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What children like in elementary principals

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Thesis

WHAT CHILDREN LIKE IN ELEMENTARY PRINCIPALS

Submitted by:

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1949

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CHAPTER I
INTRODUCTION

The interests and need of elementary school children are considered important in the area of educational planning. A numerous variety of surveys and experiments have been carried out to determine the interest and needs of pupils for the purpose of assisting teachers and administrators in planning and organizing directed motivation, functional activities, meaningful subject-matter, useful materials, and in construction of courses of study.

The desires and wishes of the individual and the group are given more and more consideration in all aspects of education today. The modern and original teacher in the progressive system designs daily schedules, units, and activities with the pupils in the class. Their opinions and judgments are highly valued by educators.

It is with this viewpoint that this thesis was undertaken. Children are not consulted in the selections of teachers and principals yet they have their ideas about the characteristics they desire in these adults. The primary objective of this study is to discover what children like in elementary principals.

The purpose has six functions: (1) to identify the desired characteristics in elementary principals; (2) to discover the order of preferences; (3) to reveal the discrimination in preferences made by fifth and sixth grade children; (4) to ascertain the differences in choices made by boys and girls; (5) to

disclose the preferences of children with below average intelligence quotients, average intelligence quotients, and above average intelligence quotients; (6) and to determine the sex preference in elementary principals.

CHAPTER II

PROCEDURE

The origin of this thesis developed from a discussion of a similar research on the investigation of what teachers like in elementary principals. This emphasized the fact that the opinions of teachers could be utilized in the evaluation of a principal. It was suggested that the pupils, being the central focus of the elementary school, should also possess valuable information that could be discovered in a parallel survey. Therefore, this study is titled, "What Children Like in Elementary School Principals."

There is no study bearing directly upon the problem with which this study is concerned.

The planned procedure was to sample a large number of children in the elementary school to obtain information for the construction of a checklist. Grades five and six were selected for the study as they would be the oldest group in a six year elementary school organization and better equipped to supply the necessary information requested. A questionnaire was prepared to sample fifth and sixth grade pupils for the purpose of discovering the characteristics they liked or would like in an elementary principal. It consisted of one question. What Is Your Idea of a Perfect Principal?

Four hundred twenty-three children from Massachusetts and New Hampshire were used in the experimental group. The tabulation of the results presented an assortment of fifty-nine

characteristics that were mentioned more than once. They were charted by frequency with divisions for boys and girls in grades five and six.

The following table represents the characteristics desired in elementary principals selected by 423 fifth and sixth grade pupils. The table shows the choices for boys and girls in grade five and the choices for boys and girls in grade six. Totals for each grade are provided and a grand total combining both grades. This table includes all characteristics that were mentioned more than once.

TABLE I
 TABULATION OF SAMPLING
 CHARACTERISTICS DESIRED IN ELEMENTARY PRINCIPALS
 BY 423 FIFTH AND SIXTH GRADE CHILDREN

ITEM	GRADE FIVE		TOTAL	GRADE SIX		TOTAL	TOTAL Both Grades
	Girls	Boys		Girls	Boys		
Kindness	55	38	93	41	28	69	162
Strict	15	23	38	9	16	25	63
Fair	4	6	10	21	18	39	49
Man	12	8	20	11	16	27	47
Understands children	13	11	24	15	8	23	47
Good Natured	10	16	26	3	8	11	37
Friendly	13	12	25	3	6	9	34
Athletic	9	8	17	10	5	15	32
Likes children	8	6	14	8	7	15	29
Intelligent	5	6	11	4	11	15	26
Honest	4	12	16	4	6	10	26
Gives advice	1	9	10	7	8	15	25
Cheerful	0	1	1	15	8	23	24
Neat appearance	15	1	16	7	1	8	24
Nice	10	6	16	3	3	6	22
Young	3	2	5	10	5	15	20
Good speaker	8	3	11	3	6	9	20
Trustworthy	8	5	13	5	2	7	20
Not Strict	6	4	10	4	4	8	18

Provide equipment	3	9	12	4	1	5	17
Provide safety	8	4	12	2	1	3	15
Good administrator	3	4	7	6	2	8	15
Plays with Children	5	6	11	1	3	4	15
Helps teachers	2	4	6	2	5	7	13
Pleasant	6	3	9	1	2	3	12
Not disagreeable	6	1	7	1	3	4	11
Visits classrooms	5	1	6	3	2	5	11
Provides field trips	2	1	3	4	3	7	10
Respectable	2	6	8	0	2	2	10
Organizes games	3	4	7	1	2	3	10
Middle age	1	1	2	4	3	7	9
Cooperative	0	0	0	6	3	9	9
Happy	1	0	1	7	1	8	9
Generous	3	2	5	3	1	4	9
No temper	3	4	7	0	1	1	8
Gentle	6	1	7	0	1	1	8
Thoughtful	2	3	5	3	0	3	8
Plays sports	1	3	4	2	2	4	8
Handsome	2	4	6	1	0	1	7
Doesn't get angry	5	2	7	0	0	0	7
Polite	3	0	3	0	3	3	6
Clean	3	0	3	2	1	3	6
Common sense	2	1	3	2	1	3	6
Good citizen	3	1	4	0	1	1	5

Makes good rules	0	2	2	1	2	3	5
Experienced	1	1	2	1	2	3	5
Loving	2	1	3	1	0	1	4
Easy	1	2	3	0	1	1	4
Helps children	2	1	3	0	1	1	4
Has new ideas	0	0	0	1	2	3	3
Well educated	1	0	1	2	0	2	3
Personality	1	2	3	0	0	0	3
Good manners	2	0	2	0	0	0	2
Considerate	1	1	2	0	0	0	2
Pretty	2	0	2	0	0	0	2
Hospitable	0	2	2	0	0	0	2
Woman	0	1	1	1	0	1	2
Successful	2	0	2	0	0	0	2
Religious	0	1	1	1	0	1	2

After careful examination eight were elected for the final checklist. These appeared among the first fourteen most frequently mentioned by the experimental group.

1. I would prefer a principal who is willing to help boys and girls.
2. I would prefer a principal who is always fair to all the boys and girls.
3. I would prefer a principal who plays games with boys and girls.
4. I would prefer a principal who is neat in appearance.
5. I would prefer a principal who is cheerful.
6. I would prefer a principal who makes strict rules.
7. I would prefer a principal who enjoys working with boys and girls.
8. I would prefer a principal who visits the classrooms.

In connection with item number eight it was desired to determine if children wished the principal to visit the classroom and join in their activities.

8. I would prefer a principal who joins the class discussion.

The nine items above constitute the main body of the checklist.

An additional survey was included for the purpose of discovering the sex preference in elementary principals.

1. I prefer a woman principal.
2. I prefer a man principal.

The checklist was prepared in the form of paired preferences. Each of the nine items in the main body of the checklist were listed and compared with the other eight items. This

technique was chosen for the purpose of obtaining more free and accurate responses from the children. The sex preference was listed at the end of the checklist. The entire checklists consisted of thirty-seven paired statements. The pairs were numbered in sequence from 1. (a) to 37. (a) (b).

