? _no_

11. What percentage of all these pupils were acquainted with you before this year? _30%_

12. What subject do you like best to teach? _English_

13. What subject do you like least to teach? _Arithmatic_

14. What would you choose to do if not to teach? _Seamstress_

15. Do you prefer (1) activeness or (2) passiveness in your pupils?

activeness

Remarks:_____

103

Name _George R———_ Grade _7_ Age _12_ Boy _yes_ Girl _No_

1. What four names do you like?
   1. _Mary_   2. _Jane_
   3. _Max_   4. _Roy_

2. Is your father living with you? _Yes_
3. What is his occupation? _Miner_
4. Is your mother living with you? _Yes_
5. What do you want to be when you are grown? _macanick_
6. How many are in your family? _six_
7. Do you have a close relative in this shhool system? _no_
8. What three pupils does your teacher like best?
   1._____ 2._____ 3._____
9. What three does she like least?
   1._____ 2._____ 3._____
10. How many times have you failed? _0_
11. How many times were you doubly-promoted? _0_
12. What subject do you like best? _arithmatic_
13. What subject do you like least? _history_
14. Are your grades higher, the same or lower this term than usual?
    same
15. Were you ever a teacher's pet? _no_
16. Did you like to be or want to be? _no_

Remarks:_____

_____

_____

Name _Catherine_ Grade _7 a_ Age _12_ Boy ___ Girl _✓_

1. What four names do you like?

    1. _Sue anne_   2. _Betty Lou_

    3. _La Veta_   4. _Susan_

2. Is your father living with you? _yes_

3. What is his occupation? _wood worker_

4. Is your mother living with you? _yes_

5. What do you want to be when you are grown? _beauty clerk_

6. How many are in your family? _nine_

7. Do you have a close relative in this school system? _no_

8. What three pupils does your teacher like best?

    1. _Bobby_   2. _La Veta_   3. _Wanda_

9. What three does she like least?

    1. _Charles_   2. _Dorthy_   3. ___

10. How many times have you failed? _none_

11. How many times were you doubly-promoted? _none_

12. What subject do you like best? _Arithmetic_

13. What subject do you like least? _Reading_

14. Are your grades higher, the same or lower this term than usual?

    yes

15. Were you ever a teacher's pet? _yes_

16. Did you like to be or want to be? _No_

Remarks: _I like to go to school and would like to have you for a teacher._

Name _Charles P——_ Grade _7 A_ Age _13_ Boy _Boy_ Girl _____

1. What four names do you like?

    1. _Jean Harlow_ 2. _____

    3. _____ 4. _____

2. Is your father living with you? _yes_

3. What is his occupation? _mining_

4. Is your mother living with you? _yes_

5. What do you want to be when you are grown? _a artis_

6. xxxxxx Do you have a relative in this school system? _No_

7. How many are in your family? _six_

8. What three pupils does your teacher like best?

    1. _Bobby_ 2. _Wanda_ 3. _Leveta_

9. What three does she like least?

    1. _George_ 2. _Charles_ 3. _Cathern_

10. How many times have you failed? _non_

11. How many times were you doubly-promoted? _once_

12. What subject do you like best? _History_

13. What subject do you like least? _arithemtic_

14. Are your grades higher, the same or lower, this term than usual?

    high

15. Were you ever a teacher's pet? _No_

16. Did you like to be or want to be? _No_

Remarks: _Miss R—— has not give me the grades that I ought to have. I got good grades and she diden give me them._

Name *Wanda L.* Grade *7a-2* Age *13* Boy____ Girl *✓*

1. What four names do you like?

    1._____ 2._____

    3._____ 4._____

2. Is your father living with you? *yes*

3. What is his occupation? *Miner*

4. Is your mother living with you? *yes*

5. What do you want to be when you are grown? *an office girl*

6. How many are in your family? *six*

7. Do you have a close relative in this school system? *yes*

8. What three pupils does your teacher like best?

    1. *Shirley Ann* 2. *Le Veta* 3. *Bobby*

9. What three does she like least?

    1. *Charles* 2. *Virginia* 3. *Wayne*

10. How many times have you failed? *None*

11. How many times were you doubly-promoted? *none*

12. What subject do you like best? *Geography*

13. What subject do you like least? *English*

14. Are your grades higher, the same or lower this term than usual?

_____

15. Were you ever a teacher's pet? *yes*

16. Did you like to be or want to be? *I like to be*

Remarks: *I like Miss F—— for a teacher.*
I like to go to school. I also like dancing.

has cold, "nothing there"
largest

"sunny smile"
"knows his family for gerations"

