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Preferences for content, skills and aesthetic subjects in five communities

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PREFERENCES FOR CONTENT, SKILLS, AND AESTHETIC
SUBJECTS IN FIVE COMMUNITIES

A Phase of the Research Project
Subject Preferences of Fifth-Grade Children

Submitted by
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(B.S. in Ed., Boston University, 1938)

In Partial Fulfillment
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Subject Preferences of Fifth Grade Children

"Subject Preferences of Fifth Grade Children" is a cooperative study in which a number of graduate students have contributed to the total research project. It was facilitated through the cooperation of the New England School Development Council. This thesis is one of the studies in the project. Those completed and filed as graduate studies in June and August, 1948 were:

1. Subject Preferences in the Fifth Grade by Helen C. Blanchard
2. The Reliability of the Check List Used in the Study by Francis L. Thompson
3. An Analysis of Sex Differences in Fifth-Grade Children's Preferences for School Subjects by Eleanor M. Skahill
4. Preferences for Content, Skills, and Aesthetic Subjects in Five Communities by Ado Commito
5. Children's Evaluation of the Difficulty of Well-Liked School Subjects by Katherine M. Kinsley
6. Children's Evaluation of the Difficulty of Disliked School Subjects by Esther M. Sullivan
7. An Analysis of Fifth-Grade Pupils' Subject Preferences in Relation to Their Teachers' Preferences by Helen M. Sprague
8. High Morale Classrooms in the Subject Preference Study by George H. Englesby
9. An Analysis of the Influences of Intelligence and Age Differences Upon Fifth-Grade Children's Preferences for School Subjects by William L. Earley, Jr.

10. An Analysis of the Influence of Achievement on Preference for Reading and Arithmetic by Mary E. Cusack
11. Differences in Subject Preferences of High-Achievement Readers and Low-Achievement Readers by George H. Gardner
12. An Analysis of the Subject Preferences of 3,403 Third, Fourth, Fifth, and Sixth Grade Pupils in the Public Schools of Quincy, Massachusetts by Francis D. Mills
13. Techniques and Practices Used in Twenty Social Studies Classrooms by William A. Wolffer

PREFERENCES FOR CONTENT, SKILLS AND AESTHETIC SUBJECTS
IN FIVE COMMUNITIES

A question that arose in conjunction with the subject preference study in grade five was, "Did the pupils, in making their choices of three school subjects most liked, show any pattern of choice? That is, could their choices be put into categories classified as content, skills, or aesthetic subjects?" The present phase of the study was undertaken to determine what relationships, if any, existed among the children's three subject choices.

Research shows that there is a definite lack of studies related to this field. Ethel E. Holmes¹ conducted a survey of elementary school children's preferences among the various school subjects. The survey covered the children in grades two through six, over a period of seven semesters. Among the results obtained were the facts that Arithmetic held first place in the children's choices, and Social Studies and Language placed very low. The study was confined to a single elementary school.

Robert Hill Lane² completed successive studies on

1. Ethel E. Holmes "School Subjects Preferred by Children," Department of Elementary School Principals, Sixteenth Yearbook, Washington, D. C., N.E.A. 1937, p. 336-344.

2. Robert Hill Lane, The Principal in the Modern Elementary School, Boston: HoughtonMifflin Co., 1944, p. 270-277.

likes and dislikes of school subjects. In this study, the four best-liked subjects in order are: Arithmetic, Art, Reading, and Physical Education. The author stated that the large number of children who participated, more than 19,000, from grades 3 to 6, made his findings highly significant as indications of trend in pupils' likes and dislikes.

Lane drew the conclusions that, since Arithmetic and Reading were liked most, they were apparently well taught. On the other hand, he concluded that since Social Studies and Science were most disliked, classroom materials and methods were ineffective. He raised many questions relative to the problem, and suggested that investigations be made of the methods and materials which resulted in dislikes expressed by so many children.

Gale Gardner³, who surveyed children in grades four through six, had the children indicate their choices by rating subjects from most liked to least liked in order. His pupils ranked Physical Education, Art, and Arithmetic, in that order.

Each of these studies was confined to a particular locality, but the low position of Social Studies was characteristic of all three.

3. Gale Gardner, "A Study of Children's Interests", The Tennessee Teacher, May, 1941, p. 30.

The writer's study is concerned with five school systems chosen from the sixty-five in the over-all study whose schools might be considered as typical of industrial and residential communities.