The checklist was constructed providing space for the child to indicate grade, age, month and day of last birthday. A place was available for the teacher to record the intelligence quotient of each individual.

The thirty-seven paired statements appeared on three mimeographed pages. The items were dispersed in a pattern so that no two like items appeared consecutively. Parenthesis were placed before each sentence for the pupil to report his preference. A sample was printed at the heading of the first page to provide practice and understanding in answering a paired preference checklist.

A sheet of directions accompanied the checklists for the aid of the classroom teacher in administration. These were brief aids for the purpose of conserving time.

Eight hundred sixty-six children in grades five and six were selected to record their preferences. These pupils were from the schools of Brookline, Cambridge, Canton Chelsea, Dedham, Melrose, Milton, Salem, Somerville, Watertown and Westwood all in the state of Massachusetts. There were 469 boys and 397 girls. There were 331 in grade five and 535 in grade six.

Your assistance is requested in obtaining information for a thesis study on "What Kind of Principal Do Elementary School Children Like?"

DIRECTION FOR TEACHER

1. Pass out sets of papers.
2. Read to the class: "On these papers you will make some choices. These choices are being made by many elementary school girls and boys in order to find out what kind of principal children like."
3. Read to class: "If you were going to move to a different town and had a choice in selecting the school you would attend what kind of principal would you prefer."
4. Specific directions:
 - a. Do not write your names on these papers.
 - b. Circle boy and girl.
 - c. Circle grade five or six.
 - d. Write how old you are.
 - e. Write the month and day of your birthday.
5. Read SAMPLE exercise with children. Ask the children which they would prefer and have them mark it in the proper place.
6. Specific directions:
 - a. Mark only one sentence in each space.
7. Assist children with any words they find difficult.

DIRECTIONS FOR TEACHER ONLY

1. Collect sets of paper and clip together.
2. Return direction sheet with the name of the school and town written in the space provided.
3. Record the I. Q. of each child in block at upper right on each child's paper.

This service is greatly appreciated.

(NAME OF SCHOOL)

(TOWN AND STATE)

Boy _____ Girl _____ Grade Five or Six _____
Birthday _____ month _____ day.

I am _____ years old.

11

SAMPLE

I would prefer:
 ice cream for dessert.
or
 pie for dessert.

1. a. a principal who plays games with boys and girls.
or
b. a principal who makes strict rules.

2. a. a principal who enjoys working with boys and girls.
or
b. a principal who is cheerful.

3. a. a principal who is always fair to all the boys and girls.
or
b. a principal who is willing to help boys and girls.

4. a. a principal who is neat in appearance.
or
b. a principal who visits the classrooms.

5. a. a principal who plays games with boys and girls.
or
b. a principal who is willing to help boys and girls.

6. a. a principal who makes strict rules.
or
b. a principal who enjoys working with boys and girls.

7. a. a principal who is cheerful.
or
b. a principal who is always fair to all the boys and girls.

8. a. a principal who is neat in appearance.
or
b. a principal who joins in the class discussion with pupils.

9. a. a principal who visits the classrooms.
or
b. a principal who plays games with boys and girls.

10. a. a principal who is willing to help boys and girls.
or
b. a principal who makes strict rules.

11. a. a principal who enjoys working with boys and girls.
or
b. a principal who is always fair to all the boys and girls.

12. a. I would prefer:
() a principal who is neat in appearance.
or
b. () a principal who is cheerful.

13. a. I would prefer:
() a principal who joins in the class discussion with pupils.
or
b. () a principal who plays games with boys and girls.

14. a. I would prefer:
() a principal who makes strict rules.
or
b. () a principal who visits the classrooms.

15. a. I would prefer:
() a principal who enjoys working with boys and girls.
or
b. () a principal who is willing to help boys and girls.

16. a. I would prefer:
() a principal who is always fair to all the boys and girls.
or
b. () a principal who plays games with boys and girls.

17. a. I would prefer:
() a principal who enjoys working with boys and girls.
or
b. () a principal who joins in the class discussion with pupils.

18. a. I would prefer:
() a principal who is neat in appearance.
or
b. () a principal who makes strict rules.

19. a. I would prefer:
() a principal who visits the classrooms.
or
b. () a principal who is willing to help boys and girls.

20. a. I would prefer:
() a principal who joins in the class discussion with pupils.
or
b. () a principal who is always fair to all the boys and girls.

21. a. I would prefer:
() a principal who plays games with boys and girls.
or
b. () a principal who is cheerful.

22. a. I would prefer:
() a principal who enjoys working with boys and girls.
or
b. () a principal who is neat in appearance.

23. a. I would prefer:
() a principal who joins in the class discussion with pupils.
or
b. () a principal who is cheerful.

24. a. I would prefer:
() a principal who is always fair to all the boys and girls.
or
b. () a principal who visits the classrooms.

- | | | |
|-----|----|--|
| 25. | a. | I would prefer:
() a principal who enjoys working with boys and girls.
or |
| | b. | () a principal who plays games with boys and girls. |
| 26. | a. | I would prefer:
() a principal who is willing to help boys and girls.
or |
| | b. | () a principal who joins in the class discussion with pupils. |
| 27. | a. | I would prefer:
() a principal who is neat in appearance.
or |
| | b. | () a principal who is always fair to all the boys and girls. |
| 28. | a. | I would prefer:
() a principal who is cheerful.
or |
| | b. | () a principal who makes strict rules. |
| 29. | a. | I would prefer:
() a principal who is neat in appearance.
or |
| | b. | () a principal who plays games with boys and girls. |
| 30. | a. | I would prefer:
() a principal who is willing to help boys and girls.
or |
| | b. | () a principal who is cheerful. |
| 31. | a. | I would prefer:
() a principal who makes strict rules.
or |
| | b. | () a principal who joins in the class discussion with pupils. |
| 32. | a. | I would prefer:
() a principal who visits the classrooms.
or |
| | b. | () a principal who enjoys working with boys and girls. |
| 33. | a. | I would prefer:
() a principal who is neat in appearance.
or |
| | b. | () a principal who is willing to help boys and girls. |
| 34. | a. | I would prefer:
() a principal who is cheerful.
or |
| | b. | () a principal who visits the classrooms. |
| 35. | a. | I would prefer:
() a principal who is always fair to all the boys and girls.
or |
| | b. | () a principal who makes strict rules. |
| 36. | a. | I would prefer:
() a principal who visits the classrooms.
or |
| | b. | () a principal who joins in the class discussion with pupils. |
| 37. | a. | I would prefer:
() a woman principal.
or |
| | b. | () a man principal. |

CHAPTER III
ANALYSIS OF DATA

The results obtained from the checklists were tabulated in groups from the schools cooperating in the experiment. Each item marked on the checklist was recorded on a master sheet. During this process tabulation charts were recorded for boys, girls, grade five, and grade six. The sum of all the items checked by the pupils produced an aggregate figure.

