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Thesis

HIGH-SCHOOL PUPIL PARTICIPATION IN RELATION
TO SOCIO-ECONOMIC STATUS

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Doctor of Education

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CHAPTER I

THE UNIQUENESS OF THE AMERICAN HIGH SCHOOL

1. Its Growth and Development

"The uniqueness of the American pattern can be summed up in two sentences. In the United States, less than a third of the boys and girls 16 to 17 years of age are not attending school. In the four British countries, less than a third of the same age are attending school."^{1/} To educators in this country who have been continually concerned with the non-attending one-third, the above statement may appear rather unimportant. Yet the relatively large number of pupils in American secondary schools plus the concern for extending education are perhaps more characteristic of this country than any other in the world.

Motivating this concern for extending education have been several factors. The first factor was a derivative of European backgrounds. Reflecting the religious movements of the late Reformation period, the early settlers felt impelled to prepare religious leaders. Harvard is the classic example at the college level; Latin grammar schools were its "prep"

^{1/}James B. Conant, Education and Liberty, the Harvard University Press, Cambridge, Mass., 1953, p. 2.

correlates. A different emphasis and a second factor emanated from the humanistic elements of eighteenth century intellectual life-trending back through the Renaissance to the tradition of the Golden Age of Greece. This emphasis expressed itself when private academies were established to prepare the future leaders of this country's social, civic and economic life. (In England, a subsequent development for similar purposes was the "public school".) Other factors were political and economic in nature. The extension of the suffrage in the early part of the nineteenth century brought political pressure for more education, hence better opportunities, for the workingman's son. At the same time the expanding business life of the country created a need for trained white collar workers which the secondary school attempted to provide.

Another factor scarcely recognized at first and even today less perceivable because of its apparent intangibility has been the need for high schools to prepare for local, national and, within recent years, for international citizenship. The fulfillment of this need has found expression in activities as divergent as the memorization of Lincoln's Gettysburg address and the organization of student councils. Regardless of the character of activities relevant to the citizenship aim, a common hope and belief has been continually expressed that secondary education was both a desirable and necessary

medium for citizenship education.

In response to this sentiment and to the aforementioned political, economic, and social influences, our high schools have been established and have developed through the years. The first high school was founded in Boston in 1824. Subsequently, many private academies became semi-private and public academies - in reality, high schools. Membership in these schools did not increase impressively during the 19th century; the 20th century has seen a growth of from 6,005 high schools in 1900 to 24,314 in 1946.^{1/} The increase in the numbers of schools has been accompanied by enlargement and development of curriculums. The concept of the secondary school as a medium for terminal liberal education has been generally discarded; the college preparatory, vocational training and citizenship education functions have been strengthened and advanced.

2. The Sociologist Looks at the High School

These various functions of the high school have been of interest not only to the educator but also to the sociologist. The sociologist is concerned with the school as an institution set up by a society to carry out certain tasks adjudged to be important to that society. The nature and extent of these tasks reflect the conditions and values of a given society.

1/Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education, McGraw-Hill Book Company, Inc., New York, 1949, p. 5.

In the United States, the conditions and values would seem to be those of a democracy and, according to Sorokin:^{1/}

"One of the most conspicuous characteristics of the so-called 'democratic societies' is a more intensive vertical mobility compared with that of the non-democratic groups. In democratic societies, the social position of an individual, at least theoretically, is not determined by his birth; all positions are open to everybody who can get them; there are no judicial or religious obstacles to climbing up or going down. All this facilitates a 'greater vertical mobility'".

The Encyclopedia of Social Sciences^{2/} discusses vertical mobility in terms of social mobility which is defined as "the movement of individuals or groups from one social position to another and the circulation of cultural objects, values and traits among individuals and groups." Since a society characterized by social movement and change (i.e. vertical social mobility) would logically assign to its schools tasks related to such conditions, the sociologist subsumes the concept of the school as an agent of vertical social mobility.

How does the sociologist justify this subsumption? The sociologist designates the school as an agent of vertical social mobility on the grounds that there exists a definite relationship between vertical social mobility, our democratic ideals and the functioning of our schools. As Sidney Hook expresses it, "Education then, for a democratic society goes

^{1/}Pitirim Sorokin, Social Mobility, Harper and Bros., New York, 1927, p. 138.

^{2/}Encyclopedia of the Social Sciences, The Macmillan Company, New York, 1933, p. 554.

hand in hand with education for growth. But why continuous growth even if democracy is accepted as a social goal? There are at least two justifications for growth. One flows from the nature of the democratic ideal which is incompatible with fixed social divisions."^{1/} Warner, in his studies on social stratification, contends "The principal forms of mobility in this country are through the use of money, education, occupation, talent, skill, philanthropy, sex and marriage. Although economic mobility is still important, it seems likely now that more people move to higher positions by education than by any other route."^{2/} Hence the sociologist subsumes the concept of the school as an agent of vertical social mobility. This is a debatable issue. For purposes of this study, however, the point of view of the writer will be based on the assumption that high schools, in fostering social mobility, support the functioning of democratic educational aims.

Assuming then, the desirability of the American high school working for the individual finding his own place in our society and against fixed social positions, how might he expect the high school to work toward this goal? Thinking first in terms of vocational preparation, it can be postulated that a high school that affords opportunity for vocational preparation

^{1/}Sidney Hook, "The Ends of Education", Journal of Educational Sociology, (November, 1944), 18:173-184.

^{2/}W. Lloyd Warner, Marcia Meeker, and Kenneth Eels, Social Class in America, Science Research Associates, Inc., Chicago, 1949, p. 23.

to all of its pupils with the maximum regard for the pupil's interests and abilities and the minimum regard for his socio-economic status - this high school would be projecting a dynamic and fluid society. Considering the area of citizenship education, it can secondly be postulated that a high school which encourages participation in all class and extra-class activities without restrictions based on socio-economic status would be working for the weakening of the barriers of class and caste.

3. The High School and Vertical Social Mobility

Do our high schools foster vocational preparation and participation in all activities without regard for socio-economic status? No definite answer seems forthcoming. Examples to support a positive reply to the question have been cited in the Yankee City and Jonesville studies.^{1/} These studies showed some pupils' mobility potential receiving encouragement through participation in high school athletic programs and through inspiring contacts with high school faculty members. In his book, Street Corner Society, Whyte also gave evidence of a positive nature when he asserted, "Most of the college men were set apart from their fellows as early as the ninth grade. When they were still children, they fitted into a pattern of activity leading toward social

^{1/}W. Lloyd Warner et al, Yankee City Series, Yale University Press and Democracy in Jonesville, Harper and Brothers.

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mobility."^{1/} (One may react negatively to the expression "set apart".) Yet, reverting again to Warner, an equivocal conclusion can be anticipated from this statement in Social Class in America, "Social class research demonstrates that our educational system performs the dual task of aiding social mobility and, at the same time, working effectively to hinder it."^{2/} And, indeed, an equivocal conclusion seems the only feasible one as relevant literature is perused.

Class value conflicts.-- Ambiguity is present. It is evident when one considers the extension of time, energy and money involved in vocational and general education as well as guidance activities concomitant with the numbers of drop-outs, academic failures and apathetic members. Many social class researchers have highlighted class value conflicts as the crux of the matter. Succinctly, high schools have middle class value systems; some high school students do not. Havighurst, in Adolescent Character and Personality,^{3/} lists lower class values as being related to food, leisure, family solidarity, honesty, responsibility and loyalty to the individual group in comparison with the values of adolescent culture which are given as social participation, loyalty to church, school and the informal clique, individual achievement and responsibility.

^{1/}William F. Whyte, Street Corner Society, University of Chicago Press, Chicago, 1943, p. 100.

^{2/}W. Lloyd Warner, Social Class in America, op. cit., p. 10.

^{3/}Robert J. Havighurst, Adolescent Character and Personality, John Wiley and Sons, New York, 1949, p. 31.

More indirectly, the Forty-third Yearbook of the National Society for the Study of Education, in discussing how adolescents learn personal and social adjustments states,^{1/} "Lower-class children will be hurried through this stage (high school) to early jobs and early marriage. Middle class children will be held back from economic independence and early alliances until they have 'completed' their education." Whyte^{2/} notes in his college boys, as opposed to his street corner gang, the adoption of middle class value patterns and the rejection of personal ties, and supposedly, the lower class value system. If the lower-class value system is firmly rooted in the school youth, he may reject school opportunities, according to Davis in Social Class Influences on Learning,^{3/} and actually fear success at school as threatening "disapproval, ridicule or rejection of the individual by his family, play group, gang, church and so on." Similarly, the study of socialization and the adolescent personality incorporated in the Forty-third Yearbook of the National Society for the Study of Education noted the characteristic avoidance by the lower-class child of "behavior and situations which reveal weak status positions". Considering that high school

^{1/}Committee on Adolescent Socialization, National Society for the Study of Education, Adolescence, Forty-third Yearbook, Part 1, Public School Publishing Company, Bloomington, Illinois, p. 198-214.

^{2/}W. F. Whyte, op. cit., p. 108.

^{3/}Allison Davis, Social Class Influences on Learning, Harvard University Press, 1949, p. 29.

opportunities are instigated and operated from the point of view of the middle-class educator and considering that this point of view may not be congenial with that of the lower-class pupil, one can understand the resulting ambivalent situation and consequent malfunctioning of the high school as an agent of vertical social mobility.

Social class and school learning.-- Obviously, divergencies in class values reflect differing backgrounds and experiences. Many sociologists and educators have advanced the argument that the class differences in experiences relating to socio-economic backgrounds have seriously hindered the success of the lower-class child in an academic atmosphere conditioned by and for the middle-class pupil. Woodbury,^{1/} in his study of the effect of community status on the differential achievement of school children, found no conclusive evidence to support such a view. He states, "With but very few exceptions, the findings of this study are such as to conclude that community status of children does not have a significant bearing upon their differential achievement in academic skills and subject-matter content at the fourth, sixth and eighth grade levels."^{2/} Theoretically supporting an opposite point of view is Allison Davis in his lectures and

^{1/}C. A. Woodbury, The Effect of Community Status upon Differential Achievement of School Children, Unpublished Doctorate Dissertation, Boston University, 1952.

^{2/}C. A. Woodbury, op. cit., p. 182.

writings relating to social class influences on learning.

Davis, particularly concerned with tests, maintains that the "narrow scope of the tests penalizes most heavily the pupils of the lower socio-economic groups, because these groups have the least training and motivation to solve academic problems.

--- We discovered that a large proportion of the items in each of these tests discriminated between children from the highest and lowest socio-economic levels."^{1/} Subsequently, a study conducted by Eels, Davis and Associates and published under the title of Intelligence and Cultural Differences,^{2/} concentrates on several relevant questions, the more significant of which are: 1. What is the degree and nature of the relationship between I.Q.'s and cultural or status level? 2. Do children from high status homes do better than children from low status homes on all items in intelligence tests in about the same proportion or is there wide variation among the different items? 3. Are there significant differences in the status differences shown by the different types of items? Briefly, the major findings revealed that the degree and the nature of the relationship between I.Q.'s and cultural or status level vary with the test and age of the pupil and that there were differences between the extremes in the group but much

^{1/}Allison Davis, op. cit., p. 39.

^{2/}Kenneth Eels, Allison Davis and Associates, Intelligence and Cultural Differences, University of Chicago, 1951, p. 51-56.

overlapping. Status difference from test item to item were found. In regard to type of item, a status difference in verbal items was noted but no status difference on picture or geometric design items. Since high school learning situations are for the most part highly verbal, it is not too supposit-
ional to assert that the lower class pupil may not be able to fully grasp all offered learning experiences and, consequently, is hindered from a full utilization of high school opportu-
nities.

It is not difficult to extend this discussion of the lower-class pupils' verbal difficulties to an involvement with the question of failures among students with poor socio-economic backgrounds. An abnormal proportion of failures among these pupils was one of the revelations of Hollingshead's Elmtown's Youth.^{1/} Hollingshead noted a 2.9 percentage of failing students in Classes I and II (the highest), a 2.7 failure percentage in Class III, 10.0 in Class IV and 23.1 in Class V. Since this last proportion is beyond that to be expected from the intelligence scores of this group, Elmtown's high school, through its dualistic operations, would seem to have discriminated against the high school pupil of low socio-economic status. In the pedagogical area, educators, in discussing the problem of school failures, ascribe them to

^{1/}August B. Hollingshead, Elmtown's Youth, John Wiley and Sons, Inc., New York, 1949, p. 173.

such causes as low intelligence, lack of interest, inability to see the need of the subjects being pursued, poor study habits or techniques, low reading ability and lack of application, poor health, physical handicaps, moving from school to school and poor articulation in a school system.^{1/} Many of these causes can be translated into terms of class value conflicts and the verbal difficulties discussed previously. A conclusion can be anticipated that such conditions seriously handicap the mobility chances of some pupils.

Again the class value conflict can provide a reason for the lack of participation noted in high school social activities. The discomfiting spectacle of sponsors pushing and pleading for membership and support of high-school activities can be understood as resulting from differences in abilities and interests but also from differences in meeting adolescents' social needs. All adolescents have "the need to establish satisfying friendships with individuals from both sex groups and to experience a sense of genuine acceptance by a group of admired contemporaries."^{2/} Does the lower class youngster get this "sense of genuine acceptance" in most high schools? Goldschmidt, in his study of a California agricultural community, claims that the high school studied enforced a "high degree of democracy" and served as a "major integrative

^{1/}R. J. Kent and H. H. Kronenberg, op. cit., p. 194.

^{2/}N. S. S. E. Yearbook, op. cit., p. 3.

force."^{1/} Not as favorable are the reports of other studies. Warner, in Democracy in Jonesville, quotes a high school youngster as saying, "Clannish - if you ever sit in their group at the drugstore or bowling alley, their conversation won't include you".^{2/} Havighurst, in describing three unadjusted groups, found one of these to be members of upper lower-class families with poor character reputations judged by the standards of the high schools.^{3/} A relationship between attendance at school dances and class level was noted by Hollingshead when he discovered the best attendance records to be possessed by Classes I and II, Class IV had the worst and pupils from Class V did not attend at all.^{4/} Neugarten, in her study of social class and friendship among school children notes that: "At the high school level, upper status is a sure indication that the adolescent will at least be the center of attention in his group, whether his reputation is favorable or unfavorable. As the lower class child grows older, he drops out of school or, by taking on the behavior and values of the middle class associates, he tends to lose his distinguishing lower-class features."^{5/} Shannon and

^{1/}Walter R. Goldshmidt, As You Sow, Harcourt Brace, New York, 1947, p. 100.

^{2/}W. Lloyd Warner, Democracy in Jonesville, op. cit., p. 75.

^{3/}Robert J. Havighurst, op. cit., p. 47-56.

^{4/}A. B. Hollingshead, op. cit., p. 198.

^{5/}Bernice L. Neugarten, "Social Class Friendships Among School Children," American Journal of Sociology, (Jan.1944)51:305-313.

Kettle, in an article entitled "Economic Discrimination in School Activities", studied the relationship between rentals and membership in school groups. In a very poor school area, they discovered the mean rental to be \$19.55. "Yet the mean home rental of pupils in 16 of the 21 activities considered was above that of the student body mean. Roughly, for example, the mean for pupils in inter-scholastic tennis was 40 per cent higher; that for drum majorettes, 30 per cent higher; the staff of the annual, 20 per cent higher."^{1/} From these studies, one can reasonably doubt the presence of a "sense of genuine acceptance" for the lower-class high school pupil.

4. The Significance of the Participation Problem

The importance of social divisiveness at the high school level is greater than is sometimes acknowledged. Significantly, Davis points out: "In our society, an individual is born into a family which is a member of such a socially ranked group. His family's social and sexual participation is largely limited by its own class group. His opportunities for social learning are limited by the pressure which he receives from groups above and below him to restrict his social participation, that is, to "keep him in his social place". The effect of such pressure is usually to prevent him from learning new habits and thus from increasing his social and economic privileges."^{2/}

^{1/}J. R. Shannon and M. R. Kettle, "Economic Discrimination in School Activities", Clearing House, (Oct. 1944), 22:71-73.

^{2/}Allison Davis, op. cit., p. 5.

Advancing beyond the concept of the individual welfare, society's interests are well considered when Davidson and Anderson state: "For within the limits permitted by hereditary differences in endowment which do not level themselves to nurtural alteration, it will be possible to equip youth born on any level and reared in any home environment to take a place not fixed by undemocratic institutions of stratification but by institutions devised to use the potentialities of the nation's manpower more productively."^{1/} Hence the question of participation is not only one of individual happiness but also one of developing each individual to his greatest capacity in order that he be an asset to society. The high school youth cannot achieve this development unless he participates. "He can learn a particular culture and a particular moral system only from those people who know this behavior and exhibit in frequent relationships with the learner."^{2/}

How much does the high school youth participate? Is his participation in class and extra-class activities limited by his socio-economic status? The purpose of this study is to find answers to these questions in terms of one high school. The central problem of the writer is to analyze pupil participation in class and extra-class activities in relation to socio-economic status and potentialities for vertical social mobility.

^{1/}Percy E. Davidson and H. Dewey Anderson, Occupational Mobility in an American Community, Stanford University Press, Stanford, California, 1937, p. 113.

^{2/}A. Davis, op. cit., p. 10.

CHAPTER II

DEMOCRACY AND THE AMERICAN HIGH SCHOOL

1. Sociological Considerations

We have been nurtured so long on the Horatio Alger or rags-to-riches myth that we find it somewhat revolting to recognize that social differentiations exist in our so-called classless society and to further face the reality that these social differentiations influence the class and the extra-class experiences of our school age citizens. Yet we must consider socio-economic status as a possible limitation to a high school student's activities and ambitions.