The classification of the specific school studies according to content, skills, and aesthetic subjects, is as follows:

CONTENT (C)	SKILLS (S)	AESTHETICS (A)
1. Reading	1. Arithmetic	1. Art or Drawing
2. Geography)	2. Penmanship	2. Music
3. History) or Social	3. Spelling	
4. Science or Studies		
Nature Study		

Language or English, and Health Education were excluded from the present study because of the possible misleading character of their headings. Since Language may be taught with emphasis on skills or creative work, or both, it was impossible to judge what the local or particular classroom situation might be. The heading Health Education as used in the original check-list also may have led to misunderstanding, since some school systems list Physical Education and others Health Education in their courses of study. Physical Education might be classified as a skill subject while Health Education could involve content.

To avoid any confusion, all check-lists of pupils containing Health Education and/or Language or English among the first three choices were excluded and not recorded in this study. Of the 2744 check-lists in the five towns, 461 were rejected for this reason. This represents 13.5% of the total number of cases involved in the selected five school systems.

The three subjects selected as their first, second, and third choices of those best-liked by the individual pupils were classified in three categories; Content (C), Skills (S), and Aesthetic (A). A general working table was made to tabulate the 2,283 questionnaires. It was calculated that twenty different combinations would be used in the general working table because this included the number of possible combinations that could be selected by pupils into which their three choices would fall if there were a saturation of choices in one of the three categories - Content, Skills, or Aesthetic. Saturation is considered as meaning a selection of two subjects of similar classification out of a possible three.

The method by which the comparisons between the boys and girls were made employed the construction of tables showing critical ratios. The formula for the critical

ratio is:

$$CR = \frac{P_1 - P_2}{SE \text{ Diff}_{P_1 P_2}} \quad SE \text{ Diff} = \sqrt{SE_{P_1}^2 + SE_{P_2}^2}$$

With regard to the critical ratio, Wert⁴ states:

"Whenever this ratio is unity, the chances are 68 in 100 that the difference is too great to be the result of sampling fluctuations; whenever this ratio is two, the chances are 95 out of 100 that the difference is too great to be the result of sampling fluctuations; and, whenever the ratio is 3 or more, it is a practical certainty that the difference is too great to be the result of sampling fluctuations."

Table I shows the preferences for content, skills, and aesthetic subjects when placed in the twenty saturation combinations possible. The first column lists the combinations. The combination C-C-S means that a pupil's first choice was a content subject, his second choice a content subject, and his third choice a skills subject. If a pupil's choices made an A-S-C combination it has not been included because only combinations where two choices are in a single category (saturation) have been taken. Saturation combinations were found in the choices of 1205 boys and 1078 girls, a total of 2283 pupils. Data in the table have been further analyzed in tables II through VII.

4. James E. Wert, Educational Statistics (New York: McGraw-Hill Book Co., Inc., 1938) p. 145.

TABLE I

PREFERENCES FOR CONTENT, SKILLS, AND AESTHETIC SUBJECTS WITH SATURATION OF CHOICES IN COMBINATIONS

Combinations	Town 38		Town 60		Town 35		Town 63		Town 44		All Towns	
	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls
CONTENT												
C=C=S	20	11	7	7	14	10	6	0	9	2	56	30
C=A=C	19	9	13	1	14	10	0	1	3	2	49	23
C=S=C	19	11	13	6	18	6	7	4	15	9	72	36
C=C=C	15	1	3	1	16	3	0	1	11	5	45	11
S=C=C	12	12	6	6	17	12	8	1	16	5	59	36
C=C=A	11	10	15	5	10	12	3	3	8	0	47	30
A=C=C	9	8	15	1	24	14	6	0	9	3	63	26
Total	105	62	72	27	113	67	30	10	71	26	391	192
SKILLS												
S=S=C	18	19	11	11	12	15	7	10	22	14	70	69
C=S=S	16	20	11	8	9	11	9	3	10	5	55	47
S=S=A	16	12	20	23	14	28	9	15	11	8	70	86
S=C=S	14	15	6	4	6	12	5	3	5	8	36	42
A=S=S	4	10	10	10	17	9	0	4	10	6	41	49
S=A=S	7	7	2	16	11	11	2	9	6	9	28	52
S=S=S	3	2	2	4	1	3	2	2	1	1	9	12
Total	78	85	62	76	70	89	34	46	65	51	309	347