The step following the tabulation was the calculating of the percentages. Each of the nine different items used appeared eight times on each checklist. The total number of times an item was selected from the 866 checklists was divided by the total number of possibilities. The total frequency table was charted by dividing the number of times an item was chosen by 6,928 or eight times the number of children. (8 times 866 equals 6,928. The same procedure was used to determine the percentages for boys. The number of times an item was selected divided by 3,752 or eight times the number of boys. (8 times 469 equals 3,752). Percentages for the girls were derived by dividing the number of times an item was marked by 3,176 or eight times the number of girls. (8 times 397 equals 3,176). Percentages for grade five were figured by dividing by 2,648 or eight times the number of fifth graders. (8 times 331 equals 2,648). The percentages for grade six were obtained by dividing the total by 4,280 or eight times the number of sixth graders. (8 times 535

equals 4,280).

Intelligence quotients were obtained on 390 pupils. These fell into an average distribution. They were divided into below average intelligence, average intelligence, and above average intelligence groups. The below average group consists of 58 cases and I. Q.'s were from 58 to 89. The average group consisted of 184 cases and I. Q.'s were from 90 to 109. The above average groups consisted of 148 cases with I. Q.'s from 110 to 150.

To determine percentages for the below average group the total was divided by 464 or eight times the number of cases. (8 times 58 equals 464). The average group percentages were obtained by dividing the total by 1,472 or eight times the number of cases. (8 times 184 equals 1,472). The above average group percentages were found by dividing the total choices by 1,184 or eight times the number of cases. (8 times 148 equals 1,184).

The percentages for the sex preference in elementary principals were obtained by dividing the total number of times an item was selected by the number of children.

The critical ratio of the differences of percentages was accepted as the most satisfactory instrument for analysis of the data since a significant difference determines the trend of the group. Critical ratios were obtained for each of the seven experimental groups. The percentages were placed in order of preference and a critical ratio calculated between the first

and second items, the second and third, and so on, until all items were compared. In cases when the critical ratio obtained was not statistically significant the higher percentage was figured again with the next percentage in the preference order.

The formula¹ used to determine critical ratio is as follows:

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

To determine the standard error (SE) the Edgerton Tables were used except in cases where the two percentages were the same with only a fractional decimal difference. In the cases of fractional differences the standard error was computed by the following formula²:

$$\sigma_p = \sqrt{\frac{Pq}{N}}$$

The following tables show the critical ratio for the total group, girls, boys, grade five, grade six, and the three levels of intelligence quotient groups. The first section of these tables show the nine items listed in preference order. The second section provides statistics for the critical ratio. The nine items in section one are referred to by number. The second column renders the total number of times an item was

¹Clarence T. Gray and David F. Votaw, Statistics Applied to Education and Psychology (New York: Ronald Press Company, 1939) p. 131.

²Ibid., 130.

selected. The number printed under Total is the number of times the item appeared on all checklists. Column three states the percentages. The fourth column lists the standard error (SE). The fifth column provides the difference (DIFF) between the two percentages. Column six stated the standard error difference (SE DIFF). The last column provides the critical ratio (CR).

TABLE II
 TABULATION OF TOTAL FREQUENCY DISTRIBUTION
 866 FIFTH AND SIXTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is willing to help boys and girls.					
2.	I prefer a principal who is always fair to all the boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins the class discussion.					
6.	I prefer a principal who visits classrooms.					
7.	I prefer a principal who is neat in appearance.					
8.	I prefer a principal who plays games with boys and girls.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 6928	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	4876	70.38	.005	.11	.70	.16
2.	4868	70.27	.005			
1.	4876	70.38	.005	5.81	.78	7.45
3.	4473	64.57	.006			
2.	4868	70.27	.005	5.70	.78	7.31
3.	4473	64.57	.006			

3.	4473	64.57	.006	13.20	.85	15.53
4.	3559	51.37	.006			
4.	3559	51.37	.006	.19	.85	.22
5.	3546	51.18	.006			
4.	3559	51.37	.006	9.05	.85	10.65
6.	2932	42.32	.006			
5.	3546	51.18	.006	8.86	.85	10.42
6.	2932	42.32	.006			
6.	2932	42.69	.006	.63	.85	.74
7.	2888	41.69	.006			
6.	2932	42.32	.006	4.55	.85	5.35
8.	2617	37.77	.006			
7.	2888	41.69	.006	3.92	.85	4.61
8.	2617	37.77	.006			
8.	2617	37.77	.006	17.32	.85	20.38
9.	1417	20.45	.006			
1.Man	635	73.33	.015	46.66	2.12	22.01
2.Woman	231	26.67	.015			

The above table represents the total choices for all items on 866 cases of fifth and sixth grade children.

The critical ratio between item one and item two is .16

which has no statistical significance. The percentage of item one compared with the percentage of item three produced a critical ratio of 7.45 which is statistically significant. Item one is preferred over item three and item two is preferred over item three, therefore, it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 7.31 and highly significant.

Item three produced a critical ratio over item four of 15.53 which is statistically significant.

Items four and five yielded a critical ratio of .22 which is not statistically significant. A critical ratio was determined between the percentages of item four and item six which is 10.65. The ratio between items four and six is greater than the ratio of items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 10.42.

Items six and seven produced a critical ratio of .74 which is of no statistical significance. Item six and item eight yielded a ratio of 5.35. The ratio between item six and eight is greater than the ratio of items seven and eight and it is assumed that item six is preferred over both items seven and eight.

A critical ratio of 4.61 was determined between the percentages of items seven and eight which is statistically

significant.

The percentages of items eight and nine furnished a critical ratio of 20.38.

It may be stated in general that the nine items listed above are preferred by fifth and sixth grade children in the order listed. Items one and two are a close selection as in the cases of items four and five and items six and seven.

The total group divided into 73.35 per cent in favor of a man principal and 26.67 per cent preferred a woman principal. The critical ratio between these percentages is 22.01 which is statistically significant. It may be stated in general that fifth and sixth grade children prefer a man principal.

TABLE III
CLASSIFICATION OF SEX PREFERENCES
397 GIRLS

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is willing to help boys and girls.					
2.	I prefer a principal who is always fair to all the boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins the class discussions.					
6.	I prefer a principal who is neat in appearance.					
7.	I prefer a principal who visits classrooms.					
8.	I prefer a principal who plays games with boys and girls.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 3176	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	2259	71.13	.008	.70	1.13	.62
2.	2237	70.43	.008			
1.	2259	71.13	.008	6.24	1.20	5.20
3.	2061	64.89	.009			
2.	2237	70.43	.008	5.54	1.20	4.62
3.	2061	64.89	.009			

3.	2061	64.89	.009	12.56	1.27	9.89
4.	1662	52.33	.009			
4.	1662	52.33	.009	2.11	1.27	1.67
5.	1595	50.22	.009			
4.	1662	52.33	.009	8.82	1.27	6.94
6.	1382	43.51	.009			
5.	1595	50.22	.009	6.71	1.27	5.28
6.	1382	43.51	.009			
6.	1382	43.51	.009	.89	1.27	.61
7.	1357	42.73	.009			
6.	1382	43.51	.009	10.67	1.20	8.89
8.	1043	32.84	.008			
7.	1357	42.73	.009	9.89	1.20	8.24
8.	1043	32.84	.008			
8.	1043	32.84	.009	10.93	1.06	10.31
9.	696	21.91	.007			
1.Man	259	65.24	.024	30.48	3.38	9.02
2.Woman	138	34.76	.024			

The above table represents the total choices for all items on 397 fifth and sixth grade girls.