Some of the first reliable evidence of socio-economic restrictiveness appeared in the findings of community sociological research. An early and almost classic effort in this area was Middletown by Robert and Helen Lynd.^{1/} As the Lynds studied their mid-western community and the school in Middletown, they found that high school students of business-class families received encouragement for education beyond high school in relation to their fitness for such education whereas, among lower-class students, many drop-outs were

^{1/}Robert and Helen Lynd, Middletown, Harcourt, Brace and Company, New York, 1929.

apparently due to the economic status of the pupil's family and a consequent lack of proper clothes and other accoutrements for a satisfactory social life. A second investigation in the 1930's, entitled Middletown in Transition,^{1/} discovered the school circumscribed by the rigors of the depression. A strong trend toward conservatism seemed to have produced a statical pressure inimical to mobility or change of any type.

Another landmark in community research, Social Life of a Modern Community by Warner and his associates,^{2/} gave attention to social class in a New England city and its schools. Again the school reflected local stratification except that the school could be used to climb socially via athletics and attendant social contacts. Considering Yankee City, the New England city studied, from the viewpoint of its ethnic population, a third volume reiterated that "athletics perform several functions --- giving ethnics with athletic skills special status in the society."^{3/} Outside of the field of athletics, however, Warner et al noted more resistance than encouragement to mobility. After this disheartening conclusion,^{4/} Warner and his associates continued in Democracy in Jonesville

^{1/}Robert and Helen Lynd, Middletown in Transition, Harcourt, Brace and Company, New York, 1937.

^{2/}W. Lloyd Warner and Alfred Lunt, The Social Life of a Modern Community, Yale University Press, New Haven, 1941.

^{3/}W. Lloyd Warner and Leo Srole, The Social Systems of American Ethnic Groups, Yale University Press, New Haven, 1945, p. 141.

^{4/}W. Lloyd Warner and Associates, Democracy in Jonesville, Harper and Bros., New York, 1949.

to emphasize the importance of the school to mobility, saying "a boy or girl has to stay in school to be mobile"^{1/} at the same time bemoaning that "we must consider the class to which a child belongs is a significant factor in his relations to the high school"^{2/} and declaring that teachers were instructed directly and indirectly about special treatment for upper-class children. All of which adds up to an ambiguous situation of which Warner was well aware.^{3/}

The relationship between athletics and mobility opportunities mentioned by Warner has been noted in other community studies. Anderson's study of a Vermont city found that the public high school offered better opportunities to Irish Catholic boys who were athletically inclined than the parochial high school.^{4/} Outside of the sphere of athletics, however, the public high school echoed the social divisiveness and prejudice of its community. On the other side of the continent, Goldschmidt^{5/} conducted a sociological investigation of a California industrialized agricultural town. Here again the son of very poor parents, in this case the migratory farm worker, might achieve high school status if he played outstanding football. Unlike Anderson, Goldschmidt indicated

^{1/}Ibid., p. 61.

^{2/}Ibid., p. 206.

^{3/}Op. cit., p. 23.

^{4/}Elin Anderson, We Americans, Harvard University Press, 1937, p. 157.

^{5/}Walter R. Goldschmidt, As You Sow, Harcourt, Brace and Company, New York, 1946, pp. 198-207.

other areas of inter-class participation when he stated that, although the school was segregated roughly along class lines, there were more opportunities to break class lines and that the school enforced a high degree of democracy.

In addition to athletic ability, superior scholastic achievement and varied social contacts have been noted as means of adolescent social ascent. Whyte's study of an urban slum section, Street Corner Society,^{1/} projected a mobility pattern consisting of enrollment in the college course, association with organizations like the YMCA rather than neighborhood groups and disassociation from the cultural archetype of the home. This pattern has been indicated indirectly in the previously mentioned works of Lynd, Warner, Anderson and Goldschmidt. A somewhat similar pattern can be found in the sociological studies of Negro-White communities in the North and South.

In these studies of communities made up of significant proportions of Negroes and Whites, we find a doubly restrictive pressure because of the existence of caste as well as class organization. Davis, Gardner and Gardner in their book, Deep South,^{2/} stated that white adolescents formed friendships across class lines but that even educational opportunities

^{1/}William F. Whyte, Street Corner Society, University of Chicago Press, Chicago, Illinois, 1943.

^{2/}Allison Davis, Burleigh B. Gardner and Mary P. Gardner, Deep South, University of Chicago Press, Chicago, 1941.

of the most meager sort were difficult for Negroes to grasp. However, the authors of Deep South declared that education was related to social mobility in both Negroes and Whites. In the case studies reported in Children of Bondage,^{1/} the mobility pattern outlined by Whyte is apparent when Davis and Dollard claim that the socially mobile colored adolescent rejects lower-class parents and their ways in favor of the standards and habits of the middle-class school teachers. Even this type of adjustment seemed scarcely available to the Negro teen-agers described in Black Metropolis.^{2/} In this study of the Chicago Black Belt, Negro pupils were steered willy-nilly into manual arts courses; between the lack of education and training for white collar jobs and sub-standard living conditions, apparent mobility opportunities are almost non-existent. Yet, in both the North and the South, a few persisted against the barriers and attained higher status. This type of situation is chronicled in Powdermaker's After Freedom^{3/} where a motivational background is provided by parents who regard education as a way to a happier life and where, in spite of defeat and frustration, higher education for Negroes has brought better economic opportunity.

^{1/}Allison Davis and John Dollard, Children of Bondage, American Council on Education, Washington, D. C., 1940.

^{2/}St. Clair Drake and Horace R. Cayton, Black Metropolis, Harcourt, Brace and Company, New York, 1945.

^{3/}Hortense Powdermaker, After Freedom, Viking Press, New York, 1939.

The idea of varying degrees of mobility opportunity in relation to education is a common thread running through the complicated weaves of numerous community sociological studies. The same thread in a different weave is discovered when one reads educational books with sociological overtones.

2. As the Educator Sees It

A typical example of a book emphasizing both education and sociology is Allison Davis' Social Class Influences upon Learning.^{1/} Davis highlighted the divergence between the curriculum offerings and values of the middle-class school and the life conditions and values of the lower-class pupils. The area of intelligence testing appeared to penalize most heavily the youngster from a poor socio-economic background. To further investigate this hypothesis, Davis in conjunction with Eels, Havighurst, Herrick and Tyler^{2/} worked on a study to find out the relationship between intelligence and cultural differences. The method used consisted of four main steps:

1. The collection of intelligence test data;
2. The socio-economic classification of pupils;
3. An analysis of the relation between social status and the I.Q.'s secured from the tests;
4. The analysis of individual test item responses in terms of several subgroups of pupils.

^{1/}Allison Davis, op. cit.

^{2/}Kenneth Eels, Allison Davis and Associates, op. cit.

As the writer noted in Chapter 1,^{1/} status differences were found in verbal items. What is the relationship between this finding and the encouragement of vertical social mobility? Simply this. If the lower-class pupil is discouraged by an overly verbalized school environment his chances of participation in and utilization of high school opportunities are doubtful. Ergo, his chances of vertical social mobility via education seem also in jeopardy.

Davis' point about the conflict between class values has been of concern to other educational researchers. In Havighurst and Taba's study of adolescent character and personality,^{2/} two questions relevant to this thought were asked: (1) To what extent is character development influenced by the value systems of the social groups to which the individual belongs or to which he relates himself positively or negatively; (2) To what extent is the individual character influenced by his values, interests and goals?^{3/} As in Davis' work, Havighurst and Taba emphasized the conflict between lower-class home values and those of the middle-class school. A different note was added, however, when the authors described the cases of several different adolescents and their involvement in this conflict. Categorizing personality into five types - self-directive, adaptive, submissive, defiant and unadjusted - the conclusion

1/See p. 10.

2/Robert J. Havighurst and Hilda Taba, *Adolescent Character and Personality*, John Wiley and Sons, New York, 1949.

3/Ibid., p. 11-12.

they reached was that the self-directive and submissive lower-class pupils would advance by means of high school education.

Two more limited and more precise studies in this field were made by Joseph A. Kahl and A. N. Hieronymous. Kahl's ^{1/} doctorate dissertation sought to discover the determinants of adolescent ambition in 20 selected cases. Kahl interviewed pupils, parents and teachers; secured aspiration levels for his cases; administered the Thematic Apperceptive Test and a completion test, and explored all relevant school records. As a result, he concluded that there were two outstanding determinants of adolescent ambition: (1) parental pressure; (2) scholastic standing. Hieronymous entitled his work, "A Study of Social-Class Motivations: relationships between anxiety for education and certain socio-economic and intellectual variables," ^{2/} and employed four techniques:

1. The Sims Socio-Economic Rating card
2. A questionnaire on attitude toward education
3. A socio-economic expected scale of occupations
4. The Iowa Tests of Educational Development.

Resulting intercorrelation statistics prompted these inferences:

1. Socio-economic status is more closely related to the level of socio-economic expectations than test intelligence.

1/J. A. Kahl, Adolescent Ambition, Unpublished Doctorate Dissertation, Harvard University, 1951.

2/A. N. Hieronymous, "A Study of Social Class Motivations", Journal of Educational Psychology, (April 1951), 42:193-205.

2. The relationship between socio-economic status and attitude toward education is scarcely significant (r is .30).
3. The relationship between socio-economic expectation and attitude toward education is more pronounced (r is .50).
4. The correlations between the first three instruments and the Iowa Test of Educational Development were moderately high.

From the first inference, it is possible to gain support for the thesis that low socio-economic status influences a pupil's grasp of educational opportunities more than does test intelligence.

The educational opportunities referred to above are primarily academic; the high school also offers opportunity for social education. The social aspect of the secondary school is deemed of considerable importance because "the need to establish satisfying friendships with individuals from both sex groups and to experience a sense of genuine acceptance by a group of admired contemporaries" ^{1/} is widely recognized. Educators have become increasingly conscious that this need is not being met and that "family socio-economic status is an increasingly important factor in affecting those with whom

1/C. Pope, "Personal Problems of High School Pupils", School and Society, (April 1943) 57:443-448.

boys and girls associate".^{1/} The child from a poor background, economically speaking, may be rejected with a resultant psychological damage described by Carolyn Zachry:^{2/} "Differences in economic status, in national and ethnic origin, largely ignored among playmates in the elementary school age, in adolescence are not unlikely to give rise to keen self-doubt and hostility". Self-doubt and hostility taken in combination with other factors may lead to lack of attendance at high school as noted in a study by George S. Wright.^{3/} Wright states;

"Students can go to school and spend little or no money. But they are barred from many of the school activities; they cannot take regular laboratory courses and they must go around in what is to the high school youngster the supremely embarrassing condition of having no change to rattle in their pockets, no money to contribute to a party, no possibility of being independent in their dealings with their friends."

(In light of the many available part-time jobs, one would wonder at a penniless teen-ager if one were not also aware of the still-prevalent custom of "turning in" all earned money to the family.)

Such negative emotional states in combination with a lack of academic success lead not only to an apathetic high school membership but, in some cases, to a departure from the school

^{1/}Elizabeth H. Hurlock, Adolescent Development, McGraw-Hill Book Co., New York, 1949, p. 426.

^{2/}Carolyn B. Zachry, Emotion and Conduct in Adolescence, Appleton-Century-Crofts Incorporated, New York, 1940, p. 363.

^{3/}G. S. Wright, "High School Attendance and Family Income", (June 1947), School Life, 29:7-10.

at the earliest possible age. A study indicative of this situation was made by C. B. Smith ^{1/} and presented some interesting data: (study made during years 1940-1943).

<u>Socio-economic Level</u>	<u>Percentage Drop-outs</u>	<u>Percentage of School Body</u>
A and B	0	10
C	15	35
D	60	45
E	25	10

From his study, Smith concluded that "It is clear that socio-economic status has something to do with the decision to drop out of school; for, of the boys and girls who dropped out, relatively larger proportions are classified in the two lowest groups." It is almost superfluous to point out that the mobility-through-education chances of drop-outs are negligible.

Thus far, the writer has described very briefly some of the findings of sociological community studies and educational research relevant to the school, its relation to local socio-economic stratification and its possible encouragement to vertical social mobility. These findings have sometimes been parts of larger studies, as in the case of Social Life in a Modern Community, ^{2/} or information discovered in the exploration

^{1/}C. B. Smith, "A Study of Pupils Dropping Out of a Mid-Western High School," School Review, (March 1944), 52:151-156.

^{2/}W. L. Warner and A. Lunt, op. cit.

of a different topic, as in Adolescent Character and Personality, or data gathered in a work of limited scope, as in Hieronymous' study of social-class motivations. In no case has the emphasis been fully and directly on the problem of participation in high-school activities in relation to socio-economic status. A book containing such an emphasis exists. It is Elmtown's Youth by August B. Hollingshead.^{1/}

3. Elmtown's Youth

Since Elmtown's Youth is so clearly related to the problem of this dissertation, it would seem important to concentrate on this noteworthy study. As Hollingshead states:

"This study was focused on the study of the social behavior of high-school adolescents in Elmtown, Homestate, U. S. A. during the school year, 1941-42, to determine whether the observed behavior of high-school adolescents was related to the position their families occupied in the community's social structure."^{2/}

The data about the 735 pupils studied was gathered by means of informal contacts; research in newspapers, historical pamphlets and civic records; visits with adolescents and their parents; administration of the Mooney Problem Check List, Bavelas' Ideas on Moral Values, Guess Who and an Interest Inventory; autobiographies of the youngsters; interviews with the students and practically all adults in direct contact with them. Stratification procedures were checked carefully and 37

^{1/}August B. Hollingshead, Elmtown's Youth, John Wiley and Sons, New York, 1949.

^{2/}Ibid., p. 10.

mature, stable raters were secured for the 535 families. Statistical procedures were used, "in the analysis of data, we have relied upon statistical procedures to give us the answer to the question on which this research was focused: Is there a significant relationship between an adolescent's behavior and the class to which his family belongs?"^{1/} Chi square was employed to test the significance of the relationship between class position and the behavior of the adolescent; the 1 per cent level of probability was adopted as the criterion of significance, the degree of relationship was measured by the coefficient of contingency. As a result, 25 tables covering apparently all phases of adolescent life were constructed.

Hollingshead's conclusion is that:

"Therefore, we can conclude with confidence that adolescents who have been reared in families that possess different class cultures may be expected to follow different behavior patterns in their responses to situations they encounter in their participation in the community's social life. Furthermore, this study, if it has done nothing else, has demonstrated clearly that, for a complete cross section of a relatively homogeneous age and sex group in one community in contemporary America, the home the adolescent comes from conditions in a very definite manner the way he behaves in his relations with the school, the church, the job, recreation, his peers, and his family."^{2/}

This conclusion supports the thesis that there is a definite relationship between the socio-economic status of the pupil and his reaction to and participation in high school life.

1/op. cit., p. 43

2/Ibid., p. 441.

CHAPTER III

ANALYSIS OF THE PROBLEM

As stated in the opening chapter, today's high school emphasizes its function in the areas of vocational preparation (college preparation being considered part of vocational preparation) and citizenship training. Class and extra-class activities set up to perform these functions are planned to develop the pupil's potential not only toward the realization of individual fulfillment but also toward the encouragement of his maximum contribution to group life. Are these aims and procedures menaced by socio-economic discrimination? Is the high-school opportunity of public-school youth governed by his social class rather than his individual needs and abilities? Studies previously noted would tend to provide either a positive or an ambiguous answer to these questions. This study purports to consider these questions in relation to pupil participation and in terms of one high school.

The questions raised in the first paragraph justify this study from the point of investigating the functioning of a high school in a society dedicated to the ideal of democracy. Further justification is provided in that this study would suggest a procedure whereby high schools might measure student participation in relation to socio-economic status. Many high school

teachers and administrators have been concerned about high-school cliques and such groups as "sororities" which, through their exclusion policies, unreasonably restrict the social opportunities of teen-agers. The procedure outlined by the writer would be a feasible one for those interested in discovering the apparent degree of social equality within a high school.

It was assumed by the writer that the apparent degree of social equality in a high school as well as the opportunity for intellectual development depended in part on the degree to which pupils participated by reason of their individual interests and capacities rather than by reason of their socio-economic status. Consequently, this study could be defined as a status study of pupil participation in class and extra-class activities in one high-school. This study proposed to test the null hypothesis that there is no relationship between socio-economic status and pupil participation in class and extra-class activities in one high school.

The Determination of Socio-Economic Status

In testing this hypothesis, the first step was to establish the socio-economic status of the pupils. For this purpose the writer planned to use Warner's Index of Status Characteristics. This technique provides a numerical measure of socio-economic status by means of weighted ratings of parental occupation,

source of income, house, and neighborhood. Warner supplies a scale to show the socio-economic equivalent of the sums of these ratings. The socio-economic rating of the head of the adolescent's household determines the adolescent's socio-economic rating. The information necessary for the utilization of this technique was to be obtained by means of a questionnaire, school records, and field work in the matter of house and neighborhood rating.

The Index of Status Characteristics.-- The Index of Status Characteristics rating for each pupil would make possible the structuring of the entire school population according to Warner's six-class stratification. Those pupils whose total scores were from 12-22 would be in the upper-class category; from 25-34 would be upper-middle class; from 37-50 would be lower-middle class; from 54-63 would be upper-lower class; from 67-84 would be lower-lower class. The classification of marginal scores would be done by the writer on the basis of the probable acceptance of a given family by a given class. In this the writer would depend on previous experience in the area or on knowledge gained from people able to give a fairly reliable estimate of the acceptance of a given family by a given class. From the structuring of the school population, the proportions for the various socio-economic levels within the school could be obtained.