TABLE I (continued)

PREFERENCES FOR CONTENT, SKILLS, AND AESTHETIC SUBJECTS WITH SATURATION OF CHOICES IN COMBINATIONS

Combinations	Town 38		Town 60		Town 35		Town 63		Town 44		All Towns	
	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls	No. of Choices Boys	No. of Choices Girls
AESTHETICS												
C-A-A	11	7	9	12	10	8	2	1	1	2	33	30
A-A-C	7	10	14	11	19	16	5	3	4	4	49	44
S-A-A	8	7	3	6	17	18	3	4	2	4	33	39
A-A-S	3	7	5	15	10	17	4	10	1	7	23	56
A-C-A	4	4	7	8	8	10	2	3	1	2	22	27
A-S-A	3	2	5	12	6	5	1	2	3	6	18	27
Total	36	37	43	64	70	74	17	23	12	25	178	223
Total Choices	219	184	177	167	253	230	81	79	148	102	878	762

TABLE II

ANALYSIS OF SATURATION PREFERENCES OF 1205 BOYS AND
1078 GIRLS IN FIVE TOWNS FOR CONTENT, SKILLS,
AND AESTHETIC SUBJECTS

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	CR
CONTENT	44.53	1.70	25.20	1.60	19.33	2.33	8.30
SKILLS	35.20	1.60	45.54	1.80	10.34	2.41	4.29
AESTHETIC	20.27	1.40	29.26	1.70	8.99	2.20	4.09

Table II shows the analysis of the 373 saturation preferences of 1205 boys and the 762 saturation preference of 1078 girls in the five towns investigated.

In the content subjects the percent difference of 19.33 is significant and the critical ratio of 8.30 indicates that this is a true difference in favor of the boys.

In the skills subject the percent difference of 10.34 is significant and the critical ratio of 4.29 indicates that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 8.99 is significant and the critical ratio of 4.09 indicates that this is a true difference and in favor of the girls.

TABLE III

ANALYSIS OF SATURATION PREFERENCES OF 296 BOYS
AND 302 GIRLS IN TOWN 38 FOR CONTENT,
SKILLS, AND AESTHETIC SUBJECTS.

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	47.94	3.40	33.70	3.50	14.24	4.88	2.92
SKILLS	35.62	3.30	46.19	3.70	10.57	4.96	2.13
AESTHETIC	16.44	2.50	20.11	3.00	3.67	3.91	0.94

Table III shows the analysis of the 219 saturation preferences of 296 boys and the 184 saturation preferences of 302 girls in Town 38.

In the content subjects the percent difference of 14.24 is not significant and the critical ratio of 2.92 indicates that there are 99 chances in 100 that this is a true difference in favor of the girls.

In the skills subjects the percent difference of 10.57 is not significant and the critical ratio of 2.13 indicates that there are 96 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 3.67 is not significant and the critical ratio of 0.94 indicates that there are 64 chances in 100 that this is a true difference in favor of the girls.

TABLE IV

ANALYSIS OF SATURATION PREFERENCES OF 248 BOYS
AND 240 GIRLS IN TOWN 60 FOR CONTENT,
SKILLS, AND AESTHETIC SUBJECTS.

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	40.68	3.70	16.17	2.90	24.51	4.70	5.21
SKILLS	35.03	3.60	45.51	3.90	10.48	5.31	1.97
AESTHETIC	24.29	3.20	38.32	3.80	14.03	4.97	2.82

Table IV shows the analysis of the 177 saturation preferences of 248 boys and the 167 saturation preferences of 240 girls in Town 60.

In the content subjects the percent difference of 24.51 is significant and the critical ratio of 5.21 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 10.48 is not significant and the critical ratio of 1.97 indicates that there are 94 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 14.03 is not significant and the critical ratio of 2.82 indicates that there are 98 chances in 100 that this is a true difference in favor of the girls.

TABLE V

ANALYSIS OF SATURATION PREFERENCES OF 355 BOYS
AND 284 GIRLS IN TOWN 35 FOR CONTENT,
SKILLS, AND AESTHETIC SUBJECTS.