The critical ratio between the percentages of items one

and two is .62 which has no statistical significance. Percentages for items one and three revealed a critical ratio of 5.20. Item one is preferred over item three and item two is preferred over item three, therefore, it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 4.62 and statistically significant.

Item three produced a critical ratio over item four of 9.89.

Items four and five yielded a critical ratio of 1.67 which is not statistically significant. A critical ratio was found between items four and six which is 6.94. This was greater than the ratio between items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 5.28.

Items six and seven produced a critical ratio of .61 which is not statistically significant. A critical ratio was found between the percentages of items six and eight which is 8.89. The ratio between items six and eight is greater than the ratio between items seven and eight and it is assumed that item six is preferred over both items seven and eight.

Items seven and eight furnished a critical ratio of 8.24 which is highly significant.

The percentages of items eight and nine gave a critical ratio of 10.31 which is of statistical significance.

It may be stated in general that the nine items listed above are preferred by fifth and sixth grade girls in the order listed. Items one and two are a close selection as in the cases of items four and five and items six and seven.

The total group of girls divided into 65.24 per cent in favor of a man principal and 34.76 per cent preferred a woman principal. The critical ratio between these two percentages is 9.02 which is highly significant. It may be stated in general that girls in grades five and six prefer a man principal.

TABLE IV
CLASSIFICATION OF SEX PREFERENCES
469 BOYS

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is always fair to all the boys and girls.					
2.	I prefer a principal who is willing to help boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who joins the class discussion.					
5.	I prefer a principal who is cheerful.					
6.	I prefer a principal who visits the classrooms.					
7.	I prefer a principal who plays games with boys and girls.					
8.	I prefer a principal who is neat in appearance.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 3752	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	2631	70.12	.007	.32	1.06	.30
2.	2619	69.80	.008			
1.	2631	70.12	.007	5.81	1.06	5.48
3.	2413	64.31	.008			
2.	2619	69.80	.008	5.49	1.13	4.86
3.	2413	64.31	.008			

3.	2413	64.31	.008	12.36	1.13	10.94
4.	1949	51.95	.008			
4.	1949	51.95	.008	1.47	1.13	1.30
5.	1894	50.48	.008			
4.	1949	51.95	.008	9.68	1.13	8.57
6.	1584	42.22	.008			
5.	1894	50.48	.008	8.26	1.13	7.31
6.	1584	42.22	.008			
6.	1584	42.22	.008	.27	1.13	.24
7.	1574	41.95	.008			
6.	1584	42.22	.008	2.08	1.13	1.84
8.	1506	40.14	.008			
7.	1574	41.95	.008	1.81	1.13	1.60
8.	1506	40.14	.008			
7.	1574	41.95	.008	22.92	1.00	22.92
9.	714	19.03	.006			
8.	1506	40.14	.008	21.11	1.00	21.11
9.	714	19.03	.006			
1.Man	377	80.38	.018	60.76	2.55	23.83
2.Woman	92	19.62	.018			

The above table represents the total choices for all items on 469 fifth and sixth grade boys.

The critical ratio between the percentages of items one and two is .30 which has no statistical significance. Percentages for items one and three revealed a critical ratio of 5.48. Item one is preferred over item three and item two is preferred over item three, therefore, it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 4.86 and statistically significant.

Item three produced a critical ratio over item four of 10.94 which is statistically significant.

Items four and five yielded a critical ratio of 1.30 which is not statistically significant. A critical ratio was determined between the percentages of items four and six which is 8.57. The ratio between items four and six was greater than the ratio between items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 7.31.

Items six and seven furnished a critical ratio of .24 which is not statistically significant. A critical ratio was found between the percentages of items six and eight which is 1.84. This is not a statistically significant ratio but greater in significance over items six and seven and it is assumed that item six is preferred over both items seven and eight.

Items seven and eight furnished a critical ratio of 1.60. The ratio between items seven and nine is 22.92. The ratio between items seven and nine is greater than the ratio between items eight and nine and it is assumed that item seven is preferred over both items eight and nine.

The percentages of items eight and nine gave a critical ratio of 21.11 which is of statistical significance.

It may be stated in general that the nine items listed above are preferred by fifth and sixth grade boys in the order listed. Items one and two are a close selection as in the cases of items four and five, items six and seven, and items seven and eight.

The total group of boys divided into 80.38 per cent in favor of a man principal and 19.62 per cent preferred a woman principal. The critical ratio between these two percentages is 23.83 which is highly significant. It may be stated in general that fifth and sixth grade boys prefer a man principal.

TABLE V
 CLASSIFICATION OF GRADE PREFERENCES
 331 FIFTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is willing to help boys and girls.					
2.	I prefer a principal who is always fair to all the boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins the class discussions.					
6.	I prefer a principal who is neat in appearance.					
7.	I prefer a principal who plays games with boys and girls.					
8.	I prefer a principal who visits classrooms.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 2648	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	1838	69.41	.009	.75	1.27	.59
2.	1818	68.66	.009			
1.	1838	69.41	.009	4.83	1.27	3.80
3.	1710	64.58	.009			
2.	1818	68.66	.009	4.08	1.27	3.21
3.	1710	64.58	.009			

3.	1710	64.58	.009	14.92	1.27	11.75
4.	1315	49.66	.009			
4.	1315	49.66	.009	.34	1.27	.27
5.	1306	49.32	.009			
4.	1315	49.66	.009	5.36	1.34	4.00
6.	1175	44.30	.010			
5.	1306	49.32	.009	5.02	1.34	3.75
6.	1173	44.30	.010			
6.	1173	44.30	.010	2.57	1.41	1.82
7.	1105	41.73	.010			
6.	1173	44.30	.010	3.25	1.41	2.30
8.	1087	41.05	.010			
7.	1105	41.73	.010	.68	1.41	.48
8.	1087	41.05	.010			
7.	1105	4.73	.010	20.43	1.28	15.96
9.	564	21.30	.008			
8.	1087	41.05	.010	19.75	1.28	15.43
9.	564	21.30	.008			
1.Man	231	69.79	.025	39.58	3.67	10.78
2.Woman	100	30.21	.025			

The above table represents the total choices for all items on 331 fifth grade children.

The critical ratio between the percentages of item one and two is .59 which has no statistical significance. Percentages for items one and three revealed a critical ratio of 3.80. Item one is preferred over item three and item two is preferred over item three, therefore, it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 3.21 and significant.

Item three produced a critical ratio over item four of 11.75 which is statistically significant.

Item four and item five yielded a critical ratio of .27 which is not statistically significant. A critical ratio was found between the percentages of items four and six which is 4.00. The ratio between the percentages of items four and six is greater than the ratio between items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 3.75.