The Consideration of Class and Extra-Class Groups

The use of chi-square.-- After obtaining these proportions, the next step would be the grouping of the entire school population into class and extra-class units in order to see how the status rating proportions of the various groups compared with the proportions of the whole school population. Chi square, in its "goodness of fit" function, was to be used to find out which groups had proportions significantly different from those of the entire school population.

As a result of the chi-square technique, the in-school groups could be studied to discover the direction of their differences from the socio-economic make-up of the entire school population. After discovering the direction of their differences, it would be possible to categorize the class and extra-class groups within the school into three main divisions: those groups whose membership was made up of a significantly higher proportion of upper-class students than is characteristic of the entire school population; those groups whose membership was made up of a significantly higher proportion of lower-class students than is characteristic of the entire school population; and those groups whose membership was either typical of the entire school population or whose membership was significantly different in both the upper and lower brackets and, consequently, the differences cancelled themselves out.

Vertical social mobility.-- The establishment of these divisions would relate to a consideration of this high school as an agent of vertical social mobility. The writer assumed that the encouragement of vertical social mobility in a high school depended to a considerable degree on how much opportunity was present for members of the various social classes to participate in groups made up predominantly of members from another class or classes. Since this type of opportunity facilitates the learning of new habits and the opening up of larger social and economic opportunity, it promotes vertical social mobility.

A projected mobility scale.-- Working on this assumption, the writer planned to construct a mobility scale based on the following factors: the pupil's parental socio-economic status, his course membership, his vocational plans, and his membership in extra-class groups. If, for instance, a pupil whose parents belonged to Class VI, took a course whose membership was predominantly Class III; planned to enter a profession (Class I); belonged to extra-class groups whose membership was predominantly Class II or III - this pupil would be categorized as mobile in an upward direction. Again, a pupil whose parents belonged to Class IV, taking a course whose membership was predominantly Class IV; planning to work as a minor clerk (Class IV); and belonging to extra-class groups associated with Class IV - this pupil would be classified as immobile or level. On the other hand, a pupil whose parents belonged to Class III, taking a

course whose membership was predominantly Class V; planning to do semi-skilled manual work (Class V); and belonging to extra-class groups associated with Class VI or V - this pupil would be classified as mobile in a downward direction. Objectifying this concept, the projected mobility scale would appear somewhat like the following:

PROJECTED MOBILITY SCALE

Pupil	Parental Status	Course Membership	Vocational Plans	Extra-class Membership	Mobility Rating
1	VI	III	I	II, III	Up
2	IV	IV	IV	IV	Level
3	III	V	V	VI, V	Down

Out-of-school activities.-- More than one limitation of this scale was apparent. A particularly impressive one was the lack of consideration of the out-of-school activities of the pupils. It seemed probable that out-of-school work might impose restrictions on time available for extra-class activities. At the same time, a possibility appeared that membership in out-of-school groups discouraged membership in the extra-class activities of the high school. Consequently, some consideration of the out-of-school activities of the pupils became relevant and desirable; it was planned to secure data on the out-of-school

work and organized recreational activities of the pupils.

The use of the scale.-- Using this data as an adjunct to the projected mobility scale, the writer proposed to categorize the entire school population in regard to apparent mobility tendencies. The probability appeared that, in addition to the upward, level, and downward groups described previously, a number of cases might be ambiguous, not decidedly up, level, or down in their apparent mobility tendencies; hence, a fourth category for questionable cases could be added.

Mobility and other factors.-- The categorization of the school population according to apparent mobility tendencies would be followed by a further consideration of the school as an agent of vertical social mobility. A study of the mobility classifications and the data secured about the pupils would center about these questions:

1. Are the apparently most mobile upwardly the most intelligent?
2. Are good school marks synonymous with upward mobility?
3. What is the relation between apparent upward mobility and election or appointment to school offices?
4. Are the upwardly or downwardly mobile more interested in athletic school activities?
5. At what age level in high school is upward mobility tendency most apparent?
6. Are girls apparently more mobile upwardly than boys?

7. Does out-of-school work limit participation in activities encouraging to vertical social mobility?
8. Does participation in out-of-school organized teen-age activities relate to the apparent mobility pattern within the school?

For this part of the study, the sources of data were to be the initial questionnaire, school records, and the records of activity sponsors both in and out of school.

All of the above questions center about the relationship between apparent mobility tendencies and these factors: courses, scholastic rating, athletic extra-class activities, non-athletic extra-class activities, appointive and elective offices, age, sex, out-of-school work, year in school, participation in out-of-school organized teen-age activities. To explore the relationship, the writer planned to utilize the Chi square statistic. From this operation, the writer could discover if the four mobility categories differed significantly regarding the factors listed above.

POSSIBLE CONCLUSIONS

The conclusions to be reached from this study would be based on a consideration of: (1) the null hypothesis that there is no relationship between socio-economic status and participation in class and extra-class activities in one high school; (2) the apparent functioning of the high school in the encour-

agement of vertical social mobility; and (3) the relationship between apparent mobility tendencies and such factors as courses, marks, athletic and non-athletic extra-class activities, appointive and elective offices, age, sex, out-of-school work, year in school, participation in out-of-school organized teen-age activities.

CHAPTER IV

THE HIGH SCHOOL AND ITS COMMUNITY

1. Some Problems of this Study

A study of this type posed several problems. First, since the study was concerned with socio-economic status or social class, people unacquainted with the sociological facts-of-life and social research techniques anticipated undemocratic procedures or, at best, tactless and embarrassing revelations. Second, since the study concentrated on only one high school, a large high school representative of a heterogeneous population seemed desirable. Third, considerable educational research being necessary, it was important that the writer have access to school records and contacts with school personnel. Fourth, much background information about the community was needed; the writer required access to civic records and contacts with a variety of citizens within the community.

The first hazard, dealing with socio-economic status, has been circumvented by giving the community and school pseudonyms. The city has been re-christened Wyville; the school is, of course, Wyville High. In gathering and working with data, the writer used serial numbers and other simple

precautions to make sure that no pupil or school staff member was exposed to embarrassment. To meet the remaining requirements, the writer was fortunate in having lived and taught for several years in a fairly prosperous industrial community. This community, Wyville, has a population of 40,000 and diversification in its industry and types of people. The principal of the high school, officials of local service and social organizations, city officers and a few leading business men were willing to sacrifice time and effort in order that the writer gather the necessary information.

The gathering of this information was neither tiresome nor boring. Wyville, an old New England city, possesses some interesting and highly individualistic features.

2. The Geography of Wyville

Occupying about eight square miles, Wyville is located just less than 20 miles from the state capitol. The city juts out peninsula-like into the Atlantic Ocean; its waterfront comprises several small bathing beaches and a well-protected but shallow harbor. The sea penetrates the land area via two narrow inlets, called rivers by native Wyvillites. Much of the present-day land was once under water and bears the stigma of being "made" land. Crops do not flourish in abundance in Wyville's thin, rocky, typically New England soil.

Typical of New England also is the fact that the effect

of Wyville's northern latitudinal position is mitigated by its proximity to the sea. Neither winter nor summer temperatures are extreme; a -20° reading of 20 years ago is recollected as very unusual; a 100° temperature in summer is a rarity. Yet "it ain't the heat, it's the humidity". Bone-biting easterly winds make comparatively mild winters disagreeable; muggy "dog days" mar the enjoyment of summer. Rain, snow, sleet and sun come and go with a variability which the natives view with tolerant pride. A January temperature of 70° , snow in April, near-freezing in mid-summer, a diurnal range of 20 or 30 degrees - all these vagaries brought on by swift movements of high and low pressure areas make for conversation and humorous articles in the local newspaper.

The local newspaper also pays continuous homage to Wyville's past.

3. Wyville's Old Days of Glory

Wyville, in some respects, is a has-been. It looks back with justifiable pride to its former days. Settled by Puritans in the early 17th century, the sheltered harbor, convenient location and energetic inhabitants made it a flourishing colony. Unfortunately some of its energy was devoted to the persecution of non-Puritan elements in the population. The 17th century reputation of Wyville is noteworthy for a bigotry and cruelty rivaled but never outdone by other sections of the Puritan theocracy.

The negative aspects of this period were somewhat balanced by some positive aspects of Puritanism. It is characteristic that a minister encouraged the development of shipping and trade. The poor quality of the soil made farming unprofitable; the frontier and, hence, trapping possibilities had long vanished. At first, fishing and the building of fishing vessels stimulated activity in the town. Later, commerce on a coast-wise and ocean-wide basis evolved and Wyville's age of glory was in sight.

Politically speaking, the original grant of land split into seven sections all of which incorporated into separate towns. Wyville, however, was looked upon as a center of political activity. At one time, the town was considered as a possible state capitol. At another, a dispute in the colonial legislature prompted its removal to Wyville; the removal not being conducive to peaceable law-making, the legislature moved back to the capitol. In 1774, the General Court (State Legislature) met in Wyville and, after being dissolved by the British governor, organized itself into a provincial congress. The Congress, once organized, operated in a different location.

During Revolutionary times, Wyville was at the forefront of activities. Little love was held for the British: an English sympathizer was tarred, feathered and banished from the town; Tories fled en masse to Canada. Several local

companies answered the call of April 19th while large sums of money were pledged to the cause of the Revolution. Wyville's ships, converted to privateers, took many prizes; a number of Wyvillites languished in British prisons. Wyvillites also served as officers in Washington's army.

After the Revolution, Wyville attained its greatest glory. Ships from its port traded all over the world - one bringing the first ice to India. An era of "merchant princes" ensued. In one nine-year period, more than seven million dollars was collected in custom duties. The owners of the famous clipper ships built beautiful mansions, architectural masterpieces which are much admired today. Within these mansions, evidences of the oriental trade were visible in wall-paper, china, tapestries, furniture and numerous decorative items.

This glorious era came to an abrupt cessation with the Embargo Act of 1808. The forced inaction brought about a severe depression. As a result, Wyville's inhabitant's had little enthusiasm for the War of 1812, but they rallied to the cause when opportunity for privateering once more was present. Fame and prosperity returned to Wyville.

The height of Wyville's glory had passed, however. Commercial shipping resumed but several factors doomed it to a slow, lingering death: the invention of the steamboat, the inadequacy of the harbor to accommodate larger ships, the

development of the railroads and the consequent centralization of trade. By 1850, much of the city's overseas trade was on the wane; its last remnant, trade with the west coast of Africa, closed in 1873. Wyville was no longer a shipping center.

Wyvillites did not wait until 1875 to secure additional means of support. In other sections of the state, textile mills had been in operation for 50 years when the Wyville Steam Cotton Company was organized in 1840. The title of this company was significant; Wyvillites decided on an innovation. Utilizing their harbor facilities for the importation of coal, steam engines were used to provide power. Theirs was the first steam textile mill; later they were to be the first to use electric power for cotton manufacturing.

This does not mean that Wyville developed into a mill town. In the latter part of the 19th century, leather and shoe factories appeared as well as a number of small shops of various kinds. Electric lamp and radio tube manufacturing evolved with the 20th century. A healthy trend toward diversification of industries has been continuously evident. Today, Wyville can be classified as a small industrial city.

4. How Wyville Supports Itself

The present diversification of Wyville's industries is truly remarkable. The local Chamber of Commerce compiled a list of the city's manufacturers and industries which showed that, in the 125 local establishments, 63 different kinds of

activity were carried on. The principal products are cotton goods, lamps, radio tubes, leather, games and shoes. The establishments range in capital and employees from the lamp-making concern with a \$1,000,000 capital and 7,000 employees to one lone man who is his own president and treasurer while manufacturing lock-nuts. Wyville's total capital investment amounts to \$34,000,000 with a little less than half of it invested in the leather industries. Because of the increase in its plastic industry and the development of a regional power station in its midst, the city has refused to "view with alarm" the gradual moving out of the mill.

Much concern is felt, however, about its parking problem. Wyville, shire city of its county, serves as a shopping center for towns and cities within a 16 mile radius and for approximately 200,000 people. Apprehensive of the competition offered by "drive-in" buying along neighboring highways, Wyville's commercial leaders are striving mightily to keep Wyville's mercantile trade humming. The volume of sales annually amounts to about \$70,000,000 and is stimulated by activities ranging from limerick contests to back-to-school-sale days. To further prevent retrogression, municipal parking areas are being developed; bus and train services are maintained.

Almost as much time and energy is expended on the promotion of the tourist trade. Wyville re-creates its earliest days by

means of an excellent replica of the original village, a few well-preserved colonial houses and remarkably complete collections of relevant minutiae on display in museums and historic homes. The glorious era of sail-and-trade can be vividly imagined by the tourist as he visits the stately mansions, the original customhouse and wharf facilities, a very fine marine museum where the nautical aspects are emphasized as well as the exotic features of oriental trade. Since Wyville was also the birthplace and home of a famous 19th century writer, buildings associated with him and momentos of his lifetime can be viewed. All of these attractions are well advertised; the Chamber of Commerce provides appropriate literature and organized guide service.

How much profit is made from the tourist trade is difficult to ascertain. The returns from admission fees and the like do not tell the complete story since the Chamber of Commerce considers the main benefit to be derived from patronage of restaurants, hotels and stores. Even though no reliable figures can be obtained on this score, it is generally assumed that it is distinctly worthwhile for Wyville to put forth much effort to attract visitors.

As one reviews Wyville's industrial diversification and its promotional activities in the mercantile and tourist areas, one is impressed by the vitality of its people.

5. The People of Wyville

Wyville's city directory for the year 1952 gives the population as 41,842. This figure has remained fairly stable during the past ten years; previous to that time, the figures ranged from 1,000 to 1,500 above the present one. About 75 per cent of the population are American-born. By far, the largest number of foreign born are French-Canadians, followed at some distance by the Polish, Irish, Italian, English, Greeks and others.

The "first people" were English. The initial rather tentative settlement was made by fisher folk; the subsequent flood-tide of English immigration was composed of stern Puritans of the middle and working classes. As noted previously, these early Wyvillites could be condemned for the narrow cruelty of their religious belief and praised for the characteristic vigor and energy of their lives. Their particular type seemed to die out as the 19th century progressed and the original families decimated or moved out. There are no "first families" in Wyville today.

Very early in the 19th century, the Irish arrived. At first they settled in the downtown area near the harbor; they built a Catholic church in this section in 1825. Later the Irish moved into the hilly sections of Wyville where their workingmen's homes clustered around the leather and shoe factories. With the large numbers of Irish immigrants of the

mid-century, two Irish-Catholic parishes were established and flourishing.

For quite some time the strength of the Irish lay in numbers alone. Arriving uneducated, unskilled and devoted to their "Popish" religion, their "place" was at the bottom of the social and economic structure. The apprehensive natives accepted them in this place as a source of cheap factory labor and household help in the homes of the well-to-do. Toward the end of the 19th century, the second-generation Irish gained employment as firemen, policemen and store clerks. Those who aspired above this level had a stiff battle on their hands. Since many of the Irish did aspire, a local political machine was organized in order that desirable civic positions could be achieved through political pressure. At the same time, in the rags-to-riches tradition, a few had become HTI's (high-tone Irish) or "lace-curtain Irish". Making modest fortunes mainly in the leather and shoe businesses, the HTI's acquired some of the old mansions, more education and a social position of some economic security but little prestige. Unaccepted by the "old line" aristocracy and somewhat resented by their compatriots, these Irish built themselves up by means of the ostentatious spending of money on clothing and furnishings for themselves and liberal support of their church. As the acculturation process went on, however, a mutual acceptance developed. Today, when Wyvillites speak of "the Americans", they usually refer to

those of English and Irish extraction.

Even though the French-Canadians have been in Wyville almost a hundred years, they have not achieved a very high degree of integration with the community. Some of the early French-Canadians settled in solid phalanxes around the textile mill; others clustered together in a fringe area on the outskirts of Wyville. Both groups came with the single purpose of making a good living and with the apparent determination to preserve their language and customs apart from the existing culture of the city. To increase their isolationist tendencies, they sought and kept employment mainly in the textile mill and the building trades. Time and the temptation to advance politically and economically have broken down this determination but only to a degree. Today the large French-Canadian population remain loyal supporters of their three French-speaking Catholic churches and parochial schools; at the same time, they constitute a stable, conservative element in Wyville.

Toward the end of the 19th century, the Poles arrived in Wyville. With their jaw-breaking names and European ways, they provided a seemingly alien note. Physically vigorous, the Polish immigrants engaged in laborious work while struggling to acquire good homes and education for themselves and their children. Practically taking over part of down-town Wyville, they lived in a waterfront section vacated first by the English

and later by the Irish. In contrast to the French-Canadians, the Polish people tended to engage in a variety of occupations, to aspire to professional status and to move about the city in search of better homes. These factors in addition to their comparatively swift adaptation to the English language and local customs caused them to become well-liked and respected citizens of Wyville.

The Italians and Greeks were the last Europeans to arrive in any numbers. Most of the Italians were from southern Italy and Sicily. They arrived illiterate, speaking a different language and living the ways of a very different culture. In Wyville, they settled in a central part of the city, where the Irish had been for a while. Although more willing than the French-Canadians to break with their own language, the Italians seemed to content themselves for the most part with their original modest dwellings and occupations. A few outstanding members have acquired status as contractors and wholesale fruit dealers. The Greeks, less numerous than the Italians have followed a similar pattern, although concentrating their efforts in the restaurant business.