Harold M	M	James M			Ruth F	Chester M "perfect"
	Alberta F 2	Roberts M 4		Donald M 3	F 3	
scaredface		Claude M F 2		Martha 3 F	Ward M	Billie M
Marguret F	Jack M	Imogene 3 $3 5 F	Wilma	albert 3	Elizabeth F	Robert 5 gl.
red hair	Betty bright eyes F 6		Morris M	went home sick	Walter M 4	Drucilla 2 F 3	long yellow hair
offend her book	Eileen 4.1 F 2		Bernard 4 M	T.D. gl.	Jerry M 1 gl.	Edna 2 F 5	Stanley foreigner

K

"problem child elsewhere
is over timid"

I Discussion of old domestic life
    1. pencils in mouths (or finger)
    2. curly hair   3. left seat
    4 sp. sp.   5. blondes

II Geo. A's — topography of Western States
    Map and picture work

III Discussion of heart and its functioning
    6. reproved

P O
B

grammar
T = 1
pic. tr. in um

Grade 6 Subject Hist. + Hygiene Date 5/15 No. In class 30

Boys 16 Girls 14 Observation 63 Teacher ___ M ___ F ✓

Time of day 2:30 Day of week Tues School _____ Total

number of questions asked 65 average number per pupil 2+

Length of observation 60 Weather Very fair

	Teacher Pupil	Elizabeth #1	Martha #2	Albert #3	Warren #4	Roberty #5	Stanley #6
Neatness	M	U	U	M	U	M	M
Attractiveness							
of dress	M	U	U	M	U	M	L
of feature	M	L	L	M	M	M	L
Cleanliness	M	U	M	M	M	L	L
Curliness of hair	M	L	L	L	L	L	L
I.Q. if possible							

Remarks: _____

_____

_____

Name _Miss H ———_ Grades __6__

Ages: 15-20 __; 21-25 __; 26-30 __; 31-35 __; 36-40 __; 40 up _✓_.