Subjects	Boys %	Boys S.E.	Girls %	Girls S. E.	% Diff.	S.E. Diff.	C.R.
CONTENT	44.66	3.20	29.13	3.00	15.53	4.39	3.54
SKILLS	27.60	2.90	38.70	3.20	11.03	4.32	2.55
AESTHETIC	27.67	2.90	32.17	3.10	4.50	4.24	1.06

Table V shows the analysis of the 253 saturation preferences of 355 boys and the 230 saturation preferences of 284 girls in Town 35.

In the content subjects the percent difference of 15.53 is significant and the critical ratio of 3.54 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 11.03 is not significant and the critical ratio of 2.55 indicates that there are 98 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 4.50 is not significant and the critical ratio of 1.06 indicates that there are 71 chances in 100 that this is a true difference in favor of the girls.

TABLE VI

ANALYSIS OF SATURATION PREFERENCES OF 113 BOYS
AND 113 GIRLS IN TOWN 63 FOR CONTENT,
SKILLS, AND AESTHETIC SUBJECTS

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	37.04	5.40	12.66	3.80	24.38	6.60	3.69
SKILLS	41.97	5.50	58.22	5.60	16.25	7.85	2.07
AESTHETIC	20.99	4.60	29.12	5.10	8.13	6.87	1.18

Table VI shows the analysis of the 81 saturation preferences in 113 boys and the 79 saturation preferences of 113 girls in Town 63.

In the content subjects the percent difference of 24.38 is significant and the critical ratio of 3.69 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 16.25 is not significant and the critical ratio of 2.07 indicates that there are 96 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 8.13 is not significant and the critical ratio of 1.18 indicates that there are 76 chances in 100 that this is a true difference in favor of the girls.

TABLE VII

ANALYSIS OF SATURATION PREFERENCES OF 193 BOYS
AND 139 GIRLS IN TOWN 44 FOR CONTENT ,
SKILLS, AND AESTHETIC SUBJECTS.

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	47.97	4.10	25.49	4.40	22.48	6.01	3.74
SKILLS	43.92	4.10	50.00	5.00	6.08	6.47	.94
AESTHETIC	8.11	2.40	24.51	4.30	16.40	4.92	3.33

Table VII shows the analysis of the 148 saturation preferences of 193 boys and the 102 saturation preferences of 139 girls in Town 44.

In the content subjects the percent difference of 22.48 is significant and the critical ratio of 3.74 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 6.08 is not significant and the critical ratio of 0.94 indicates that there are 64 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 16.40 is significant and the critical ratio of 3.33 indicates that this is a true difference in favor of the girls.

TABLE VIII

FIRST, SECOND, THIRD CHOICES FOR CONTENT, SKILLS, AND AESTHETIC SUBJECTS OF 1205 BOYS AND 1078 GIRLS IN FIVE TOWNS

Subjects and Choices	Towns					All
	38	60	35	63	44	
CONTENT						
1st Choices						
Boys	144	97	118	35	71	465
Girls	127	61	84	22	37	331
2nd Choices						
Boys	111	78	130	41	79	439
Girls	96	63	86	28	37	310
3rd Choices						
Boys	117	101	160	46	91	515
Girls	95	58	93	28	55	329
Total Content	690	458	671	200	370	2389
SKILLS						
1st Choices						
Boys	100	71	110	45	85	411
Girls	101	92	113	54	69	429
2nd Choices						
Boys	107	105	120	48	84	464
Girls	126	100	97	47	60	430
3rd Choices						
Boys	94	60	95	38	53	340
Girls	113	89	93	48	44	387
Total Skills	641	517	628	280	395	2461
AESTHETIC						
1st Choices						
Boys	52	80	127	33	37	329
Girls	74	87	87	37	33	318
2nd Choices						
Boys	78	65	105	24	30	302
Girls	80	77	101	38	32	338
3rd Choices						
Boys	85	87	100	29	49	350
Girls	94	93	98	37	40	362
Total Aesthetic	463	489	618	198	231	1999
Choices of Boys	888	744	1065	339	579	3615
Choices of Girls	906	720	852	339	417	3234
Total Choices	1794	1464	1917	678	996	6849

Table VIII differs from Table I in that it categorizes all first, second, and third choices of 1205 boys and 1078 girls in the five towns investigated instead of merely the saturation choices in each of the three categories of Content, Skills, and Aesthetic subjects. Since every boy and girl each made three choices in their preferences the total number of choices made by the 1205 boys was 3615, and the total number of choices made by the 1078 girls was 3234. Data in Table VIII have been further analyzed in Tables IX through XIV.