Most of Wyville's various ethnic groups have been Catholic; a constant population element of a different religion have been the Jewish citizens. Jewish tradesmen and skilled workers have been present from the earliest times. The older segment, a relatively few orthodox Jews, had a down-

town synagogue as their center. The newer segment, generally more prosperous and coming to Wyville from nearby larger cities, made their homes in the suburban section of Wyville, South Wyville, and established a Reform temple and community center there. Owning and managing small and medium-sized stores and engaged in professional work, these Jewish citizens constitute a small but well-to-do and rather progressive element in Wyville.

Considering the English, Irish, French-Canadians, Poles, Italians, Greeks, Jews, as well as a few Chinese, several Negro families, a scattering of Turks, Armenians, Albanians and Russians, one can conceive of Wyville as having somewhat of a cosmopolitan character. Perhaps because of this and because the smallness of the city is conducive to some rubbing of elbows, the tolerance level is high. Prejudice exists but it lacks potency and direction. Stereotypes and their attendant evils have not been encouraged.

Thinking of Wyville as an industrial community composed of working people from a variety of ethnic backgrounds, one would conjecture the political set-up to be Democratic. Such is not the case. Wyville is not clearly Democratic or Republican. The Irish split between the two parties. Two Irish-American mayors serving singularly long terms were Republican. The large French-Canadian population has voted Republican for the most part. Among the other groups, there is no clear-cut

pattern. A common custom among the ethnic groups has been to register as Republican but to vote Democratic. Political differences, and there have been many, have centered about personalities rather than issues. The type of city government gives opportunity for a strong mayor and Wyville has had several such executives. Wyville has asked little of its state and national representatives except that they protect the city's interests. One loyal national representative urged that money to be allotted for the fortification of Guam be used to dredge Wyville's harbor.

Although no definite prestige pattern appears in the ethnic, religious or political groups of Wyville, the service groups seem to present some prestige structuring. The Rotarians appear to be at the top. This organization is the oldest; its membership is on the quota system and requirements for entrance to the club are rigid; its scholarships are specifically earmarked for future business and professional leaders; its members, while conducting their businesses and professions in the city, maintain their homes in more select areas outside of Wyville. The Kiwanis Club is the next oldest group. This club is rather difficult to join; its scholarships are for "good students" who aspire to professional status; some of its business and professional members live in the "best" section of the city while others reside within a five-mile radius. The Lions has to do some discreet recruiting among young or newly-arrived small business men and professional and semi-professional men; it is interested in giving awards for

service and citizenship; most if its members live in Wyville. The spunky Exchange Club claims not to be "particular or stuffy"; it is openly looking for additional members; it plans scholarships for students preparing for commercial or skilled trade vocations; all of its members live in the city.

It is significant that the Rotarians tend to live outside of Wyville. They claim that there is no suitable place to live in the city; it has "gone down". Many of the old mansions are either supported by historical societies or converted into tourist, funeral, convalescent or apartment houses; sometimes, worst of all, they are inhabited by well-to-do "foreigners". The newer developments are for "working people". Hence the upper-class citizen takes up his residence in nearby towns to the north where he can live on his own acres in leisurely style.

The Kiwanians, who live in Wyville, live in the "best" sections, the northern and southern parts of the city. Uptown and downtown Wyville are, for the most part, rather shabby. South Wyville begins at "Mill Town" but improves in middle-class livability as it reaches the outskirts. There one can find a few excellent residential streets and many "good" neighborhoods. North Wyville begins inauspiciously at the railroad tracks but progresses in its northeasterly sector, to an elegance superior to its southern counterpart. In both North and South Wyville can be found a majority of "nice

people" who keep themselves, houses and grounds trim and proper.

Members of the Lions and Exchange clubs sometimes live near the center of the city. Several "good old homes" are still livable and a number of streets are "quite nice" in spots. To judge the social status of a resident of a typical old street, it is necessary to know the number of his home, in order to place him in the "refined" section, the middle area or the near-slum region. One or two streets defy analysis and the social barometer rises and falls from house to house.

Some members may live at "The Oaks". About 1900, "The Oaks" was a bustling little summer resort where shore dinners, band concerts, merry-go-rounds and a pebbly beach made life gay in the approved fashion. For many years now, this water front area has been passé. Today, the oldtime cottages are makeshift abodes that constitute an eyesore to more aesthetically minded residents. (Two real estate men expressed strong desires to burn down these shabby structures). Permanent homes of more substantial character have been built and ambitious promoters dream of "The Oaks" as a future rival to the best sections of North and South Wyville.

Few, if any, service-club members live in the workingmen's sections of Wyville. These sections vary from the dreary uniformity of the brick tenements of "Mill Town" to the haphazard collection of habitations to be found in the uptown

and downtown parts of the city. Improved wages have brought about improved homes, however. Asbestos shingling and double-windows now give added protection against the weather. Bathrooms, electric refrigerators and washers, good gas or oil ranges and other improvements have been added in order that interiors may be more comfortable. Only in a few spots does one discern the run-down conditions of the slum.

Telescoping the total impression of Wyville, one can describe it as a working-class city. Its schools try to serve the workingman's children.

6. The Schools of Wyville

Critics assert that Wyville's schools, like its residential section, have "gone down". Certainly the school system has changed from its early 19th century condition. At that time, the volume of drop-outs began at the fifth grade and continued through the ninth until what remained was the so-called "cream", a number of fairly well-to-do, academically proficient pupils who planned on college or normal school after graduation. At the elementary level, the "fundamentals" were drilled in; in the high school, classical learning was pursued with earnest enthusiasm. Wyville, like many other places, has a few teachers and parents who still think that this is "the way"; all else is foolishness. "Foolishness" has been supported by a progressively-minded superintendent and a number of principals, supervisors and teachers. Conscious of

the demands of a changing period and sympathetic to the problems of the lower-class child, these Wyville educators have constantly sought to have their schools function in a realistic and constructive fashion.

The task has not been easy. Traditionalists have provided a solid and well-organized opposition. Further opposition has come from the fact that school positions have been political plums; they were "good jobs". The characteristics of the "good jobs", short hours, long vacations, financial security and little physical or mental effort, were held to be more desirable than catering to the whims of self-styled educators. The passive resistance of this group continuously impedes the system and acts somewhat like a virus in an otherwise healthy body.

Another problematical aspect of the school situation can be illustrated by these statistics: Wyville has 3,750 pupils in public schools valued at \$3,000,000 and taught by 207 teachers. It has also 3,151 pupils in parochial schools valued at \$705,300 and taught by 115 teachers. This means that a large proportion of pupils are in over-crowded and physically substandard parochial schools. The academically weakest of these pupils are "weeded out" periodically and transferred to the public schools. For instance, the public elementary school in "Mill Town" will, at about the third or fourth grade, get an influx from the French-Canadian parochial

school. These pupils will have language difficulties, having been taught only a minimum of English while they stayed in parochial school long enough to make their first communion. Another "weeding" process occurs at the eighth grade when the limitations of the local parochial highs cause a number of youngsters to transfer to Wyville High.

The potential of a situation like this is conflict. Several factors in Wyville have worked to mitigate against such a conflict. First, many of the public-school teachers and administrators are Catholic; a number have gone to parochial schools. Secondly, they know priests and nuns personally; they are conscious of the point of view and the problems of Catholic education. Thirdly, some superior elementary teachers have been stimulated by the challenge involved in the adapting of the parochially trained youngster to public school. Consequently, exceptionally fine work, especially in reading, has resulted from the vigorous meeting of this problem. These factors, in combination with the smallness of the city, have made for a tolerant working out of a source of conflict.

Another potential for conflict might be lack of financial support. Although Wyville's outlay for new buildings has been insignificant, money for equipment has been available. It is to the credit of its administrators and teachers that the salary level has been pushed up to an adequate point and that school facilities have been maintained and improved. Nevertheless, Wyville still has the 8-4 system, despite the wishes of its educators. Change to

the 6-3-3 system has been defeated, primarily, by the outlay of money necessary to reorganize and rebuild, and secondarily, by a characteristic reluctance to deal with new problems.

Consequently, Wyville has a four-year high school with 1048 pupils and 61 teachers. It is important to note that about 75 per cent of its teachers are natives or long-time residents of the city. This condition has positive and negative effects. On the positive side, it means that many of the teachers have a sympathetic understanding of the point of view and difficulties of the lower-class pupil; several have been conspicuously successful in helping underprivileged youngsters. On the negative side, it makes for a narrow outlook and an antipathy toward change of any kind.

Fortunately, the positive aspects of this situation have served to help Wyville High. Its principal, guidance director and other faculty personnel have utilized and increased their contacts in the community with the two-fold purpose of securing employment for pupils and of learning of vocational opportunities for their graduates. Through these activities, the work of the business department has been strengthened; it is hoped that other technical training may be planned in relation to known industrial needs. An outstanding accomplishment relative to this situation has been the development of a Distributive Education program. This program can be described as a cooperative work-study program whereby the pupils simultaneously go

to school and carry on supervised work in local business and industrial establishments.

The Distributive Education project is a conspicuous example of Wyville High's policy of adaptation to pupil needs. Within the traditional organizational framework, other activities have been carried on to give varied experiences to the pupil. For example, the English and Social Studies departments worked together on the student authorship of a history of Wyville to be used in the elementary grades. Examples of extra-class activities have been the organization of the Geography Club, which sponsors an annual trip to Washington, and the formation of numerous athletic groups like badminton teams and golfers as pupils expressed interest along certain lines. Carrying out its functional philosophy, the High School extends itself into the community, cooperating with religious organizations of all denominations and working with the directors of youth groups throughout the city. Some teen-age activities like Teen Town and the Youth Recreation Center are really managed on a cooperative basis involving high school faculty and the activity director.

This involvement in community recreational activity has also been prompted by the shortness of the school day. Wyville High's hours are from 8:30 A.M. to 1:15 P.M., making it difficult to find adequate time for studies, guidance, remedial work and extra-class activities. After-school work or play is

limited by the large percentage of youngsters having afternoon jobs. To meet the social needs of these pupils, the school has fostered and, in some cases, initiated the organization of recreational activities for the teen-agers' free time.

This type of work on the part of Wyville High's leaders illustrates their desire to seriously consider and intelligently help the adolescent. Although frustrated and occasionally defeated by reactionaries, faculty dead weights, political pressures and lack of money, the progressive element carries on a persistent battle to help its pupils. Within the limitations imposed by existing conditions, participation in all school activities is encouraged and an attempt is made to educate the pupil according to his individual capacity and interest. From this statement, one would suppose that socio-economic status would have little or no relation to class and extra-class participation in Wyville High and that vertical social mobility would be encouraged.

CHAPTER V
RESEARCH PROCEDURES

The degree of integration between Wyville High School and the community taken in conjunction with the nature and size of the city would lead to the assumption that socio-economic status would have little relation to participation in high-school activities and that vertical social mobility within the confines of the middle and lower classes would be encouraged. A confirmation of this assumption first required a knowledge of the socio-economic status of the pupils at Wyville High School.

Measuring Socio-economic Status

The Index of Status Characteristics.-- The writer selected Warner's Index of Status Characteristics to measure socio-economic status. According to Warner and his associates:

"The Index of Status Characteristics as a measurement of social class is posed on two propositions: that economic and other prestige factors are highly important and closely correlated with social class; and that these social and economic factors, such as talent, income, and money, if their potentialities for rank are to be realized, must be translated into social-class behavior acceptable to the members of any given level of the community. This method is designed to provide an objective method for establishing the social level of everyone in the community and to do so by simple, inexpensive means."¹

¹W.Lloyd Warner, Marcia Meeker, and Kenneth Eels, Social Class in America, Science Research Associates, Inc., Chicago, 1949, p. 39.

Briefly summarized, this method provides weighted ratings on these factors: occupation, source of income, house type, and neighborhood area. The sum of these weighted ratings can be placed on a scale and a social-class equivalent obtained.

A concomitant and more involved method developed by Warner is the Method of Evaluated Participation. In describing this method, Warner states:

"The Method of Evaluated Participation (E.P.) comprising several rating techniques, is posed on the propositions that those who interact in the social system of a community evaluate the participation of those around them, that the place where an individual participates is evaluated, and that the members of the community are explicitly or implicitly aware of the ranking and translate their evaluations of such social participation into social-class ratings that can be communicated to the investigator."^{1/}

The utilization of this method requires the employment of ratings by matched agreements and the techniques of symbolic placement, status reputation, comparison, single agreement, and institutional membership.^{2/} Evaluated Participation concentrates more than the Index of Status Characteristics on the subjective elements of social-class configurations.

While recognizing the importance of the subjective elements emphasized in Evaluated Participation, the writer was convinced through Warner's research that The Index of Status Characteristics was adequate for the purposes of this study.

^{1/}Ibid. p. 174.

^{2/}Op. cit., chaps. 3, 4, 5.

To refine the ISC, Warner and associates analyzed it in relation to the E.P. Using 303 families in Jonesville, Warner tried comparing estimates of social-class placement based on six status characteristics (occupation, amount of income, source of income, house type, dwelling area, education) with the E.P. Warner discovered high correlations between these characteristics and E.P., as indicated in Table 2.^{1/}

Table 2. Correlation Coefficients of Six Status Characteristics, and the Original ISC Combining Them, and Social-Class Placement, for Old Americans

Status Characteristic	Number of Cases	Correlation with E.P.	Standard Errors of Estimate
(1)	(2)	(3)	(4)
Occupation	208	.91	1.8
Amount of income	108	.89	2.0
Source of income	209	.85	2.3
House type	204	.85	2.3
Dwelling area	205	.82	2.5
Education	97	.78	2.7
Original ISC	209	.97	1.1

Subsequently, Warner attempted to find a set of status characteristics with high correlations with E.P. and relatively low standard errors. The following table indicates that, while not at the top, the four characteristics used in ISC showed a significant correlation with E.P. and a relatively low standard error.

^{1/}Ibid., p. 168.

Table 15. Multiple Correlation Coefficients and Standard Errors of Estimate for Certain Sets of Three or More Status Characteristics for Old Americans ^{1/}

Set of Status Characteristics	Multiple Correlation with E.P.	Standard Error of Estimate
(1)	(2)	(3)
Six characteristics --- Occupation, amount of income, source of income, education, house type, dwelling area	.974	.98
Five characteristics --- Occupation, amount of income, source of income, house type, dwelling area	.973	1.00
Four characteristics --- Occupation, source of income, house type, dwelling area	.972	1.02
Three characteristics --- Occupation, source of income, house type	.966	1.13
Occupation, house type, dwelling area	.964	1.16
Occupation, source of income, dwelling area	.961	1.20
Source of income, house type, dwelling area	.935	1.54

Further work on the ISC ^{2/} led to the weighting of the four characteristics in this manner: Occupation - 4
Source of income - 3
House type - 3
Dwelling area - 2

^{1/} Op. cit., p. 174.

^{2/} Op. cit., p. 181.

Realizing that the work on ISC was done with groups described as "Old Americans", Warner and associates carried on comparable research with ethnic groups and, consequently, supplied suggested modifications of ISC for the socio-economic classification of ethnic groups.^{1/}

Applicability of ISC to Wyville.-- In measuring socio-economic status, the question arose as to the applicability of this instrument to Wyville. Since Wyville had a sizable ethnic population as well as a number of Jewish-American residents, it was questioned whether some modification for ethnic groups should be used. Were all inhabitants accepted on an equal basis or were there out-groups stratified on a comparable but not equivalent basis as in-groups? To answer this question, the author interviewed the director of the local Chamber of Commerce and officers of the Rotary, Kiwanis, Lions, and Exchange clubs. The interviews centered about ascertaining the amount of discrimination, if any, evidenced in the acceptance or rejection of members of these organizations. Except in the case of the Lions Club, where an effort was being made to include more Jewish-Americans, no discrimination was evident. A further check was made by inspecting the membership lists to see if the proportions of ethnic and Jewish-American members seemed reasonable in light of the total situation. Taking into consideration the

1/Ibid. pp. 186-199.

fact that the local Rotary could only accept a definite number from a definite occupation, this check seems to indicate that the ethnics and Jewish-Americans were accepted on an equal basis with the rest of the population. Since these organizations provided an adequate cross-section of the acceptance values of the community, the writer assumed that no modification for special groups was necessary in using the ISC in Wyville.

Occupation and source of income.-- The ISC requires information concerning the pupils' parental occupation, source of income, house type, and neighborhood area. (A questionnaire, school records, and field work provided this data.) Occupation and source of income are directly related; a knowledge of the occupation of the head of the household was usually indicative of the source of income. In Social Class in America, Warner provides complete charts and directions concerning these items.^{1/} Simplified versions of the scales are shown here:

^{1/}Op. cit., pp. 131-159.

OCCUPATION SCALE

<u>Score</u>	<u>Occupations</u>
1	Professionals and proprietors of large businesses
2	Semi-professionals and smaller officials of large businesses
3	Clerks and kindred workers
4	Skilled workers
5	Proprietors of very small businesses
6	Semi-skilled workers
7	Unskilled workers

SOURCE OF INCOME SCALE

<u>Score</u>	<u>Source of Income</u>
1	Inherited wealth
2	Earned wealth
3	Profits and fees
4	Salary
5	Wages
6	Private relief
7	Public relief

In the matter of occupations, recourse was made to the Directory of Occupational Titles^{1/} to insure the correct placement of a given occupation. When a question of public or private relief came up in regard to source of income, the officials at Wyville High School secured the necessary inform-

^{1/}Directory of Occupational Titles, United States Department of Labor, U. S. Employment Service, U. S. Government Printing Office, Washington, D. C.

ation. (The school submitted reports to the local welfare authorities concerning the school attendance of pupils whose parents were on relief). With these checks and aids, the ratings for occupation and source of income were made.