1. How many years have you taught? _29+_

2. How many in this system? _29_

List your three favorite pupils

     1. _albert_   2. _Elizabeth_ 3. _____

4. Are there any pupils that "get on your nerves"? _chester_

5. How many are in your family? _4_

6. Would you rather teach girls or boys? _____

7. Do you like curly hair on other people? _yes_

8. List three of your favorite names

     1. _Paul_   2. _Mary_   3. _____

9. List three that you dislike:

     1. _Percy_   3. _____   3. _____

10. Do any pupils listed under three remind you of a friend? _No_

11. What percentage of all these pupils were acquainted with you before this year? _65%_

12. What subject do you like best to teach? _History_

13. What subject do you like least to teach? _Arithmetic_

14. What would you choose to do if not to teach? _washerwoman_

15. Do you prefer (1) activeness or (2) passiveness in your pupils?

     _____

Remarks: _____

_____

_____

Name _Stanley_   Grade _6a_ Age _13_ Boy _X_ Girl _____

1. What four names do you like?
   1. _Robert_
   2. _Tommy_
   3. _Jack_
   4. _____

2. Is your father living with you? _(No) yes_

3. What is his occupation? _factory_

4. Is your mother living with you? _yes_

5. What do you want to be when you are grown? _mechanic_

6. How many are in your family? _7_

7. Do you have a close relative in this school system? _____

8. What three pupils does your teacher like best?
   1. _Elizabeth_
   2. _____
   3. _____

9. What three does she like least?
   1. _Robert_
   2. _____
   3. _____

10. How many times have you failed? _4_

11. How many times were you doubly-promoted? _0_

12. What subject do you like best? _Reading_

13. What subject do you like least? _Spelling_

14. Are your grades higher, the same or lower this term than usual? _____
   lower this term.

15. Were you ever a teacher's pet? _No_

16. Did you like to be or want to be? _No_

Remarks: _____
_____
_____

#63

Name *Martha G.*   Grade 6 a   Age 12   Boy____ Girl ✓

1. What four names do you like

     1. *Martha*   2. *Jane*

     3. *Bobby*   4. *Betty*

2. Is your father living with you? _____ *yes*

3. What is his occupation? *factory Goodyear*

4. Is your mother living with you? *yes*

5. What do you want to be when you are grown? *stenographer*

6. How many are in your family? *4*

7. Do you have a close relative in this school system? *No*

8. What three pupils does your teacher like best? _____

     1. *Elizabeth*   2. *Chester*   3. *Wilmer*

9. What three does she like least?

     1. *Imogene*   2. *Harold*   3. *Bernard W.*

10. How many times have you failed? *none*

11. How many times were you doubly-promoted? *once*

12. What subject do you like best? *Arithmetic*

13. What subject do you like least? _____

14. Are your grades <u>higher</u>, the same, or lower this term than usual?

15. Were you ever a teacher's pet? *yes*

16. Did you like to be or want to be? *I don't want to be*

Remarks: _____

Name _Robert y_ Grade _6 a_ Age _14_ Girl ____ Boy _X_

1. What four names do you like
   1. _Beatrais_ 2 _Jack_
   3. _Betty_ 4 _Don_
2. Is your father living with you? _No_
3. What is his occupation? _(dead)_
4. Is your mother living with you? _yes_
5. What do you want to be when you are grown? _civil engineer_
6. How many are in your family? _3_
7. Do you have a close relative in this school system? _No_
8. What three pupils does your teacher like best?
   1. _Stanley_ 2. _Elizabeth_ 3. _Robert y._
9. What three does she like least?
   1. _____ 2. _____ 3. _____
10. How many times have you failed? _2_
11. How many times were you double promoted? _____
12. What subject do you like best? _History_
13. What subject do you like least? _Arithmetic_
14. Are your grades higher, the same, or lower this term than usual?
    High
15. Were you ever a teacher's pet? _yes_
16. Did you like to be or want to be? _No_

Remarks: _____

Name _Albert a_ Grade _6 a_ Age _13_ Boy _✓_ Girl ___

1. What four names do you like?

    1. _Tim_   2. _Robert_

    3. _____   4. _____

2. Is your father living with you? _No_

3. What is his occupation? _(dead)_

4. Is your mother living with you? _No_

5. What do you want to be when you are grown? _fireman_

6. How many are in your family? _7_

7. Do you have a close relative in this school system? _No_

8. What three pupils does your teacher like best?

    1. _Chester_   2. _Elizabeth_   3. _Jerry_

9. What three does she like least?

    1. _Robert_   2. _Stanley_   3. _albert_

10. How many times have you failed? _2_

11. How many times were you doubly-promoted? _4_

12. What subject do you like best? _reading_

13. What subject do you like least? _English_

14. Are your grades higher, the _same_ or lower this term than usual?

15. Were you ever a teacher's pet? _No_

16. Did you like to be or want to be? _I do not when to be_

Remarks: _____

_____

_____

#63

Name _Elizabeth R_ Grade _6a_ Age _12_ Boy ___ Girl _X_

1. What four names do you like?

    1. _Joan_   2. _Constance_

    3. _____ 4. _____

2. Is your father living with you? _____ (dead)

3. What is his occupation? _____

4. Is your mother living with you? _yes_

5. What do you want to be when you are grown? _Stenographer_

6. How many are in your family? _Three_

7. Do you have a close relative in this school system? _No_

8. What three pupils does your teacher like best?

    1. _Chester_   2. _James_   3. _Edna_

9. What three does she like least?

    1. _Wilmer_   2. _Albert_   3. _Harold_

10. How many times have you failed? _none_

11. How many times were you doubly-promoted? _once_

12. What subject do you like best? _Arithmetic_

13. What subject do you like least? _History_

14. Are your grades higher, the same or lower this term than usual?

    higher

15. Were you ever a teacher's pet? _yes_

16. Did you like to be or want to be? _I don't want to be._

Remarks: _____

L. H.

Name __Warren H__   Grade __6 a__ Age __12__ Boy ~~Boy~~ Girl _____

1. What four names do you like?

    1. ____Ken____   2. ____Buck____
    3. ____Bob____   4. _____

2. Is your father living with you? ____yes____

3. What is his occupation? ____salesman____

4. Is your mother living with you? ____yes____

5. What do you want to be when you are grown? ____cow Boy____

6. How many are in your family? ____five____

7. Do you have a close relative in this school system? ____No____

8. What three pupils does your teacher like best?

    1. __Elizabeth__ 2. __alberta__ 3. __Wilmer__

9. What three does she like least?

    1. __Warren__ 2. __Robert__ 3. __Chester__

10. How many times have you failed? ____2____

11. How many times were you doubly-promoted? ____0____

12. What subject do you like best? ____Arithmetic____

13. What subject do you like least? ____History____

14. Are your grades higher, the same, or lower this term than usual?

    ____higher____

15. Were you ever a teacher's pet? ____No____

16. Did you like to be or want to be? ____yes____

Remarks: _____

_____

_____

Bibliography

Adams, Henry. The Ways of the Mind. New York: Charles
Scribner's Sons, 1925.

Alexander, Carter, et al. Educational Research. New York:
Bureau of Publications, Teachers College, Columbia
University, 1927. (Was revised in 1931)

Ames, Winthrop. What Shall We Name the Baby? Simon and
Schuster, 1935.

Boas, Franz. The Mind of Primitive Man. New York:
Macmillan Company, 1911. Pp. 105.

Koos, L. V. American Secondary School. New York: Ginn
and Company, 1927.

Schohans, Willi. The Dark Places in Education. New York:
Henry Holt and Company, 1930.

Thompson, (Woolley) Helen B. Psychological Norms in Men and
Women. University of Chicago Contributions to Philosophy.
Vol. IV, No. 1. 1903.

White House Conference on Child Health and Protection.
Vol. IV B. The Handicapped Child. New York:
Century Company, 1933.