Items six and seven furnished a critical ratio of 1.82 which is not statistically significant. A critical ratio was found between the percentages of items six and eight which is 2.30. This is not statistically significant but a higher ratio. The

ratio between items six and eight was greater than the ratio between items seven and eight and it is assumed that item six is preferred over both items seven and eight.

Items seven and eight rendered a critical ratio of .48. The ratio between item seven and nine is 15.96. The ratio between items seven and nine is greater than the ratio between eight and nine and it is assumed that item seven may be rated over both items eight and nine.

The percentages of items eight and nine gave a critical ratio of 15.43 which is of statistical significance.

It may be stated in general that the nine items above are preferred by fifth grade children in the order listed. Items one and two are a close selection as in the cases of items four and five, items six and seven, and items seven and eight.

The total group of fifth grade children divided into 69.79 per cent in favor of a man principal and 30.21 per cent preferred a woman principal. The critical ratio between these two percentages is 10.78 which is highly significant. It may be stated in general that fifth grade children prefer a man principal.

TABLE VI
CLASSIFICATION OF GRADE PREFERENCE
535 SIXTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is always fair to all the boys and girls.					
2.	I prefer a principal who is willing to help boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins the class discussion.					
6.	I prefer a principal who visits the classroom.					
7.	I prefer a principal who is neat in appearance.					
8.	I prefer a principal who plays games with boys and girls.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 4380	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	3050	71.26	.007	.42	.99	.42
2.	3032	70.84	.007			
1.	3050	71.26	.007	6.68	.99	6.75
3.	2764	64.58	.007			
2.	3032	70.84	.007	6.26	.99	6.32
3.	2764	64.58	.007			

3.	2764	64.58	.007	12.15	.99	12.27
4.	2244	52.43	.007			
4.	2244	52.43	.007	.09	.99	.09
5.	2240	52.34	.007			
4.	2244	52.43	.007	9.00	1.06	8.49
6.	1859	43.43	.008			
5.	2240	52.34	.007	8.91	1.06	8.41
6.	1859	43.43	.008			
6.	1859	43.43	.008	3.36	1.06	3.17
7.	1715	40.07	.007			
7.	1715	40.07	.007	4.74	.99	4.79
8.	1512	35.33	.007			
8.	1512	35.33	.007	5.62	.92	16.98
9.	844	19.71	.006			
1.Man	405	75.70	.019	51.40	2.62	19.62
2.Woman	130	24.30	.018			

The above table represents the total choices for all items on 535 sixth grade children.

The critical ratio between the percentages of item one and item two is .42 which has no statistical significance. Percentages for items one and three revealed a critical ratio

of 6.75. Item one is preferred over item three and item two is preferred over item three and it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 6.32 and highly significant.

Item three produced a critical ratio over item four of 12.27 which is statistically significant.

Items four and five yielded a critical ratio of .09 which is not statistically significant. A critical ratio was found between items four and six which is 8.49. The ratio between the percentages of items four and six is greater than the ratio between items five and six, and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 8.41.

Items six and seven furnished a critical ratio of 3.17 which is sufficient to prove it was more than merely chance.

A critical ratio of 4.79 was determined between the percentages of items seven and eight which is of statistical significance.

The percentages of items eight and nine gave a critical ratio of 16.98 placing this item last in the preference order.

It may be stated in general that the nine items above are preferred by sixth grade children in the order listed. Items one and two are a close selection as in the case of items four and five.

The total group of sixth grade children divided into 75.70 per cent in favor of a man principal, and 24.30 per cent preferred a woman principal. The critical ratio between these percentages is 19.62. It may be stated in general that sixth grade children prefer a man principal.

TABLE VII

CLASSIFICATION BY INTELLIGENCE QUOTIENTS
 BELOW AVERAGE INTELLIGENCE GROUP
 58 FIFTH AND SIXTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS
1.	I prefer a principal who is willing to help boys and girls.
2.	I prefer a principal who enjoys working with boys and girls.
3.	I prefer a principal who is always fair to all the boys and girls.
4.	I prefer a principal who joins in the class discussion.
5.	I prefer a principal who is cheerful.
6.	I prefer a principal who is neat in appearance.
7.	I prefer a principal who visits the classrooms.
8.	I prefer a principal who plays games with boys and girls.
9.	I prefer a principal who makes strict rules.

ITEM NO.	TOTAL 464	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	328	70.69	.021	6.25	3.04	2.06
2.	299	64.44	.022			
1.	328	70.69	.021	6.68	3.04	2.20
3.	297	64.01	.022			
2.	299	64.44	.022	.43	3.11	.14
3.	297	64.01	.022			

2.	299	64.44	.022	14.44	3.17	4.54
4.	232	50.00	.023			
3.	297	64.01	.022	14.01	3.17	4.42
4.	232	50.00	.023			
4.	232	50.00	.023	3.88	3.25	1.19
5.	214	46.12	.023			
4.	232	50.00	.023	5.60	3.25	1.72
6.	206	44.40	.023			
5.	214	46.12	.023	1.72	3.25	.53
6.	206	44.40	.023			
5.	214	46.12	.023	2.15	3.25	.66
7.	204	43.97	.023			
6.	206	44.40	.023	.43	3.25	.13
7.	204	43.97	.023			
6.	206	44.40	.023	.65	3.25	.20
8.	203	43.75	.023			
7.	204	43.97	.023	.22	3.25	.07
8.	203	43.75	.023			
7.	204	43.97	.023	21.34	2.98	7.16
9.	105	22.63	.019			

8	203	43.75	.023	21.12	2.98	7.09
9	105	22.63	.019			
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1.Man	38	65.52	.063	31.04	8.84	3.51
2.Woman	20	34.48	.062			

The above table represents the total choices for all items on 58 cases of children with below average intelligence quotients.

The critical ratio between the percentages of items one and two is 2.06 which is not statistically significant. Percentages for items one and three revealed a ratio of 2.20. This also is not a statistically significant ratio but is slightly higher. The ratio between items one and three is greater than the ratio between items two and three and it is assumed that item one is preferred over both items two and three.

The critical ratio between the percentages of item two and item three is .14 and not statistically significant. Percentages for items two and four produced a ratio of 4.54. The ratio between items two and four is greater than the ratio between items two and three and it is assumed that item two is preferred over both items three and four.

Item three produced a critical ratio over item four of 4.42.

Items four and five yielded a critical ratio of 1.19 which is not statistically significant. A critical ratio between the

percentages of items four and six was discovered to be 1.72. The ratio between the percentages of items four and six is greater than the ratio between items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is .53. The ratio between items five and seven is .66. Both ratios are of no statistical significance. The critical ratio between items five and seven is greater than the ratio between items six and seven and it is assumed that item five is preferred over both items six and seven.

Items six and seven furnished a critical ratio of .13. The ratio between items six and eight is .20. Both ratios have no statistical significance. The ratio of items six and eight is greater than the ratio between items seven and eight and it is assumed that item six is preferred over both items seven and eight.