House type and neighborhood area.-- As in the factors of occupation and source of income, Warner supplied scaling and directions for scaling in Social Class in America.^{1/} Simplified versions of these scales follow:

HOUSE TYPE

<u>Score</u>	<u>House Type</u>
1	Excellent houses
2	Very good houses
3	Good houses
4	Average houses
5	Fair houses
6	Poor houses
7	Very poor houses

NEIGHBORHOOD

<u>Score</u>	<u>Dwelling Area</u>
1	Exclusive
2	Well above average
3	"Nice, respectable"
4	Average
5	Run-down; "all kinds of people" live here
6	Beginning of the slum and semi-slum
7	Strictly a slum area

1/Op. cit., pp. 131-159

In order that the ISC function correctly for Wyville, it was necessary for the writer to ascertain what Wyville thought was a good house or a "nice, respectable" neighborhood. To do this, the author employed a modified evaluated participation technique by enlisting the services of three well-known local real estate men and a member of the city board of assessors to help in rating houses and neighborhoods. First the writer rated a number of houses and neighborhoods according to Warner's scale. Then, the real estate men and the assessor were asked to rate these houses and neighborhoods, without seeing the author's or each other's ratings. They were requested to rate on a scale of 1 through 7; 1 being the most desirable, 7 being the least. Results of such procedures were tabulated as below:

NEIGHBORHOOD RATING

Neighborhood	Author's Rating	Rater 1	Rater 2	Rater 3	Rater 4	Final Rating
A	7	6	7	7	7	7
B	4	5	6	5	5	5
C	1	1	3	2	2	2
D	3	4	5	4	5	4
E	3	3	4	3	3	3
F	6	5	7	6	6	6
G	2	1	3	2	2	2
H	1	1	1	1	1	1
I	5	5	6	4	5	5
J	7	6	5	7	6	6

Note: Since the community studied must remain anonymous, so must the street names; hence the use of letters.

In addition, the real estate men and the assessor were asked to match neighborhoods and houses. This seemed advisable because the raters could not be expected to rate every house and neighborhood in the city; their matchings aided the writer in the same process. Except in one instance, there was sufficient agreement to make the use of Warner's complete scales feasible for Wyville. The one instance was the matter of two-family houses. In Wyville, two-family houses are found in all but the most exclusive neighborhood; many of these houses are extremely comfortable, certainly well above the tenement level. For such houses, a rating of 3 seemed fair to the raters and the writer. With this one amplification, the conclusion was reached that the house and neighborhood scale as outlined by Warner was appropriate to Wyville.

The questionnaire.-- A questionnaire was used as a source of information for the ISC rating and other parts of the study.^{1/} To minimize the unreliability of this questionnaire, two measures were taken. First, several trial runs were made, one in Wyville High and several in a nearby high school, in order that ambiguous or useless questions could be eliminated. Some difficulty was experienced in constructing workable queries to find out the socio-economic level of the girls' future plans, whether as wives, career women or combinations of the two.

1/See appendix for copies of the questionnaire.

After several types of questions were tried out, the following were selected:

1. Of course, a lot of girls do not plan to have a career at all, and a lot of others plan to work for only a few years and then devote their time to keeping house and raising a family. How do you feel about this?

(Check one)

1. ___ I'm thinking of getting married and having a family and haven't thought much about having a paying job outside of the home.
 2. ___ I think I will probably work for a few years after I have finished school or college, and then get married and give up working outside the home.
 3. ___ I am definitely going to get a job and I want to keep on working whether I get married or not.
2. Now, if you checked either #2 or #3 on the question above, what kind of work is it that you expect to do?
- 2a. Most girls expect to be married some day. Now this is a hard question, but what kind of work would you like your husband to be doing when he is about 35 or 40?

Corresponding but more simple questions for the boys were:

1. Of course, most boys have some day-dreams about what they would like to be and do when they are adults.

What would you like most to be and do if you had the ability and the opportunity?

2. Naturally, there can be a big difference between anybody's daydream and what, seriously, he really expects to be and do. When you are an adult - let us say around 35 or 40 - what kind of work do you really expect to do?

The first question was to serve as a "filter", to give the boy a chance to express his day-dreams; the second was more realistic.

The second step taken to minimize the unreliability of the questionnaire was to check much of the information from the questionnaires against the school records or the accounts of activity sponsors. A further insurance was the fact that many of the questions had been utilized in a similar way as part of the Harvard Mobility Studies.^{1/}

Socio-Economic Status in Class and Extra-Class Activities

The use of ISC ratings.-- Having obtained an ISC rating for each pupil in the school, the social-class proportions of the entire school could be reached. It could be ascertained what per cent of the population belonged in each socio-economic level, according to the ISC rating. The same procedure was to

^{1/}The Harvard Mobility Study, a long-time research project, is sponsored by the Harvard School of Social Relations and is under the direction of Drs. Stouffer, Parsons, and Florence Kluckhohn.

be followed for the class and extra-class groups. Consequently, it would be possible to compare the social-class make-up of the entire school population with that of the class and extra-class groups. An important question then would be: If the socio-economic proportions of certain groups are different from the entire school, how significant are their differences? Expressed as a null hypothesis, it could be stated: There is no difference between the socio-economic proportions of the entire school and that of the class and extra-class groups within the school.

Chi-square.-- The chi-square statistic was to be used to test this hypothesis. This statistic provides a method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis.^{1/} The formula for chi-square (χ^2) is as follows:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

in which f_o stands for the frequency of occurrence of observed or experimentally determined facts and f_e stands for the expected frequency of occurrences on some hypothesis. In applying this statistic to the testing of the writer's hypothesis, the proportions of the entire school would be used to determine the expected proportions within each class and extra-class unit; the actual proportions within each group would be the

^{1/}Henry E. Garrett, Statistics in Psychology and Education, Longmans, Green & Co., N. Y. 1953, p. 254.

observed proportions. Since, in this instance, chi-square is being used in dealing with proportions, a correction for proportions is required. "A χ^2 calculated from percentages must always be multiplied by $N/100$ (N number of observations) in order to adjust it to the actual frequencies in the given sample."^{1/} Having obtained a χ^2 for each group within the school, the significance of the χ^2 would be estimated. Examining the tables to determine the degrees of freedom (df equals $(R-1)(C-1)$), the author would consult a χ^2 table^{2/} to obtain P, the probability of exceeding the tabulated value of χ^2 for the specified number of degrees of freedom. For this study, it was decided to accept as significant only those values found to be at the .05 level of confidence or above.

The Development of the Mobility Scale

The mobility scale.-- Postulating that vertical social mobility depended in part on the apparent opportunities for pupils to participate with others of different socio-economic status, a mobility scale was projected to indicate types and degrees of mobility tendencies within the school population. The projected scale, as described and illustrated in Chapter III, revolved around a comparison between the parental socio-economic status of each pupil and the socio-economic level of

^{1/}Ibid. p. 262.

^{2/}Op. cit., p. 428.

the pupil's vocational plans, course membership and participation in extra-class activities. Careful inspection of the vocational plan data yielded by the questionnaires showed such a large number of responses to be vague, blank, or fanciful that the factor of vocational plans had to be eliminated from the projected scale.

Out-of-school data.-- An attempt was made to incorporate out-of-school data into the mobility scale. From questionnaire returns and sponsors' lists, it was known to which organized recreational groups in the community the pupils belonged. Using the chi-square statistic again, it was possible to compare the socio-economic make-up of the out-of-school groups with that of the school population and to determine significant differences. On this basis, a second mobility scale was projected in which the comparison would be between the pupils parental ISC and the socio-economic level of his course membership, in-school activity and out-of-school group membership. A try-out was given this scale and it was found to be of little value for this purpose. As indicated by the complete chart in the Appendix, there was little relationship between the level of class and extra-class membership within the school and the level of membership of groups outside of the school.

Investigating further about out-of-school life, the writer checked the responses to sociometric questions on the questionnaire. These questions were:

1. Who is your best friend?

Name _____

Address _____

2. In addition to your best friend, who are your three closest friends?

1. Name _____

Address _____

2. Name _____

Address _____

3. Name _____

Address _____

It seemed worthwhile to find out if the friends of the pupils were of the same socio-economic status as the pupil. A random sample of the responses to these questions was made. Again, as indicated by the chart in the Appendix, there was no decided relationship between socio-economic level of class and extra-class membership within the school and socio-economic level of personal friendships. Many pupils were apparently mobile in school but not in their personal friends.

The final scale.-- Since the investigations into out-of-school groups and friendships yielded little of value, it was decided to restrict the mobility scale to a comparison between the pupils' parental ISC and the socio-economic levels of his class and extra-class memberships. Basic to this comparison are the results of the employment of the chi-square statistic,

namely:

1. The college preparatory course membership was found to be significantly different in an upward direction from the proportionate membership of the entire school population.
2. The industrial arts and commercial course memberships were found to be significantly different in a downward direction.
3. General and distributive education course memberships were not significantly different.
4. All extra class groups were different in an upward direction; some were significantly different.

The final scale is shown below:

MOBILITY SCALE

Direction of Mobility	Parental ISC Rating	Course Membership	Extra-class Membership
Up	6	College	Significant activities
	5	College	Significant activities
	6	College	No significant activities
	5	College	No significant activities
	4	College	Group 1 activities
Level	3	College	Group 1 activities
	6	Industrial Arts or Commercial	No significant activities
	5	Industrial Arts or Commercial	No significant activities
	4	College	Significant activities
	3	College	Significant activities
Down	4	College	No significant activities
	3	College	No significant activities
	4	Industrial Arts or Commercial	No significant activities
	3	Industrial Arts or Commercial	No significant activities

(concluded on next page)

Explanation: Significant activities are those with a P of .001-.05
 Group 1 activities are those with a P of .001-.01.
 General and Distributive Education courses are combined and called General.

MOBILITY SCALE (concluded)

Direction of Mobility	Parental ISC Rating	Course Membership	Extra-class Membership
Questionable	6	General	Significant and no significant activities
	6	Industrial Arts or Commercial	Significant activities
	5	General	Significant and no significant activities
	5	Industrial Arts or Commercial	Significant activities
	4	General	Significant and no significant activities
	4	Industrial Arts or Commercial	Significant activities
	3	General	Significant and no significant activities
	3	Industrial Arts or Commercial	Significant activities

Explanation: Significant activities are those with a P of .001-.05.
 Group 1 activities are those with a P of .001-.01.
 General and Distributive Education courses are combined and called General.

The Use of the Mobility Scale

Categorizing the school population.-- The primary use the mobility scale would be to categorize the school population into four classifications: those with apparent upward mobility tendencies; those with apparent level or immobile tendencies; those with apparent downward tendencies; those whose apparent mobility tendencies were not evident or are questionable.

Mobility tendencies and other factors.-- Subsequent to the categorization of the school population, the writer planned to investigate the relationship between apparent mobility tendencies and the factors of scholastic rating, intelligence test scores, participation in athletic activities, election or appointment to school offices, age, sex, year in school, out-of-school work, and participation in out-of-school teen-age recreational activities. These factors were selected because relevant reading and personal experience had focused attention on such questions as:

1. Is upward mobility associated with those pupils with superior school marks and above average intelligence test scores?
2. Does participation in athletic school activities relate to an upward mobility tendency?
3. Are those elected or appointed to school offices upwardly mobile?
4. Is mobility related to any particular age level?
5. Which sex is apparently more mobile in this high school?
6. Is there any relation between year in school and apparent mobility tendencies?
7. Does out-of-school work appear to limit mobility?
8. Does participation in out-of-school organized recreational activities relate to apparent upward mobility tendencies?

Quite evident in these questions is an emphasis on upward tendencies. Although downward mobility is a part of vertical social mobility, the nature of our society makes the upward mobility tendencies of predominant interest.

Statistical treatment.-- Having categorized the school population and posed the preceding questions, the next procedure was to be an attempt to probe the relationship between apparent mobility tendencies and the listed factors with a view of attaining approximate answers to the questions. The chi-square statistic was to be used to find out first, if a relationship existed between apparent mobility tendencies and each factor and to find out secondly, the significance of this relationship. In this situation, chi-square was to be employed as a method of investigating the relationship between traits or attributes which can be categorized into two or more categories.^{1/} The formula for chi-square

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] \text{ required expected frequencies.}$$

When chi-square was used in this way, independence values were obtained and substituted for expected frequencies.^{2/} The observed frequencies and independence values were to be set up in a contingency table and the regular chi-square technique employed.

1/Op. cit., p. 262.

2/Ibid., p. 263.

Summary

The research procedures described in this chapter were designed to investigate Wyville High School to ascertain: first, if a relationship between socio-economic status and participation in class and extra-class activities seemed to exist; second, how the school population could be rated on the projected mobility scale; third, how the categories achieved as a result of the use of the mobility scale could be described in terms of certain designated factors. Unifying these three areas of thought, the writer aimed to partially investigate the functioning of Wyville High as an agent of vertical social mobility.

CHAPTER VI
RESEARCH FINDINGS

The Determination of Socio-Economic Status

The entire school.-- In Chapter IV the writer characterized Wyville High School as a school primarily dedicated to the needs of the "working class" youngsters. The results of the ISC ratings of the school's population support the concept of Wyville High being largely made up of pupils whose parents are engaged in skilled or semi-skilled occupations. Such support is indicated in Tables 1 and 2:

Table 1. Index of Status Characteristic Ratings of 977
Wyville High Students

ISC Class Rating	Number of Students
(1)	(2)
Class I	0
II	3
III	61
IV	307
V	466
VI	<u>140</u>
Totals	977

Table 2. Percentages of ISC Ratings among 977 Wyville High Students

ISC Class Rating	Percentage of Students
(1)	(2)
Class I.....	0
II.....	.3
III.....	6.3
IV.....	31.4
V.....	47.8
VI.....	<u>14.2</u>
Total	100.

Note: The total sample population was obtained after the elimination of those pupils about whom information was not complete.

The heavy percentage in Class V, which can be described as a "working class" level, should be noted. The rather low proportion in Class VI may be explained in light of the numbers from that class who never reach high school and in view of the fact that Wyville has been relatively sound economically: it is not "run-down".

Class and extra-class groups.-- Having established the socio-economic rating of the entire school population, the author organized the population into class and extra-class groups. The class groups comprised membership in the General, Commercial, Industrial Arts, College Preparatory, and Distributive Education courses. Frequencies and percentages for these groups are shown in Tables 3 and 4.

Table 3. High-school Course Membership According to ISC Ratings

Course	ISC Ratings						Totals
	I	II	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
General	0	0	1	10	19	8	38
Commercial	0	0	10	102	207	72	391
Industrial Arts	0	0	1	30	103	27	161
College Preparatory	0	3	48	161	128	30	370
Distributive Education	0	0	1	4	9	3	17
Totals	0	3	61	307	466	140	977

Table 4. Percentage of ISC Ratings in High-school Courses

Course	ISC Ratings					Totals
	II	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
General	0	2.6	26.3	50.0	21.1	100.
Commercial	0	2.6	26.1	52.9	18.4	100.
Industrial Arts	0	.6	18.6	64.0	16.8	100.
College Preparatory	.8	13.0	43.5	34.6	8.1	100.
Distributive Education	0	5.9	23.5	53.0	17.6	100.

In class membership, the Commercial and College Preparatory courses are numerically the strongest and observation would indicate that the College Preparatory course had higher proportions of its students from Classes III and IV while the

Commercial Course received its largest number from Class V.

The extra-class groups in Wyville High School numbered 33. A few temporary groupings existed (for instance, a so-called Clerical Corps which grew out of some activities in business education); these groups have been placed in a thirty-fourth category called "others". The frequencies and proportions of these ISC ratings for extra-class activities are shown in Tables 5 and 6.