TABLE IX

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS IN ALL TOWNS.
(3615 BOYS' CHOICES AND 3234 GIRLS' CHOICES)

Subjects	Boys Per Cent	Boys S.E.	Girls Per Cent	Girls S. E.	Per Cent	S.E. Diff	C.R.
CONTENT	39.25	.81	29.99	.81	9.26	1.27	7.29
SKILLS	33.60	.64	38.84	.81	5.24	1.22	4.29
AESTHETIC	27.16	.64	31.48	.81	4.28	1.22	3.43

Table IX shows the analysis of preferences for content, skill, and aesthetic subjects of 1205 boys and 1078 girls in all towns where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the percent difference of 9.26 is significant and the critical ratio of 7.29 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 5.24 is significant and the critical ratio of 4.29 indicates that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 4.28 is significant and the critical ratio of 3.43 indicates that this is a true difference in favor of the girls.

TABLE X

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS IN TOWN 38.
(888 BOYS' CHOICES AND 906 GIRLS' CHOICES).

Subject	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.Diff.	S.E.	C.R.
CONTENT	41.89	2.89	35.10	2.56	6.79	2.33	2.91
SKILLS	33.90	2.56	37.53	2.89	3.63	2.12	1.71
AESTHETIC	24.21	2.25	27.37	2.25	3.16	2.12	1.49

Table X shows the analysis of preferences for content, skill, and aesthetic subjects of 296 boys and 302 girls of Town 38 where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the percent difference of 6.79 is not significant and the critical ratio of 2.91 indicates that there are 99 chances in 100 that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 3.63 is not significant and the critical ratio of 1.71 indicates that there are 91 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 3.16 is not significant and the critical ratio of 1.49 indicates that there are 86 chances in 100 that this is a true difference in favor of the girls.

TABLE XI

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS IN TOWN 60
(744 BOYS' CHOICES AND 720 GIRLS' CHOICES).

Subject	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	37.10	3.24	25.28	2.89	11.82	2.47	4.79
SKILLS	31.72	3.24	39.03	3.61	7.31	2.61	2.80
AESTHETIC	31.18	2.89	35.69	3.24	4.51	2.47	1.83

Table XI shows the analysis of preferences for content, skill, and aesthetic subjects of 248 boys and 240 girls of Town 60 where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the percent difference of 11.82 is significant and the critical ratio of 4.79 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 7.30 is not significant and the critical ratio of 2.80 indicates that there are 99 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 4.51 is not significant and the critical ratio of 1.83 indicates that there are 95 chances in 100 that this is a true difference in favor of the girls.

TABLE XII

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS IN TOWN 35.
(1065 BOYS' CHOICES AND 852 GIRLS' CHOICES)

Subjects	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	38.32	2.25	30.88	2.50	8.56	2.19	3.91
SKILLS	30.52	2.25	35.57	2.89	5.05	2.27	2.22
AESTHETIC	31.16	2.25	33.55	2.89	2.39	2.27	1.48

Table XII shows the analysis of preferences for content, skill, and aesthetic subjects of 355 boys and 284 girls of Town 35 where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the percent difference of 8.56 is significant and the critical ratio of 3.91 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 5.06 is not significant and the critical ratio of 2.22 indicates that there are 97 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 2.38 is not significant and the critical ratio of 1.48 indicates that there are 86 chances in 100 that this is a true difference in favor of the girls.

TABLE XIII

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS AND
AESTHETIC SUBJECTS IN TOWN 63
(339 BOYS' CHOICES AND 339 GIRLS' CHOICES).

Subject	Boys %	Boys S.E.	Girls %	Girls S.E.	% Diff.	S.E. Diff.	C.R.
CONTENT	35.99	7.29	23.00	5.29	12.99	3.55	3.66
SKILLS	38.64	7.29	43.95	7.29	5.31	3.82	1.39
AESTHETIC	25.37	5.76	33.05	6.76	7.68	3.52	2.18

Table XIII shows the analysis of preferences for content, skill, and aesthetic subjects of 113 boys and 113 girls of Town 63 where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the percent difference of 12.99 is significant and the critical ratio of 3.66 indicates that this is a true difference in favor of the boys.

In the skills subjects the percent difference of 5.31 is not significant and the critical ratio of 1.39 indicates that there are 83 chances in 100 that this is a true difference in favor of the girls.