Items seven and eight supplied a critical ratio of .07. The ratio between items seven and nine is 7.16. The ratio between items seven and nine is greater than the ratio between item eight and nine and it is assumed that item seven is preferred over both items eight and nine.

The percentages of items eight and nine gave a critical ratio of 7.09 which is statistically significant.

It may be stated in general that the above nine items are

preferred by fifth and sixth grade children of below average intelligence quotients in the order listed. Only two ratios produced a figure over 3.00. The low critical ratios are due to the small number of cases involved in this division of the study. Items two and three, items five and six, items six and seven, and items seven and eight produced very low ratios of no statistical significance. These preferences listed may be purely by chance.

The total 58 cases divided into 65.52 per cent in favor of a man principal and 34.48 per cent preferred a woman principal. The critical ratio between these percentages is 3.51 and statistically significant. It may be stated in general that fifth and six grade children of below average intelligence quotients prefer a man principal.

TABLE VIII
 CLASSIFICATION BY INTELLIGENCE QUOTIENTS
 AVERAGE INTELLIGENCE GROUP
 184 FIFTH AND SIXTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is always fair to all the boys and girls.					
2.	I prefer a principal who is willing to help boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins in the class discussion.					
6.	I prefer a principal who visits the classrooms.					
7.	I prefer a principal who is neat in appearance.					
8.	I prefer a principal who plays games with boys and girls.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 1472	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	1063	72.21	.012	.54	1.70	.32
2.	1055	71.67	.012			
1.	1063	72.21	.012	8.01	1.77	4.53
3.	945	64.20	.013			
2.	1055	71.67	.012	7.47	1.77	4.22
3.	945	64.20	.013			

3.	945	64.20	.013	11.69	1.84	6.35
4.	733	52.51	.013			
4.	773	52.51	.013	2.85	1.84	1.55
5.	731	49.66	.013			
4.	773	52.51	.012	10.59	1.77	5.98
6.	617	41.92	.012			
5.	731	49.66	.013	7.74	1.77	4.37
6.	617	41.92	.012			
6.	617	41.92	.012	.21	1.70	.12
7.	614	41.71	.012			
6.	617	41.92	.012	3.60	1.84	1.96
8.	564	38.32	.013			
7.	614	41.71	.012	3.30	1.77	1.92
8.	564	38.32	.013			
7.	614	41.71	.012	22.55	1.56	14.46
9.	282	19.16	.010			
8.	564	38.32	.013	19.16	1.64	11.68
9.	282	19.16	.010			
1.Man	132	71.74	.033	43.48	4.67	9.31
2.Woman	52	28.26	.033			

The above table represents the total choices for all items on 184 cases of fifth and sixth grade children of average intelligence quotients.

The critical ratio between the percentages of item one and item two is .32 and not significant. Percentages for items one and three revealed a critical ratio of 4.53 which is highly significant. The ratio between items one and three is greater than the ratio between items two and three and it is assumed that item one is preferred over both items two and three.

The critical ratio between the percentages of item two and three is 4.22 and highly significant.

Item three produced a critical ratio over item four of 6.35.

Items four and five yielded a critical ratio of 1.55 which is not statistically significant. A critical ratio between the percentages of items four and six is 5.98. The ratio between the percentages of items four and six is greater than the ratio between items five and six, therefore, it is assumed that item four is preferred over both items five and six.

Items five and six furnished a critical ratio of 4.37.

Items six and seven rendered a critical ratio of .21 which is of no statistical significance. The ratio between items six and eight is 1.96. This also is of no statistical significance but is greater than the ratio between items seven and eight,

therefore, it is assumed that item six is preferred over both items seven and eight.

The ratio between the percentages of items seven and eight is 1.92. The ratio between items seven and nine is 14.46. The ratio between items seven and nine is greater than the ratio between items eight and nine and it is assumed that item seven is preferred over both items eight and nine.

The percentages of items eight and nine gave a critical ratio of 11.68.

It may be stated in general that the above nine items are preferred by fifth and sixth grade children of average intelligence quotients in the order listed. Items one and two are a close selection as in the cases of items four and five, items six and seven, and items seven and eight. The low critical ratios are due to the small number of cases involved in this division of the study. These preferences listed may be purely chance in four cases.

The total 184 cases divided into 71.74 per cent in favor of a man principal and 28.26 per cent preferred a woman principal. The critical ratio between these percentages is 9.31 and statistically significant. It may be stated in general that fifth and sixth grade children of average intelligence quotients prefer a man principal.

TABLE IX

CLASSIFICATION BY INTELLIGENCE QUOTIENTS
 ABOVE AVERAGE INTELLIGENCE GROUP
 148 FIFTH AND SIXTH GRADE CHILDREN

ITEM NO.	PREFERENCE ORDER OF CHARACTERISTICS					
1.	I prefer a principal who is always fair to all the boys and girls.					
2.	I prefer a principal who is willing to help boys and girls.					
3.	I prefer a principal who enjoys working with boys and girls.					
4.	I prefer a principal who is cheerful.					
5.	I prefer a principal who joins in the class discussion.					
6.	I prefer a principal who visits the classroom.					
7.	I prefer a principal who is neat in appearance.					
8.	I prefer a principal who plays games with boys and girls.					
9.	I prefer a principal who makes strict rules.					
ITEM NO.	TOTAL 1184	PERCENTAGES	SE	DIFF	SE DIFF	CR
1.	909	76.77	.012	5.15	1.77	2.91
2.	848	71.62	.013			
1.	909	76.77	.012	8.36	1.84	4.54
3.	810	68.41	.014			
2.	848	71.62	.013	3.21	1.91	1.68
3.	810	68.41	.014			

2.	848	71.62	.013	18.24	1.98	9.21
4.	632	53.38	.015			
3.	810	68.41	.014	15.03	2.05	7.33
4.	632	53.38	.015			
4.	632	53.38	.015	5.41	2.12	2.55
5.	568	47.97	.015			
4.	632	53.58	.015	7.88	2.05	4.82
6.	515	43.50	.014			
5.	568	47.97	.015	4.47	2.05	2.18
6.	515	43.50	.014			
5.	568	47.97	.015	9.54	2.05	4.65
7.	455	38.43	.014			
6.	515	43.50	.014	5.07	1.98	2.56
7.	455	38.43	.014			
6.	515	43.50	.014	10.56	1.98	5.33
8.	390	32.94	.014			
7.	455	38.43	.014	5.49	1.98	2.77
8.	390	32.94	.014			
7.	455	38.45	.014	21.45	1.78	12.05
9.	201	16.98	.011			

8.	390	32.94	.014	15.96	1.78	8.97
9.	201	16.98	.011			
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1.Man	107	72.30	.037	44.60	5.16	8.64
2.Woman	41	27.70	.036			

The above table represents the total choices for all items on 148 cases of children with above average intelligence quotients.

The critical ratio between the percentages of item one and item two is 2.91 which implies there is a slight possibility of chance. Percentages for items one and three revealed a critical ratio of 4.54. Item one is preferred over item three and item two is preferred over item three and it is assumed that item one may be rated over both items two and three.