Table 5. Extra-class Activity Membership in Relation to ISC Rating

Activity	ISC Ratings				Totals
	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)
1. Baseball	4	25	26	7	62
2. Basketball	3	24	29	8	64
3. Football	3	24	40	6	73
4. Golf	-	7	4	-	11
5. Hockey	1	8	3	-	12
6. Track	5	13	6	1	25
7. Girls' Badminton	2	29	20	5	56
8. Girls' Basketball ...	9	35	26	5	75
9. Girls' Baton Squad ..	3	4	11	1	19
10. Girls' Cheerleaders .	-	5	3	-	8
11. Girls' Drum Majorettes	-	2	1	-	3
12. Girls' Flag Squad ...	-	2	4	-	6
13. Girls' Softball	3	23	19	1	46
14. Girls' Other Athletics	5	20	19	3	47
15. Band	4	13	6	-	23
16. Junior Rotarians	4	7	1	1	13
17. Projectionists	-	4	1	-	5
18. Safety Patrol	5	10	10	1	26
19. Guidance Assistants .	-	7	4	1	12
20. Messenger Corps	11	40	24	7	82
21. Newspaper	12	42	25	5	84
22. Art Club	3	23	22	1	49
23. Dramatic Club	8	18	20	1	47
24. Glee Club	8	40	39	5	92
25. Geography Club	14	56	50	8	128
26. Junior Red Cross	3	32	31	13	79
27. Library Corps	12	30	17	1	60
28. Movie Club	6	30	20	-	56
29. Music Club	5	9	7	-	21
30. Orchestra	4	7	6	1	18
31. Senior Revue	10	50	35	6	101
32. Student Council	13	25	25	2	65
33. Yearbook	2	10	9	-	21
34. Others	2	11	9	1	23

Note: Class II members have been combined with Class III

Table 6. Percentage of Pupils in Extra-class Activities
in Relation to ISC Rating

Activity	ISC Ratings			
	III	IV	V	VI
(1)	(2)	(3)	(4)	(5)
1. Baseball	6.5	40.3	41.9	11.3
2. Basketball	4.7	37.5	45.3	12.5
3. Football	4.1	32.9	54.8	8.2
4. Golf	-	63.6	36.4	-
5. Hockey	8.3	66.7	25.	-
6. Track	20.0	52.0	24.0	4.0
7. Girls' Badminton	3.6	51.8	35.7	8.9
8. Girls' Basketball	12.0	46.6	34.7	6.7
9. Girls' Baton Squad	15.8	21.1	57.8	5.3
10. Girls' Cheerleaders	-	62.5	37.5	-
11. Girls' Drum Majorettes	-	66.7	33.3	-
12. Girls' Flag Squad	-	33.3	66.7	-
13. Girls' Softball	6.5	50.0	41.3	2.2
14. Girls' Other Athletics	10.6	42.6	40.4	6.4
15. Band	17.4	56.5	26.1	-
16. Junior Rotarians	30.1	53.9	7.7	7.7
17. Projectionists	-	80.0	20.0	-
18. Safety Patrol	19.2	38.5	38.5	3.8
19. Guidance Assistants	-	58.4	33.3	8.3
20. Messenger Corps	13.4	48.8	29.3	8.5
21. Newspaper	14.3	50.0	29.3	5.9
22. Art Club	6.1	47.0	44.9	2.0
23. Dramatic Club	17.0	38.3	42.5	2.2
24. Glee Club	8.7	43.5	42.4	5.4
25. Geography Club	10.9	43.8	39.1	6.2
26. Junior Red Cross	16.4	40.5	39.3	3.8
27. Library Corps	20.0	50.0	28.4	1.6
28. Movie Club	10.7	53.6	35.7	-
29. Music Club	23.8	42.9	33.3	-
30. Orchestra	22.2	38.9	33.3	5.6
31. Senior Revue	9.9	49.5	34.7	5.9
32. Student Council	20.0	38.5	38.5	3.0
33. Yearbook	9.5	47.6	42.9	-
34. Others	8.7	47.8	39.1	4.4

Note: Class II members have been combined with Class III

From Table 5, it is evident that most members of extra-class groups are from Classes IV and V; the scarcity of Class VI members can be explained only in part by the small percentage (14.2) of Class VI students in the school population. In Table 6, it is apparent that baseball and basketball have the highest proportions from Class VI, while track, the Junior Rotarians, Library Corps, Music Club, Orchestra, and Student Council have the highest proportions in Class III.

Comparison of Status Proportions

Class groups.-- In addition to observational conclusions from the preceding tables, the employment of the chi-square statistic makes it possible to learn the significance of the evident differences. Table 7 shows the X^2 (chi-square) and P (level of significance) of the class groups.

Table 7. Comparison between Socio-Economic Proportions of Course Membership and the School Population

Course	X^2	P
(1)	(2)	(3)
College Preparatory	69.4967	.001
Industrial Arts	26.7807	.001
Commercial	19.8280	.001
General	2.5354	.50
Distributive Education	.5849	.90

A limitation of chi-square and Table 7 is that it does not show the direction of the difference. Inspection of the fo-fe step in the chi-square operation, however, reveals the direction of the difference. For instance, in the College Preparatory course, the significant difference is brought about by a higher percentage of students in Classes III (combined with II) and IV than is characteristic of the entire school population. In the Industrial Arts and Commercial courses, the significant differences are caused by a higher percentage of students in Classes V and VI than is characteristic of the school population. (The direction of the insignificant differences in the General and Distributive Education courses is not decidedly associated with any class level.) For purposes of this study, the direction of the differences of the College Preparatory, Industrial Arts, and Commercial courses is important and of definite value in the construction of the mobility scale.

Extra-class groups.-- The use of chi-square statistic also reveals the significance of the differences between the proportions of the entire school population and those of the extra-class groups. In the interests of more reliable statistical calculations, the extra-class groups whose membership did not total twenty were eliminated. Of the twenty-four remaining groups, the chi-squares and P's are indicated in Table 8.

Table 8. Comparison between Socio-Economic Proportions of Extra-class Memberships and the School Population

Extra-class Groups	χ^2	P
(1)	(2)	(3)
1. Movie Club	35.5053	.001
2. Library Corps	34.3665	.001
3. Newspaper	26.7992	.001
4. Student Council	25.6454	.001
5. Messenger Corps	21.3438	.001
6. Junior Red Cross	20.7905	.001
7. Senior Revue	20.7301	.001
8. Geography Club	17.6230	.001
9. Track	14.9748	.01
10. Girls' Basketball	14.4954	.01
11. Music Club	14.2233	.01
12. Band	14.2122	.01
13. Dramatic Club	13.3630	.01
14. Glee Club	10.4825	.02
15. Girls' Softball	10.1401	.02
16. Safety Patrol	9.1151	.02
17. Art Club	8.9937	.05
18. Girls' Badminton	7.0769	.10
19. Girls' Other Athletics	5.5691	.20
20. Yearbook	5.1102	.20
21. Others	4.0434	.30
22. Football	3.3426	.50
23. Baseball	2.3820	.50
24. Basketball	1.3223	.80

The question of the direction of significant differences can be answered more simply for the extra-class groups than for the class groups. All of the differences in extra-class groups were brought about by higher percentages in Classes III and IV. This important fact was utilized in the construction of the mobility scale.

The Application of the Mobility Scale

Categorizing the school population.-- As previously related, the mobility scale was constructed on the basic assumption that association with pupils of different socio-economic status in a class or extra-class group is encouraging to vertical social mobility. The ISC rating of the school population and the comparison between class and extra-class memberships and the school population indicated that certain courses and activities were significantly different in their socio-economic make-up from the school population. Taking into consideration the direction of their significant differences, it was postulated that if pupils of known socio-economic status were participating in courses and activities characterized by membership largely of a higher or lower socio-economic level, these pupils were showing tendencies toward vertical social mobility.

Based on these premises, the Mobility Scale was constructed and applied. The application of the Mobility Scale to the population of Wyville High School revealed the frequencies shown in Table 9.

Table 9. The Categorization of the School Population According to Apparent Mobility Tendencies

Direction of Mobility	Number of Pupils	Parental ISC Rating	Course Membership	Extra-class Membership
(1)	(2)	(3)	(4)	(5)
Up (244)	17	6	College	Significant activities
	94	5	College	Significant activities
	13	6	College	No significant activities
	34	5	College	No significant activities
	86	4	College	Group 1 activities
Level (301)	27	3	College	Group 1 activities
	69	6	Industrial Arts or Commercial	No significant activities
	158	5	Industrial Arts or Commercial	No significant activities
	35	4	College	Significant activities
	12	3	College	Significant activities
Down (117)	40	4	College	No significant activities
	5	3	College	No significant activities
	60	4	Industrial Arts or Commercial	No significant activities
	12	3	Industrial Arts or Commercial	No significant activities

(concluded on next page)

Explanation: Significant activities are those with a P of .001-.05.
 Group 1 activities are those with a P of .001-.01.
 General and Distributive Education courses are combined.

Table 9. (concluded)

Direction of Mobility	Number of Pupils	Parental ISC Rating	Course Membership	Extra-class Membership
(1)	(2)	(3)	(4)	(5)
Question- able (315)	11	6	General	Significant and no signif- icant activities
	30	6	Industrial Arts or Commercial	Significant activities
	28	5	General	Significant and no signif- icant activities
	15	5	Industrial Arts or Commercial	Significant activities
	14	4	General	Significant and no signif- icant activities
	72	4	Industrial Arts or Commercial	Significant activities
	2	3	General	Significant and no signif- icant activities
	6	3	Industrial Arts or Commercial	Significant activities

Explanation: Significant activities are those with a P of .001-.05.
 Group 1 activities are those with a P of .001-.01.
 General and Distributive Education courses are combined.

1/An obvious limitation is the lack of upward movement possible for Class III pupils.

Translating the major divisions into percentages, it can be noted that the up frequencies (244) represent 25 per cent of the total sample population; the level frequencies (301) represent 31 per cent of the sample population; the down frequencies (117) represent 12 per cent of the sample population; the questionable frequencies (315) represent 32 per cent of the sample population. Considering this data from the point of view of mobility within each class, it can be observed that apparently

1. In Classes II and III, none are upwardly mobile; 61 per cent are level; 27 per cent are downwardly mobile; 12 per cent are questionable.
2. In Class IV, 28 per cent are upwardly mobile, 11 per cent are level; 33 per cent are downwardly mobile; 28 per cent are questionable.
3. In Class V, 30 per cent are upwardly mobile; 34 per cent are level; none are downwardly mobile; 28 per cent are questionable.
4. In Class VI, 21 per cent are upwardly mobile; 48 per cent are level; none are downwardly mobile; 29 per cent are questionable.

Studying the Questionable category, it is obvious that the contradictory element predominating is the large numbers from each class who take either the Industrial Arts or the Commercial course while participating in activities significantly different in an upward direction.

Apparent Mobility Tendencies and Other Factors

Subsequent to the categorization of the school population according to apparent mobility tendencies, it was planned to investigate, by means of the chi-square statistic, the relationship between apparent mobility tendencies and these factors: scholastic rating, intelligence test scores, election or appointment to school offices, participation in organized school groups, participation in organized out-of-school groups, out-of-school work, sex, age, and year in school. The first to be considered is scholastic rating.

Apparent mobility and scholastic rating.-- An anticipated conclusion is that high marks in school encourage upward mobility and that a relationship between marks and mobility would be significant. This conclusion appears to be supported by the data shown on Table 10.

Table 10. Comparison of Marks and Apparent Mobility Tendencies

Mobility	A's and B's	C's and D's	Failures	Totals
(1)	(2)	(3)	(4)	(5)
Up	117 (71.18)	124 (165.33)	3 (7.49)	244
Level	69 (87.80)	220 (203.95)	12 (9.24)	301
Down	22 (34.13)	92 (79.28)	3 (3.59)	117
Questionable	77 (91.88)	226 (213.44)	12 (9.67)	315
Totals	285	662	30	977

Note: Numbers in parentheses represent independence values or expected frequencies.

$$\chi^2 = 58.79$$

$$df = 6$$

$$P = .001\ddagger$$

Observation of Table 10 indicates that the greatest differences appear in the Up row and these differences lie in the larger number of A's and B's and the smaller number of C's, D's, and failures than could be expected. An interesting note is the larger number of failures in the Level and Questionable categories than in the Down category.

Apparent mobility and intelligence test scores.^{1/} Another foregone conclusion is that the upwardly mobile will evidence superior intelligence. Some support for this conclusion is supplied in Table 11.

Table 11. Comparison of Intelligence Test Scores and Apparent Mobility Tendencies

Mobility	Above Average	Average	Below Average	Totals
(1)	(2)	(3)	(4)	(5)
Up	104 (53.19)	133 (162.0)	7 (28.72)	244
Level	47 (65.62)	218 (199.9)	36 (35.42)	301
Down	23 (25.50)	78 (77.72)	16 (13.77)	117
Questionable	39 (68.67)	220 (209.2)	56 (37.07)	315
Totals	213	649	115	977

Note: Expected frequencies or independence values are in parentheses.
 $\chi^2 = 91.25$ $df = 6$ $P = .001 \dagger$

^{1/}In the Wyville Schools, the Otis Self-Administering Test of Mental Ability is administered in Grade 8; the California Test of Mental Maturity is given in Grade 11. Where two test scores were available, a median point was used as the intelligence test score.

In addition to the obvious remark about the greater number of above average intelligence quotients in the Up classification, two other items on this table are noteworthy. First, the fact that more below average scores than expected appear in the Up section is interesting. Second, the near equalization of observed and expected frequencies in the Down classification is noticeable.

Apparent mobility and election or appointment to school office.-- The assumption that the upwardly mobile, having better marks and higher intelligence test scores, would logically hold more school offices is upheld by the data on Table 12.

Table 12. Comparison of Election or Appointment to School Office and Apparent Mobility Tendencies

Mobility	Elective or Appointive Office	No office	Totals
(1)	(2)	(3)	(4)
Up	101 (62.44)	143 (181.42)	244
Level	57 (77.02)	244 (223.99)	301
Down	14 (29.93)	103 (87.06)	117
Questionable	78 (80.60)	237 (234.40)	315
Totals	250	727	977

Note: Expected frequencies or independence values are in parentheses.

$$X^2 = 123.60$$

$$df = 3$$

$$P = .001 \dagger$$

After noting that those in the Level and Down categories hold fewer offices than would be expected it is noticeable that, in

the Questionable section, the observed frequencies approximate the expected frequencies.

Apparent mobility and in-school membership.--- The question of the functioning of school athletics in the mobility pattern appears in this consideration. The stereotype of the intelligent, scholarly, upwardly mobile, high-school student does not encompass his participation in athletics. On the other hand, football scholarships are recognized as being related to vertical social mobility. The data on Table 13 would seem to agree with the characteristics of the stereotype.

Table 13. Comparison of In-School Membership and Apparent Mobility Tendencies

Mobility	Athletics	Other Activities Only	Athletics and Other Activities	No Activities	Total
(1)	(2)	(3)	(4)	(5)	(6)
Up	29 (42.96)	123 (83.91)	63 (46.45)	29 (70.68)	244
Level	65 (52.99)	44(103.52)	41 (57.30)	151 (87.19)	301
Down	33 (20.60)	4 (40.24)	2 (22.27)	78 (33.89)	117
Question- able	45 (55.46)	165(108.33)	80 (59.97)	25 (91.24)	315
Totals	172	336	186	283	977

Note: Expected frequencies or independence values are in parentheses.
 $\chi^2 = 326.70$ $df = 9$ $P = .001 \dagger$

In the Up category, the largest number are active in activities other than athletics but a sizable number engage in both ath-

letics and other activities. Inspecting the Level and Down categories, it is noteworthy that comparatively the largest numbers engage in athletics only or no activity at all. The pattern of the Questionable classification seems most comparable to the Up section.

Apparent mobility and out-of-school membership.-- No pre-conceived assumption on this topic is dominant except the supposition that the most busy and active in one area function as actively in another area. The data on Table 14 would give credence to this supposition.

Table 14. Comparison of Out-of-School Membership and Apparent Mobility Tendencies

Mobility	Belong to Out-of-School Groups	No Out-of-School Membership	Totals
(1)	(2)	(3)	(4)
Up	220 (204.04)	24 (39.95)	244
Level	253 (251.71)	48 (49.29)	301
Down	96 (97.83)	21 (19.16)	117
Questionable	248 (263.41)	67 (51.59)	315
Totals	817	160	977

Note: Expected frequencies or independence values are in parentheses.

$$X^2 = 9.06$$

$$df = 3$$

P lies between
.05 and .02

The Up classification again lead in participation. In contrast to the picture of in-school membership, the apparent pattern

of the Questionable category is different from the Up category; less pupils in the Questionable category belong to out-of-school groups than would be expected.

Apparent mobility and out-of-school work.-- As in the previous topic, no preconceived notion directs the formulation of an idea regarding the relationship between out-of-school work and apparent mobility. An idea was expressed by a member of the Wyville High faculty that the amount of out-of-school work limited participation in the in-school activities. If this were true, the amount of out-of-school work would also limit opportunities for mobility, as conceived by this study. Table 15 shows the numbers of pupils doing out-of-school work.

Table 15. Comparison of Out-of-School Work and Apparent Mobility Tendencies

Mobility	Pupils Working	Pupils Not Working	Totals
(1)	(2)	(3)	(4)
Up	105 (113.30)	139 (130.62)	244
Level	145 (139.87)	156 (161.13)	301
Down	44 (54.37)	73 (62.63)	117
Questionable	160 (143.01)	155 (164.745)	315
Totals	454	523	977

Note: Expected frequencies or independence values are in parentheses.

$$\chi^2 = 7.58$$

$$df = 3$$

$$P = .10 - .05$$

A clear and emphatic statement of relationship between mobility and out-of-school work is not provided in Table 15. The P is not significant for this study. The differences between observed and expected frequencies are not large enough. The differences which are apparent seem to indicate less out-of-school working by both upwardly and downwardly mobile.

Apparent mobility and sex.-- The sex pictures in regard to mobility are somewhat different. A boy depends on the school for help in vocational preparation and social development. A girl may think of marriage concomitantly with vocational preparation and social development. Table 16 indicates a difference between the sexes and apparent mobility tendencies.

Table 16. Comparison of Sex and Apparent Mobility Tendencies

Mobility	Boys	Girls	Totals
(1)	(2)	(3)	(4)
Up	114 (121.62)	130 (122.37)	244
Level	171 (150.03)	130 (150.96)	301
Down	83 (58.32)	34 (58.67)	117
Questionable	119 (157.01)	196 (157.98)	315
Totals	487	490	977

Note: Expected frequencies or independence values are in parentheses.

$$\chi^2 = 48.03$$

$$df = 3$$

$$P = .001+$$

Studying Table 16 from the point of view of the boy, it can be seen that less observed than expected frequencies exist in the Up and Questionable categories and more observed than expected frequencies occur in the Level and Down categories. In contrast, in the girls' column, more observed than expected frequencies appear in the Up and Questionable classifications and less observed than expected frequencies occur in the Level and Down sections.

Apparent mobility and age level.-- If a high school were to function to promote vertical social mobility on a long-term basis, it would seem that the encouragement should increase as the pupil grows older. Table 17 provides little evidence that, as the pupils of Wyville High grow older, their mobility tendencies increase.