In the aesthetic subjects the percent difference of 7.67 is not significant and the critical ratio of 2.18 indicates that there are 97 chances in 100 that this is a true difference in favor of the girls.

TABLE XIV

ANALYSIS OF PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS IN TOWN 44
(579 BOYS' CHOICES AND 417 GIRLS' CHOICES).

Subject	Boys %	Boys S.E	Girls %	Girls S.E	% Diff.Diff.	S.E.	C.R.
CONTENT	41.62	4.41	30.94	5.29	10.68	3.11	3.43
SKILLS	38.34	4.41	41.49	6.25	3.13	3.27	0.96
AESTHETIC	20.04	2.89	27.57	4.84	7.53	2.78	2.71

Table XIV shows the analysis of preferences for content, skill, and aesthetic subjects of 193 boys and 139 girls of Town 44 where the numbers of first, second, and third choices in similar subjects were totaled and investigated.

In the content subjects the per cent difference of 10.68 is significant and the critical ratio of 3.43 indicates that this is a true difference in favor of the boys.

In the skills subjects the per cent difference of 3.13 is not significant and the critical ratio of 0.96 indicates that there are 66 chances in 100 that this is a true difference favor of the girls.

In the aesthetic subjects the per cent difference of 7.35 is not significant and the critical ratio of 2.71 indicates that there are 98 chances in 100 that this is a true difference in favor of the girls.

CHART I
SUMMARY OF SATURATION PREFERENCES FOR CONTENT, SKILLS,
AND AESTHETIC SUBJECTS

SUBJECTS	Boys Favored over Girls		Girls Favored over Boys	
	Towns	Critical Ratio	Towns	Critical Ratio
CONTENT	All	8.30	N O N E	
	60	5.21		
	44	3.74		
	63	3.69		
	35	3.54		
	38	2.92		
SKILLS		N O N E	All	4.29
			35	2.55
			38	2.13
			63	2.07
			60	1.97
			44	0.94
AESTHETIC		N O N E	All	4.09
			44	3.33
			60	2.82
			63	1.18
			35	1.06
			38	0.94

CHART II

SUMMARY OF ALL PREFERENCES FOR CONTENT, SKILLS, AND
AESTHETIC SUBJECTS

SUBJECTS	Boys Favored over Girls		Girls Favored over Boys	
	Towns	Critical Ratio	Towns	Critical Ratio
CONTENT	All	7.29	N O N E	
	60	4.79		
	35	3.91		
	63	3.66		
	44	3.43		
	38	2.91		
SKILL	N O N E		All	4.29
			60	2.80
			35	2.22
			38	1.71
			63	1.39
			44	0.96
AESTHETIC	N O N E		All	3.43
			44	2.71
			63	2.18
			60	1.83
			38	1.49
			35	1.48

The following conclusions concerning the towns and pupils used in this study may be drawn from the investigated data:

1. That all boys, regardless of type of community, showed preference for content subjects, is highly significant. Boys favored content subjects with statistical significance in four out of five communities, both in the saturation of subject preferences, and in the combined choices of similar subjects.
2. Girls did not prefer content subjects, either in the over-all study or in any individual town.
3. Girls did prefer skill and aesthetic subjects over boys with significance in the over-all study.
4. In Town 44, girls preferred the aesthetic subjects in the saturation preferences over the boys.
5. In the remaining four towns in the saturation preferences, and in the five towns in the combined choices, both aesthetic and skill, there is no significant difference between the choices of boys and girls. However, in every instance, the percent difference was in favor of the girls.
6. Boys did not favor the skill or aesthetic subjects over the girls in any situation.

Further investigation might be directed to the following problems:

1. Where do the answers lie to the questions raised by the statistically significant differences which resulted from this study? Why did boys in varied communities so decisively prefer content subjects over the girls? Why did girls in all towns select skill and aesthetic subjects over the boys? Research is needed which might show a relationship between a pupil's preferences for content, skill, or aesthetic subjects and his achievement; or between his preferences and the methods of teaching or learning situations or motivation to which he has been exposed; or between his preferences and the community resources.

2. Investigations similar to that mentioned above might be carried on in several school systems in order to establish the reliability of obtained results.

3. A follow-up study might be made using the same pupils to ascertain the stability of pupils' choices.

These suggestions do not exhaust the possibilities in this one area. However, they serve to indicate that there is a wealth of material to be investigated.