The critical ratio between the percentages of items two and three is 1.68 and are not statistically significant. Percentages for items two and four produced a ratio of 9.21. The ratio between items two and four was greater than the ratio between items three and four and it is assumed that item two is preferred over both items three and four.

Item three produced a critical ratio over item four of 7.33.

Items four and five yielded a critical ratio of 2.55 which is not statistically significant. A critical ratio was found between the percentages of items four and six which is 4.82.

The ratio between the percentages of items four and six was greater than the ratio between items five and six and it is assumed that item four is preferred over both items five and six.

The ratio between the percentages of items five and six is 2.18. A critical ratio was found between the percentages of items of five and seven which is 4.65. The ratio between items five and seven is greater than the ratio between items six and seven and it is assumed that item five is preferred over both items six and seven.

Items six and seven furnished a critical ratio of 2.56 which is not statistically significant. The ratio between items six and eight is 5.33 and greater than the ratio between items seven and eight and it is assumed that item six is preferred over both items seven and eight.

Items seven and eight produced a critical ratio of 2.77. The ratio between items seven and nine is 12.05 and highly significant. The ratio between items seven and nine is greater than the ratio between items eight and nine and it is assumed that item seven is preferred over both items eight and nine.

The percentages of items eight and nine gave a critical ratio of 8.97 which is statistically significant.

It may be stated in general that the above nine items are preferred by fifth and sixth grade children of above average

intelligence quotients in the order listed. Only two ratios produced a statistically significant figure. The low critical ratios are due to the small number of cases involved in this division of the study. Items one and two, items two and three, items four and five, items five and six, items six and seven, and items seven and eight produced very low ratios of no statistical significance. These preferences listed may be purely by chance.

The total 148 cases divided into 72.30 per cent in favor of a man principal and 27.70 per cent preferred a woman principal. The critical ratio between these percentages is 8.64 and statistically significant. It may be stated in general that fifth and sixth grade children of above average intelligence quotients prefer a man principal.

The five following tables show rank difference correlation between boys and girls, grade five and six, below average intelligence and above average intelligence, below average intelligence, and above average intelligence and average intelligence.

The items are numbered and the percentages listed in order of preference for the first group. The percentages for the second group are listed according to item number. The rank order difference is listed for both groups. The difference between the two rank order groups and the difference squared are recorded in the last two columns.

The following formula¹ was used:

$$P = 1 - \frac{6ED^2}{N(N^2-1)}$$

¹Henry E. Garrett, Statistics in Psychology and Education
(New York: Longsman Green Company, 1926), p.361.

TABLE X
RANK DIFFERENCE CORRELATION
469 BOYS AND 397 GIRLS

ITEM	PERCENTAGES		RANK		DIFF		DIFF ²	
	BOYS	GIRLS	BOYS	GIRLS				
1. Always fair	70.12	70.45	1	2	1	1		
2. Willing to help	69.80	71.22	2	1	1	1		
3. Enjoys working	64.31	64.89	3	3	0	0		
4. Joins discussion	51.95	50.22	4	5	1	1		
5. Cheerful	50.48	52.32	5	4	1	1		
6. Visits classrooms	42.22	42.73	6	7	1	1		
7. Plays games	41.95	32.84	7	8	1	1		
8. Neat appearance	40.14	43.51	8	6	2	4		
9. Strict rules	19.03	21.91	9	9	0	0		
							<u>10</u>	
CORRELATION \neq .92								

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

The rank difference correlation between fifth and sixth boys and girls is a plus .92. This is considered a high, positive correlation. Items one and two were interchanged, item three remained the same for both groups, item four and five were interchanged, items six, seven, and eight were interchanged, and item nine remained low for both groups. It is statistically significant that fifth and sixth grade boys and

girls prefer these characteristics in approximately the same order. There is little difference in choices.

It may be stated in general that fifth and sixth grade boys and girls prefer the above characteristics in the order listed with only items one and two, items four and five, and items six, seven, and eight interchanged. Item eight was given sixth place by the girls marking the most outstanding difference in choice.

TABLE XI
RANK DIFFERENCE CORRELATION
331 FIFTH GRADERS and 335 SIXTH GRADERS

ITEM	PERCENTAGES GRADE SIX	PERCENTAGES GRADE FIVE	RANK GR 6	RANK GR 5	DIFF	DIFF ²
1. Always fair	71.26	68.66	1	2	1	1
2. Willing to help	70.84	69.41	2	1	1	1
3. Enjoys working	64.31	64.58	3	3	0	0
4. Cheerful	52.43	49.66	4	4	0	0
5. Joins discussion	52.34	49.32	5	5	0	0
6. Visits classrooms	43.43	41.05	6	8	2	4
7. Neat appearance	40.07	44.30	7	6	1	1
8. Plays games	35.55	41.73	8	7	1	1
9. Strict rules	19.71	21.30	9	9	0	0
						<u>8</u>
CORRELATION \neq .94						

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

The rank difference correlation between grades five and six is a plus .94. This is considered a high, positive correlation. Items one and two were interchanged, items three, four and five are placed in exact sequence, items six, seven, and eight were interchanged, and item nine remained in last place in both groups. It is statistically significant

that fifth and sixth grade children prefer these characteristics in practically the same order. There is little difference in choices.

It may be stated in general that fifth and sixth grade children prefer the above characteristics in the order listed with only items one and two, and items six, seven and eight interchanged. Item six was given eighth place by grade five marking the most outstanding change in choice.

TABLE XII
RANK DIFFERENCE CORRELATION
BELOW AVERAGE AND ABOVE AVERAGE INTELLIGENCE

ITEM	PERCENTAGES BELOW	PERCENTAGES ABOVE	RANK BELOW	RANK ABOVE	DIFF	DIFF ²
1. Willing to help	70.69	71.62	1	2	1	1
2. Enjoys working	64.44	68.41	2	3	1	1
3. Always fair	64.01	76.77	3	1	2	4
4. Joins discussions	50.00	47.97	4	5	1	1
5. Cheerful	46.12	53.38	5	4	1	1
6. Neat appearance	44.40	38.43	6	7	1	1
7. Visits classrooms	43.97	43.50	7	6	1	1
8. Plays games	43.75	32.94	8	8	0	0
9. Strict rules	22.63	16.98	9	9	0	<u>0</u>
						10
CORRELATION + .92						

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

The rank difference correlation between fifth and sixth grade children of below average intelligence quotients and above average intelligence quotients is a plus .92. This is considered a high, positive correlation. Item one, two and three, items four and five, and items six and seven were interchanged. Items eight and nine were placed in exact

sequence by both groups. It is statistically significant that fifth and sixth grade children of below average and above average intelligence quotients prefer these characteristics in approximately the same order. There is little difference in choices.

It may be stated in general that fifth and sixth grade children of below average and above average intelligence quotients prefer the above characteristics in the order listed with items one, two and three, items four and five, and items six and seven interchanged. Items eight and nine remained the same for both groups. Item three was given first place by the above average group marking the most outstanding in choice.