Table 17. Comparison of Age Level and Apparent Mobility Tendencies

Mobility	13 - 16 Years	16 - 19 Years	Totals
(1)	(2)	(3)	(4)
Up	199 (192.30)	45 (51.70)	244
Level	244 (237.23)	57 (63.77)	301
Down	99 (92.21)	18 (24.79)	117
Questionable	228 (248.26)	87 (66.74)	315
Totals	770	207	977

Note: Expected frequencies of independence values are in parentheses.
 $\chi^2 = 12.17$ $df = 3$ $P = .01$

Apparent mobility and year in school.-- As in the comparison between apparent mobility and age level, it would appear that the encouragement of mobility tendencies should increase as pupils advance to the junior and senior years. Table 18 supplies little evidence that, as the pupils of Wyville High become juniors or seniors, the mobility tendencies increase.

Table 18. Comparison of Year in School and Apparent Mobility Tendency

Mobility	Freshmen and Sophomores	Juniors and Seniors	Totals
(1)	(2)	(3)	(4)
Up	128 (128.37)	116 (115.63)	244
Level	171 (158.36)	130 (142.64)	301
Down	75 (61.55)	42 (55.46)	117
Questionable	140 (165.72)	175 (149.28)	315
Totals	514	463	977

Note: Expected frequencies or independence values are in parentheses.

$$\chi^2 = 15.87$$

$$df = 3$$

$$P = .001$$

In Table 18, three observable patterns emerge. In the Up classification, the observed and expected frequencies are almost equal for the two time periods. In the Down and Level classifications, the more observed than expected frequencies occur in the freshman and sophomore years. In the Questionable classi-

fication, more observed than expected frequencies appear in the junior and senior years.

Summary

The research findings of this chapter have centered in three areas: first, the results of the socio-economic rating of the entire school population and the class and extra-class groups within the school; second, the use of the Mobility Scale to categorize the school population in regard to apparent mobility tendencies; and third, the comparison between the apparent mobility tendencies and the factors of scholastic rating, intelligence test scores, election or appointment to school office, participation in school activities, participation in out-of-school activities, out-of-school work, sex, age, and year in school. Conclusions regarding these findings are made in the following chapter.

CHAPTER VII
CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS
FOR FURTHER RESEARCH

Socio-Economic Status in Wyville High School

The entire school population.-- The ISC rating of Wyville High students lent support to the concept of Wyville High as a "working class" high school. The proportions, 31.4 in Class IV and 47.8 in Class V, are heaviest at the levels where the occupations are of the minor clerical, skilled, and semi-skilled types. Considering these percentages in conjunction with the writer's characterization of Wyville as a small, industrial city, one might generalize that Wyville High is completely representative of its community.

This is not entirely the case. From the figures available on public and parochial school enrollments, the freshman class could approximate 500. Its actual membership is 262. Some of the missing freshmen would probably be found in the three small, commercial, parochial highs in Wyville; others, in two or three Catholic day schools within commuting distance of Wyville; a much smaller proportion might be attending non-sectarian boarding schools; a slight percentage would be in the small, local, trade school. Those pupils attending Catholic and non-sectarian private

schools generally are somewhat more well-to-do than the average Wyville High School student. Consequently, one can say with some justification that the social-class proportions of Wyville High are probably a little lower than would be representative of the community.

Course memberships.-- The two numerically strongest courses, the Commercial with 391 members and the College Preparatory with 370 members, have different socio-economic make-ups. Their proportions line up in this fashion:

<u>Class</u>	<u>College Preparatory</u>	<u>Commercial</u>
III	13.8	2.6
IV	43.5	26.1
V	34.6	52.9
VI	8.1	18.4

Although the College Preparatory course secures 57 per cent of its members from Wyville High's "upper classes", the Commercial Course secures 71 per cent of its members from Wyville High's "lower classes". However, it is not possible to say that social class determines course membership in the Commercial or College Preparatory courses because:

1. Of the 64 pupils in Class III, 20 are not in the College Preparatory course.
2. Of the 307 pupils in Class IV, 146 are not in the College Preparatory course.
3. Of the 466 pupils in Class V, 138 are taking the College

Preparatory course.

4. Of the 140 pupils in Class VI, 30 are taking the College Preparatory course.

More pronounced than the Commercial course in its downward trend is the Industrial Arts course. Its percentages are as follows:

Class	Proportion
III	.6
IV	18.6
V	64.0
VI	16.8

Having 81 per cent of its membership from Classes V and VI, this course can be associated with lower-socio-economic status.

The General and Distributive Education courses, with small membership figures and with socio-economic differences not significantly different from the entire school population, supply little evidence relevant to the question of socio-economic status and class membership.

Extra-class membership.-- Extra-class groups in Wyville High School are composed mainly of pupils from Classes IV and V. Ten of the 34 groups have no Class VI members; six have no Class III members.^{1/} The weight, however, is on the Class IV side since 29 groups have higher membership percentages in Class IV than Class V and 24 groups have higher membership percentages in Class III than in Class VI. These differences were influential when

^{1/}See Tables 3 and 4, pp. 84

the chi-square statistic was employed. The results of the chi-square calculation showed that all activity groups with a membership numbering more than 20 were different in an upwardly direction from the school population. Seventeen of these 24 groups were significantly different.

With two exceptions (Yearbook and Others), the nine extra-class groups that were not significantly different from the school population were athletic groups. (The one athletic group showing a significant difference was track). The athletic groups, particularly basketball, were more like the entire school population in their socio-economic composition than the other activity groups.

At the other end of the scale, eight activity groups had memberships very significantly different (P 's were more than .001) from the sample population. These groups were the Movie Club, Library Corps, Newspaper, Student Council, Messenger Corps, Junior Red Cross, Senior Revue, and the Geography Club. It is noteworthy that these are groups of various types: some having service functions, one governmental, and others mainly providing opportunities for sociability and self-expression.

Apparent Mobility in Wyville High School

The use of the Mobility Scale.-- The application of the Mobility Scale to Wyville High showed a marked degree of possible mobility. It was found that 244 or 25 per cent of the school could be placed in an Up category; 301 or 31 per cent in a Level

category; 117 or 12 per cent in a Down category; 315 or 32 per cent in a Questionable category.^{1/} The socio-economic make-up of the different categories may be summarized as follows:

1. In the Up category, 128 of the 244 pupils were from Class V; 86 from Class IV; 30 from Class VI. (No provision for Class III Up mobility was feasible.)
2. In the Level category, 158 of the total 301 were from Class V; 69 from Class VI; 39 from Class III, 35 from Class IV.
3. In the Down category, 100 of the total 117 were from Class IV; 17 were from Class III.
4. In the Questionable category, 180 of the total 315 were from Class V; 86 from Class IV; 41 from Class VI; 8 from Class III.

In terms of types of mobility within the socio-economic status groups, it was discovered that:

1. Classes V, VI, and IV show similar upward mobility tendencies in that Class V has 30 per cent of its members in the Up category; Classes IV and VI have 28 per cent of their members in the Up category.
2. Class III has the highest per cent (61) of its members in the Level classification; Class VI has 48 per cent; Class V has 34 per cent; Class IV has 11 per cent. (The

^{1/}See table 9. p. 92

Mobility Scale made no provision for Up mobility for Class III or Down mobility for Class VI).

3. Class IV has 33 per cent of its members and Class III has 27 per cent of its members in the Down category.
4. Classes IV, V, VI have 28 per cent, 28 per cent and 29 per cent respectively and Class III has 12 per cent in the Questionable category.

Classes IV and V appear to be the most mobile. This apparent mobility may be a function of the Mobility Scale or the school situation.

As indicated by the sizable percentages in the Questionable category, a large number of students take the Industrial Arts or Commercial courses which are significantly different in a downward direction from the school population while participating in activities which are significantly different in an upward direction from the school population. Consequently, it does not appear axiomatic that membership in the College Preparatory course is a prerequisite to membership in certain activity groups. Activity group membership seems to be more related to socio-economic status than course membership.

Apparent Mobility Tendencies and Other Factors

The employment of the chi-square statistic revealed significant relationships between apparent mobility tendencies and the factors of scholastic rating, intelligence test scores, election

or appointment to school office, participation in school activities, participation in out-of-school activities, age, sex, and year in school. The relationship between mobility tendencies and out-of-school work was not significant. From the study of these significant relationships elaborated upon in Chapter VI, a pattern of attributes associated with each type of mobility tendency can be constructed.

The Up pattern.-- The typical upwardly mobile student of Wyville High has high marks; scores an above average rating on intelligence tests; participates in more school activities of the non-athletic type than the athletic type; participates in out-of-school groups; is more likely to be a girl than a boy; is in the 13-16 year age bracket; and maintains the Up status through high school.

The Level pattern.-- The typical student in the Level category has lower marks than those in the Up category; makes an average score on intelligence tests; participates in athletic school activities or none; participates less in out-of-school groups; is more likely to be a boy than a girl; is in the 13-16 year age bracket; is less likely to hold school office; is more apt to be a freshman or sophomore than a junior or senior.

The Down pattern.-- The typical student in the Down category has lower marks but less failures than his counterpart in the Level category; makes an average score on intelligence tests; probably does not hold a school office; participates in athletic school activities or not at all; participates to some extent in

out-of-school groups; is from 13 to 16 years old; is a boy; is a freshman or sophomore.

The Questionable pattern.-- The typical student in the Questionable category receives low marks and has as many failures as his Level counterpart; scores a low average on intelligence tests; holds some school office; participates in non-athletic or non-athletic and athletic school activities; participates little in out-of-school groups; is a girl; is from 16 to 19 years old; is a junior or senior.

Conclusions about Wyville High School

Wyville High School is preparing, by means of its Commercial Course, the largest number of its students to become white-collar, office workers. The second largest number are being educated, by means of the College Preparatory course, for professional or semi-professional work. In terms of mobility, this means that Wyville High is providing opportunity for upward mobility via vocational preparation. This opportunity is being grasped more by pupils from Classes IV and V than by pupils from Class VI.

In terms of social development, Wyville High offers a variety of extra-class activities encouraging to greater self-expression and participation as well as to social mobility. Pupils from Classes IV and V, regardless of course membership, take advantage of these opportunities more than pupils from either Class VI or Class III.

Implications

The conclusions about Wyville High suggest some implications regarding possible developments in curriculum and guidance programs and the people involved in these programs. The implications can be divided into three sections:

1. Although the Wyville data indicates a greater degree of inter-group movement than is revealed by other studies, the lack of participation by Class III and Class VI pupils should be a matter of concern. To advance the membership of these pupils in extra-class groups, information from the guidance department concerning their interests and values could be used as focal points in the reorganizing of existing extra-class groups and the implementation of new ones.

2. In regard to participation in class activities, the Distributive Education program provides a laudable example to be elaborated upon in Wyville High and to be emulated by other high schools. The reality of such a work-study program in meeting the social and economic needs of the working adolescent serves as a preventative against unnecessary drop-outs and practices the often-reiterated theory that the high school should adapt to the pupil and his known needs.

3. Relative to both class and extra-class participation is also a consideration of the faculty as teachers and teacher-sponsors. If some of the faculty conceive of school endeavors only in the light of middle-class interests and values, this

conception automatically excludes those youngsters who may put emphasis on glamour or excitement or on an individuality alien to more conservative people. Consequently, a study of class values combined with some self-analysis might produce a broader understanding and more flexible procedures functioning toward the greater participation of all pupils.

Limitations of This Study

The limitations of this study are three dimensional: this study is too restricted as to length or time, width or place and depth. Since the data was gathered over a one-year period, the snap-shot effect of a status study has been achieved. Mobility is not something that just happens, like the measles. Mobility or the propensity to be mobile and the educational conditions attendant to the fostering of mobility have many causal factors extending back through many years; mobility and concomitant conditions go forward into the future. Consequently, this study would have been more valuable if it probed into the history of Wyville High and its pupils and if it continued to be in operation over a longer period than one year.

In regard to place limitation, this study can only indicate that certain conditions seemed to exist in Wyville. Wyville may be typical or a-typical in this respect. A repetition of this study in similar and different types of communities would have added to its worth.

This study also lacks depth. Within its present limitations of time and place, further examination of all the factors in operation would have been advantageous. Case studies of the typically mobile could have been made. Sociometric studies of class and extra-class meetings would have given insight into the degree of participation of the members. The Mobility Scale has certain limitations, already noted, which might have been minimized or

eliminated with a more thorough study.

Recommendations for Further Study

The recommendations for further study stem from the limitations of this study. In regard to the time limitation, case histories of the mobile and immobile as well as a more thorough investigation into Wyville High would increase knowledge of the past; follow-up studies over a period of at least ten years would serve to test the validity of this study's conclusions. Compensation for the place limitation could be made by carrying on similar studies in the same and different types of communities. Under these conditions, the improvement of the Mobility Scale would be probable. In regard to depth, extended case and sociometric studies as well as the administration of personality and aptitude tests would provide added richness to this study.

Since our society has related vertical social mobility to democracy and since the democratic functioning of our high schools is the center of much attention, additional and broader studies of this type can supply valuable information to those engaged in training and supervising teachers, in building curriculums and in administering our high schools in the light of socially valid principles.

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APPENDIX A

Table 1. Index of Status Characteristic Ratings of 977
Wyville High Students

ISC Class Rating	Number of Students
(1)	(2)
Class I	0
II	3
III	61
IV	307
V	466
VI	<u>140</u>
Total	977

Table 2. Percentages of ISC Ratings among 977 Wyville
High Students

ISC Class Rating	Percentage of Students
(1)	(2)
Class I	0
II3
III	6.3
IV	31.4
V	47.8
VI	<u>14.2</u>
Total	100.

Table 3. High-school Course Membership According to
ISC Ratings

Course	ISC Ratings						Totals
	I	II	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
General	0	0	1	10	19	8	38
Commercial	0	0	10	102	207	72	391
Industrial Arts	0	0	1	30	103	27	161
College							
Preparatory	0	3	48	161	128	30	370
Distributive							
Education	0	0	1	4	9	3	17
Totals	0	3	61	307	466	140	977

Table 4. Percentage of ISC Ratings in High-school Courses

Course	ISC Ratings					Totals
	II	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
General	0	2.6	26.3	50.0	21.1	100.
Commercial	0	2.6	26.1	52.9	18.4	100.
Industrial Arts	0	.6	18.6	64.0	16.8	100.
College						
Preparatory	.8	13.0	43.5	34.6	8.1	100.
Distributive						
Education	0	5.9	23.5	53.0	17.6	100.

Table 5. Extra-class Activity Membership in Relation to ISC Rating

Activity	ISC Ratings				Totals
	III	IV	V	VI	
(1)	(2)	(3)	(4)	(5)	(6)
1. Baseball	4	25	26	7	62
2. Basketball	3	24	29	8	64
3. Football	3	24	40	6	73
4. Golf	-	7	4	-	11
5. Hockey	1	8	3	-	12
6. Track	5	13	6	1	25
7. Girls' Badminton	2	29	20	5	56
8. Girls' Basketball	9	35	26	5	75
9. Girls' Baton Squad	3	4	11	1	19
10. Girls' Cheerleaders ..	-	5	3	-	8
11. Girls' Drum Majorettes	-	2	1	-	3
12. Girls' Flag Squad	-	2	4	-	6
13. Girls' Softball	3	23	19	1	46
14. Girls' Other Athletics	5	20	19	3	47
15. Band	4	13	6	-	23
16. Junior Rotarians	4	7	1	1	13
17. Projectionists	-	4	1	-	5
18. Safety Patrol	5	10	10	1	26
19. Guidance Assistants ..	-	7	4	1	12
20. Messenger Corps	11	40	24	7	82
21. Newspaper	12	42	25	5	84
22. Art Club	3	23	22	1	49
23. Dramatic Club	8	18	20	1	47
24. Glee Club	8	40	39	5	92
25. Geography Club	14	56	50	8	128
26. Junior Red Cross	3	32	31	13	79
27. Library Corps	12	30	17	1	60
28. Movie Club	6	30	20	-	56
29. Music Club	5	9	7	-	21
30. Orchestra	4	7	6	1	18
31. Senior Revue	10	50	35	6	101
32. Student Council	13	25	25	2	65
33. Yearbook	2	10	9	-	21
34. Others	2	11	9	1	23

Note: Class II members have been combined with Class III

Table 6. Percentage of Pupils in Extra-class Activities
in Relation to ISC Rating

Activity	ISC Ratings			
	III	IV	V	VI
(1)	(2)	(3)	(4)	(5)
1. Baseball	6.5	40.3	41.9	11.3
2. Basketball	4.7	37.5	45.3	12.5
3. Football	4.1	32.9	54.8	8.2
4. Golf	-	63.6	36.4	-
5. Hockey	8.3	66.7	25.	-
6. Track	20.0	52.0	24.0	4.0
7. Girls' Badminton	3.6	51.8	35.7	8.9
8. Girls' Basketball	12.0	46.6	34.7	6.7
9. Girls' Baton Squad	15.8	21.1	57.8	5.3
10. Girls' Cheerleaders ...	-	62.5	37.5	-
11. Girls' Drum Majorettes.	-	66.7	33.3	-
12. Girls' Flag Squad	-	33.3	66.7	-
13. Girls' Softball	6.5	50.0	41.3	2.2
14. Girls' Other Athletics.	10.6	42.6	40.4	6.4
15. Band	17.4	56.5	26.1	-
16. Junior Rotarians	30.1	53.9	7.7	7.7
17. Projectionists	-	80.0	20.0	-
18. Safety Patrol	19.2	38.5	38.5	3.8
19. Guidance Assistants ...	-	58.4	33.3	8.3
20. Messenger Corps	13.4	48.8	29.3	8.5
21. Newspaper	14.3	50.0	29.3	5.9
22. Art Club	6.1	47.0	44.9	2.0
23. Dramatic Club	17.0	38.3	42.5	2.2
24. Glee Club	8.7	43.5	42.4	5.4
25. Geography Club	10.9	43.8	39.1	6.2
26. Junior Red Cross	16.4	40.5	39.3	3.8
27. Library Corps	20.0	50.0	28.4	1.6
28. Movie Club	10.7	53.6	35.7	-
29. Music Club	23.8	42.9	33.3	-
30. Orchestra	22.2	38.9	33.3	5.6
31. Senior Revue	9.9	49.5	34.7	5.9
32. Student Council	20.0	38.5	38.5	3.0
33. Yearbook	9.5	47.6	42.9	-
34. Others	8.7	47.8	39.1	4.4