TABLE XIII
RANK DIFFERENCE CORRELATION
BELOW AVERAGE AND AVERAGE INTELLIGENCE

ITEM	PERCENTAGES BELOW	PERCENTAGES AVERAGE	RANK BELOW	RANK AVERAGE	DIFF	DIFF ²
1. Willing to help	70.69	71.67	1	2	1	1
2. Enjoys working	64.44	64.20	2	3	1	1
3. Always fair	64.01	72.21	3	1	2	4
4. Joins discussions	50.00	49.66	4	5	1	1
5. Cheerful	46.12	52.51	5	4	1	1
6. Neat appearance	44.40	41.71	6	7	1	1
7. Visits Classrooms	43.97	41.92	7	6	1	1
8. Plays games	43.75	38.32	8	8	0	0
9. Strict rules	22.63	19.16	9	9	0	0
						<u>10</u>
CORRELATION $\frac{7}{10}$.92						

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

The rank difference correlation between fifth and sixth grade children of below average and average intelligence quotients is a plus .92. This is considered a high, positive correlation. Items one, two, and three, items four and five, and items six and seven were interchanged. Items eight and nine were placed in exact sequence by both groups. It is

statistically significant that fifth and sixth grade children of below average and average intelligence quotients prefer these characteristics in approximately the same order. There is little difference in choices.

It may be stated in general that fifth and sixth grade children of below average and average intelligence quotients prefer the above characteristics in the order listed with items one, two and three, items four and five, and items six and seven interchanged. Items eight and nine remained the same for both groups. Item three was given first place by the average group marking the most outstanding change in choice.

TABLE XIV
RANK DIFFERENCE CORRELATION
ABOVE AVERAGE AND AVERAGE INTELLIGENCE

ITEM	PERCENTAGES ABOVE	PERCENTAGES AVERAGE	RANK ABOVE	RANK AVERAGE	DIFF	DIFF ²
1. Always fair	76.77	72.21	1	1	0	0
2. Willing to help	71.62	71.67	2	2	0	0
3. Enjoys working	68.41	64.20	3	3	0	0
4. Cheerful	53.38	52.51	4	4	0	0
5. Joins discussion	47.97	49.66	5	5	0	0
6. Visits classrooms	43.50	41.92	6	6	0	0
7. Neat appearance	38.43	41.71	7	7	0	0
8. Plays games	32.94	38.32	8	8	0	0
9. Strict rules	16.98	19.16	9	9	0	<u>0</u>
CORRELATION \neq 1.00						

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

The rank difference correlation between fifth and sixth grade children of above average and average intelligence is a plus 1.00. This is a perfect, positive correlation. Both groups ranked the nine items in exactly the same order. There is a high relationship between the choices of these two

groups.

It may be stated in general that fifth and sixth grade children of above average and average intelligence quotients prefer the above characteristics in the order listed.

CHAPTER IV

CONCLUSIONS

In order to summary the data analyzed in this study a graphic representation has been constructed to display the rank order difference of the total group, boys, girls, grade five, grade six, and the three levels of intelligence.

CHART I

ITEM	TOTAL GROUP	BOYS	GIRLS	GRADE FIVE	GRADE SIX	LOW I.Q.	AV. I.Q.	HIGH I.Q.
1. Willing to help	1	2	1	1	2	1	2	2
2. Always fair	2	1	2	2	1	3	1	1
3. Enjoys working	3	3	3	3	3	2	3	3
4. Cheerful	4	5	4	4	4	5	4	4
5. Joins discussion	5	4	5	5	5	4	5	5
6. Visits classrooms	6	6	7	8	6	7	6	6
7. Neat appearance	7	8	6	6	7	6	7	7
8. Plays games	8	7	8	7	8	8	8	8
9. Strict rules	9	9	9	9	9	9	9	9

It may be noted here, as an aid to the reader, that the above characteristics will be referred to by number.

Chart I shows the rank difference order of the total group, boys, girls, grade five, grade six, low intelligence

quotients, average intelligence quotients, and above average intelligence quotients. The total group is listed in the first column in order to make comparisons with the seven group divisions of the total group.

Item one for the total group was also ranked first place by the girls, grade five, and low intelligence quotients groups. It ranked second place with the boys, grade six, average intelligence quotients, and above average intelligence quotients groups.

Item two for the total group was also placed in second rank by the girls and grade five. The low intelligence quotients group ranked it in third place giving preference to item three. Four groups rated this item first place.

Item three for total group was also ranked third place by boys, girls, grade five, grade six, average intelligence quotients, and above average intelligence groups. The low intelligence quotients group gave second place to this item.

Item four for the total group was also selected fourth place by the girls, grade five, grade six, average intelligence quotients, and above average intelligence quotients groups. The boys and the low intelligence quotients groups placed it in fifth place giving preference to item five.

Item five for the total group was also chosen for fifth place by girls, grade five, grade six, average intelligence quotients, and above average intelligence quotients groups.

The boys and the low intelligence quotients groups ranked this item in fourth place.

Item six for the total group was also given sixth place by the boys, grade six, average intelligence quotients, and above average intelligence quotients groups. The girls and the low intelligence quotients groups placed this item in seventh place giving preference to item seven. Grade five ranked this item in eighth place giving preference to items seven and eight.

Item seven for the total group was also given seventh place by grade six, average intelligence quotients and above average intelligence quotients groups. It was sixth choice for girls, grade five, and low intelligence quotients groups. The boys ranked this item in eighth place giving preference to item eight.

Item eight for the total group was also selected for eighth place by all the groups except the boys and grade five which ranked this item in seventh place.

Item nine was in ninth place for the boys, girls, grade five, grade six, and the three levels of intelligence.

In summarizing Chart I, it may be concluded that in general no great differences in choices are discovered, between boys, girls, grade five, grade six, and the three levels of intelligence. Items one, two and three were all interchanged among the first three choices. The low

intelligence quotients group placed item two as their third choice, while all the other groups made it their first or second. Items four and five were interchanged only by the boys and the low intelligence quotients groups. Grade five placed items seven and eight in preference over item six. The boys placed item eight over item seven.

It may be stated in general that no great difference exist in rank correlation between the seven group divisions. The average intelligence quotients and the above average intelligence quotients groups ranked the items in exactly the same order and only interchanging items one and two from the total group. The group gave favor to item two over item one. Items three through nine fall in sequence.

The following is a brief summary of the six purposes stated in Chapter I:

1. The sampling of 423 fifth and sixth grade children produced the characteristics desired by these children in elementary principals. The items selected are listed in Chart I.
2. The percentages obtained from the total choices were placed in order of preference and check by critical ratio technique and rank order correlation. Chart I, shows the preference order for all groups.
3. No great difference were discovered between fifth and sixth grade preferences.

4. No great differences were revealed between the choices of boys and girls.

5. No great difference were disclosed between the below average intelligence quotients, average intelligence quotients, and above average intelligence groups.

6. The girls, boys, grade five, grade six, and the three levels of intelligence, definitely preferred a man principal.

Suggested Further Study:

1. Perform study on another group from a different locality.
2. Retest same group.
3. Retest items of close selection
4. Reconstruct checklist using new items from sampling results.
5. Retest using different grade levels.

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