Note: Class II members have been combined with Class III

Table 7. Weighted Averages of ISC Ratings Among Extra-class Activity Members

Activity	Weighted Average	Activity	Weighted Average
(1)	(2)	(3)	(4)
1. Baseball	4.60	18. Safety Patrol	4.27
2. Basketball	4.66	19. Guidance Assistants	4.00
3. Football	4.67	20. Messenger Corps	4.33
4. Golf	4.36	21. Newspaper	4.27
5. Hockey	4.16	22. Art Club	4.43
6. Track	4.12	23. Dramatic Club	4.30
7. Girls' Badminton	4.50	24. Glee Club	4.46
8. Girls' Basketball	4.35	25. Geography Club	4.41
9. Girls' Baton Squad	4.53	26. Junior Red Cross	4.68
10. Girls' Cheerleaders	4.37	27. Library Coprs	4.07
11. Girls' Drum Majorettes	4.33	28. Movie Club	4.24
12. Girls' Flag Squad	4.66	29. Music Club	4.09
13. Girls' Softball	4.39	30. Orchestra	4.00
14. Girls' Other Athletics	4.43	31. Senior Revue	4.37
15. Band	4.08	32. Student Council	4.25
16. Junior Rotarians	3.92	33. Yearbook	4.33
17. Projectionists	3.60	34. Others	4.39
		r = 1.08	
		Note. School Population	4.69

Table 8. Weighted Averages of ISC Ratings Among Course Members

Course	Weighted Averages
(1)	(2)
General	4.89
Commercial	4.87
Industrial Arts	4.97
College Preparatory	4.36
Distributive Ed.	4.82
r = .61	Note. School Population 4.69

Table 9. Plus-minus Pattern of Extra-class Activity Members

Activity	ISC Ratings			
	III	IV	V	VI
(1)	(2)	(3)	(4)	(5)
1. Baseball	S	+	-	-
2. Basketball	-	+	-	-
3. Football	-	+	+	-
4. Golf	-	+	-	-
5. Hockey	+	+	-	-
6. Track	+	+	-	-
7. Girls' Badminton	-	+	-	-
8. Girls' Basketball	+	+	-	-
9. Girls' Baton Squad	+	-	+	-
10. Girls' Cheerleaders	-	+	-	-
11. Girls' Drum Majorettes	-	+	-	-
12. Girls' Flagg Squad	-	+	+	-
13. Girls' Softball	S	+	-	-
14. Girls' Other Athletics	+	+	-	-
15. Band	+	+	-	-
16. Junior Rotarians	+	+	-	-
17. Projectionists	-	+	-	-
18. Safety Patrol	+	+	-	-
19. Guidance Assistants	-	+	-	-
20. Messenger Corps	+	+	-	-
21. Newspaper	+	+	-	-
22. Art Club	-	+	-	-
23. Dramatic Club	+	+	-	-
24. Glee Club	+	+	-	-
25. Geography Club	+	+	-	-
26. Junior Red Cross	+	+	-	-
27. Library Corps	+	+	-	-
28. Movie Club	+	+	-	-
29. Music Club	+	+	-	-
30. Orchestra	+	+	-	-
31. Senior Revue	+	+	-	-
32. Student Council	+	+	-	-
33. Yearbook	+	+	-	-
34. Others	+	+	-	-

Key:

+ = higher percent-
age than
is typical
of the
school
population

- = lower percent-
age than
is typical
of the
school
population

S = same percent-
age as
school
population

Note: Class II members have been combined with Class III

Table 10. Plus-minus Pattern of Course Members

Course	ISC Rating			
	III	IV	V	VI
(1)	(2)	(3)	(4)	(5)
General	-	-	+	+
Commercial	-	-	+	+
Industrial Arts	-	-	+	+
College Preparatory	+	+	-	-
Distributive Education	S	-	+	+

Title: Investigation of Out-of-School Activities in Relation to In-School Membership

Class	Course	Activities	O.O.S.A.	
(1)	(2)	(3)	(4)	
3	College (51)	Group 1 (27)	L = 3 O = 1 ? = 7 U = 16	
		Group 1 and 2 (10)	L = 4 O = 0 ? = 3 U = 3	
		Group 2 (2)	? = 2	
		No significant activities (12)	L = 3 O = 2 ? = 6 U = 1	
		Industrial Arts or Commercial (11)	More than one group (2)	? = 1 U = 1
		Group 1 (3)	? = 1 U = 1 O = 1	
		Group 1 and 2 (1)	O = 1	
		Group 2 (0)	0	
		No activities (5)	L = 1 O = 2 ? = 1 U = 1	

(continued on next page)

Explanation: Group 1 activities had P's = .001 - .01
 Group 2 activities had P's = .02 - .05
 L means out-of-school activities of low-socio-economic make-up
 U means out-of-school activities of high socio-economic make-up
 ? means out-of-school activities of no particular socio-economic make-up
 O means did not participate in any out-of-school activities

(continued)

Class	Course	Activities	O.O.S.A.		
(1)	(2)	(3)	(4)		
4	College (161)	Group 1 (86)	L = 24	O = 4	? = 38 U = 20
		Group 1 and 2 (29)	L = 4	O = 4	? = 16 U = 5
		Group 2 (6)	L = 2	O = 1	? = 3 U = 0
		No significant activities (40)	L = 12	O = 3	? = 2 U = 5
		Industrial Arts or Commercial (132)	More than one group (28)	L = 5	O = 6
		Group 1 (31)	L = 6	O = 7	? = 13 U = 5
		Group 1 and 2 (8)	L = 2	O = 0	? = 6 U = 0
		Group 2 (5)	L = 2	O = 0	? = 3 U = 0
		No significant activities (60)	L = 15	O = 13	? = 25 U = 7

(continued on next page)

Explanation: Group 1 activities had P's = .001 - .01
 Group 2 activities had P's = .02 - .05
 L means out-of-school activities of low-socio-economic make-up
 U means out-of-school activities of high socio-economic make-up
 ? means out-of-school activities of no particular socio-economic make-up
 O means did not participate in any out-of-school activities

(continued)

Class	Course	Activities	O.O.S.A.		
(1)	(2)	(3)	(4)		
5	College (128)	Group 1 (68)	L = 30	O = 8	U = 6
			? = 24		
		Group 1 and 2 (18)	L = 7	O = 3	U = 1
			? = 7		
		Group 2 (8)	L = 4	O = 0	U = 0
		? = 4			
		No significant activities (34)	L = 14	O = 4	U = .2
		? = 14			
	Industrial Arts or Commercial (310)	More than one group (44)	L = 16	O = 7	U = 1
			? = 20		
		Group 1 (70)	L = 27	O = 10	U = 9
			? = 24		
		Group 2 (18)	L = 8	O = 5	U = 0
			? = 5		
		Group 1 and 2 (14)	L = 6	O = 2	U = 1
			? = 5		
		No significant activities (158)	L = 66	O = 34	U = 10
			? = 34		

(concluded on next page)

Explanation: Group 1 activities had P's = .001 - .01
 Group 2 activities had P's = .02 - .05
 L means out-of-school activities of low-socio-economic make-up
 U means out-of-school activities of high socio-economic make-up
 ? means out-of-school activities of no particular socio-economic make-up
 O means did not participate in any out-of-school activities

(concluded)

Class	Course	Activities	O.O.S.A.
(1)	(2)	(3)	(4)
6	College (30)	Group 1 (15)	L = 9 O = 1 ? = 4 U = 1
		Group 1 and 2 (1)	0
		Group 2 (1)	0
		No significant activities (13)	L = 7 O = 3 ? = 3
	Industrial Arts or Commercial (109)	More than one group (11)	L = 8 O = 3
		Group 1 (22)	L = 14 O = 3 ? = 5
		Group 1 and 2 (5)	L = 3 O = 2
		Group 2 (2)	L = 1 O = 1
		No significant activities (69)	L = 33 O = 17 ? = 19

Explanation: Group 1 activities had P's = .001 - .01
 Group 2 activities had P's = .02 - .05
 L means out-of-school activities of low socio-economic make-up
 U means out-of-school activities of high socio-economic make-up
 ? means out-of-school activities of no particular socio-economic make-up
 O means did not participate in any out-of-school activities

Comparison of Socio-Economic Make-up of
Out-of-School Groups and Sample Population

(1)	(2)	(3)
Jewish Community Center	.001	Up
South Community Club*	.01	Up
Miscellaneous Groups	.20	Up
North Community Club*	.01	Up and Down
C.Y.O.	.20	Up and Down
Teen Town	.02	Down (slightly)
Playgrounds	.10	Down
Settlement House	.001	Down

* Substitute names to preserve anonymity of city studied

Title: Sociometric Choices Evident from a Random Sample of
Questionnaire Returns

Upwardly Mobile

Serial Number	ISC Rating	ISC Ratings of Friends
(1)	(2)	(3)
1000	III	III, IV, IV
793	III	IV, III, IV
147	III	IV, IV, IV, IV
476	VI	-----(no friends given)
798	IV	III, V, IV
386	III	IV, IV
300	IV	IV, V, IV, IV
36	IV	III, IV, III
641	IV	V, IV, V, V
986	IV	IV, IV, IV
785	IV	V, IV, IV
529	IV	IV
901	IV	IV, V, IV, V
552	VI	V, V
345	V	------(ISC not known)
967	V	VI
674	V	VI, IV, IV, IV
947	V	IV, IV
513	V	V, V, V
722	V	-----
991	V	V
925	V	III, IV, IV
24	V	IV, V, IV, V
706	V	-----
970	V	V, III, IV
282	V	V
261	V	V, VI, IV, IV
98	IV	IV
651	VI	VI, IV, IV

Downward Mobility

425	IV	V, IV
180	IV	V, IV
584	IV	V, IV
933	IV	IV, IV, IV, IV
88	IV	V, IV, V, V

(continued on next page)

(continued)

Serial Number	ISC Rating	ISC Ratings of Friends
(1)	(2)	(3)
335	IV	V, VI, IV
511	IV	IV, IV, IV
525	IV	V, III
890	IV	IV
884	IV	V
625	III	IV, IV

Level Mobility

572	III	IV, V
536	IV	V, IV, VI, VI
399	IV	IV, IV, II, V
473	IV	IV, V, V, III
487	VI	VI, IV
620	VI	VI, V, VI, VI
91	VI	IV, V, VI, IV
415	VI	----- (none given)
333	VI	V, IV, V, V
544	VI	V, V, IV, V
609	VI	VI, IV
131	V	----- (not known)
103	V	VI, V
235	V	V, V, V, V
665	V	V
361	V	V, IV, V
414	V	VI, IV
232	V	III, IV, V, V
850	V	V, VI
979	V	IV, IV, V, V
528	V	----- (not known)
177	V	V
123	V	V
273	V	V, IV
563	V	V, IV
619	V	IV, V
118	V	V, IV, IV

(concluded on next page)

(concluded)

Questionable Mobility

Serial Number	ISC Rating	ISC Ratings of Friends
(1)	(2)	(3)
421	V	----- (not known)
885	V	IV, IV
478	V	IV, IV, V, V
249	V	VI, V
196	V	----- (not known)
875	V	VI, IV, IV, V
745	V	IV
217	V	----- (not known)
582	V	IV, VI
812	V	V, V
73	V	V, V, V, VI
6	V	V, V, VI
728	V	----- (not known)
714	V	V
202	VI	V, III
469	VI	V, V, V
250	VI	IV, V, V, V
479	VI	VI, IV, VI
136	IV	V, IV
195	IV	V, IV, VI
686	IV	V, III
107	IV	V, V, V, V
990	IV	VI, V, V, V
594	IV	V, V
698	IV	----- (not known)
137	VI	----- (not known)
567	V	IV, IV
105	V	IV, V
149	V	V
664	IV	----- (not known)

Students Working

	Class 3	Class 4	Class 5	Class 6
(1)	(2)	(3)	(4)	(5)
30 hours or more	2	30	47	13
20 - 30 hours	12	48	73	22
0 - 20 hours	19	70	86	28
None	31	159	260	77

Percentage of Working Students Active in Activities

	Class 3	Class 4	Class 5	Class 6
(1)	(2)	(3)	(4)	(5)
30 hours or more	100%	60%	49%	46.1
20 - 30 hours	77.7	87.5	69.6	59.1
0 - 20 hours	84.2	87.1	67.4	75.7
None	77.4	77.2	78.8	61%

Mobility Tendencies, Out-of-School Membership, and Out-of-School Work

Mobility Number		VA	Out-of-School			0	Out-of-School Work	
			A	SA		Y	N	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Up	244	85 (34.38)	65 (26.63)	70 (28.68)	24 (9.83)	105 (43.03)	139 (56.96)	
Level	301	49 (16.27)	79 (26.24)	125 (41.52)	48 (15.94)	145 (48.17)	156 (51.82)	
Down	117	21 (17.94)	38 (32.47)	37 (31.62)	21 (17.94)	44 (37.60)	73 (62.39)	
Question- able	315	70 (22.22)	76 (24.12)	102 (32.38)	67 (21.26)	160 (50.79)	155 (49.20)	
Totals	977	225 (23.02)	258 (26.40)	334 (34.18)	160 (16.37)	454 (46.46)	523 (53.53)	

Explanation: VA = very active
 SA = slightly active (one group)
 Y = Yes, works outside school
 A = active
 O = no activity
 N = No, does not work outside of school

Mobility Tendencies, In-School Membership and Election or Appointment to School Office

Mobility Numbers	In-School Membership						School Office				
	AO	A+	O-	SA	SO	O	A	E	AE	O	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Up	244	15 (6.14)	63 (25.81)	76 (31.14)	14 (5.73)	47 (19.26)	29 (11.88)	55 (22.54)	24 (9.83)	22 (4.01)	143 (58.60)
Level	301	50 (16.61)	41 (13.62)	27 (8.97)	15 (4.98)	17 (5.64)	151 (50.16)	28 (9.30)	13 (4.31)	16 (5.31)	244 (81.06)
Down	117	28 (23.93)	2 (1.70)	- (---)	5 (4.27)	4 (3.41)	78 (66.66)	10 (8.54)	4 (3.41)	- (---)	103 (88.03)
Question- able	315	25 (7.93)	80 (25.39)	64 (20.31)	20 (6.34)	101 (32.06)	25 (7.93)	49 (15.55)	18 (5.71)	11 (3.49)	237 (75.23)
Totals	977	118 (12.07)	186 (19.03)	167 (17.09)	54 (5.52)	169 (17.29)	283 (28.96)	142 (14.53)	59 (6.03)	49 (5.01)	727 (74.41)

Explanation: AO = Athletic Activities Only A+ = Athletic and Non-Athletic Activities
 O = Non-Athletic Activities SA = One Athletic Activity
 SO = One Non-Athletic Activity O = No Activity
 A = Appointive Office E = Elective Office
 AE = Appointive and Elective O = No office

Mobility Tendencies, Intelligence Quotients, and Scholastic Averages

Mobility Number		Intelligence Quotients			Scholastic Averages				
		AA	A	BA	A	B	C	D	E
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Up	244	104 (42.62)	133 (54.50)	7 (2.86)	17 (6.96)	100 (40.98)	91 (37.29)	33 (13.52)	3 (1.22)
Level	301	47 (15.61)	218 (72.42)	36 (11.96)	17 (5.64)	52 (17.27)	123 (40.86)	97 (32.22)	12 (3.98)
Down	117	23 (19.65)	78 (66.66)	16 (13.67)	3 (2.56)	19 (16.23)	49 (41.88)	43 (36.75)	3 (2.56)
Question- able	315	39 (12.38)	220 (69.84)	56 (17.77)	12 (3.80)	65 (20.63)	148 (46.98)	78 (24.76)	12 (3.80)
Totals	977	213 (21.80)	649 (66.42)	115 (11.77)	49 (5.01)	236 (24.15)	411 (42.06)	251 (25.69)	30 (3.07)

Explanation: AA means an I.Q. of over 110

A means an I.Q. between 90 - 110

BA means an I.Q. below 90

Mobility Tendencies, Age, Sex, and Year in School

Mobility Numbers	Age				Sex		Year in School				
	13	15	17	19	M	F	9	10	11	12	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Up	244	.88 (36.06)	111 (45.49)	45 (18.44)	- (-)	114 (46.72)	130 (53.27)	74 (30.32)	54 (22.13)	60 (24.59)	56 (22.95)
Level	301	84 (27.90)	160 (53.15)	51 (16.94)	6 (1.99)	171 (56.81)	130 (43.18)	84 (27.90)	87 (28.90)	67 (22.25)	63 (20.93)
Down	117	39 (33.33)	60 (51.28)	16 (13.67)	2 (1.70)	83 (70.94)	34 (29.05)	34 (29.05)	41 (35.04)	28 (23.93)	14 (11.96)
Question- able	315	78 (24.76)	150 (47.61)	81 (25.71)	6 (1.90)	119 (37.77)	196 (62.22)	70 (22.22)	70 (22.22)	72 (22.85)	103 (32.69)
Totals	977	289 (29.58)	481 (49.23)	193 (19.75)	14 (1.43)	487 (49.84)	490 (50.15)	262 (26.81)	252 (25.79)	227 (23.23)	236 (24.15)

APPENDIX B

Suggestions to Teachers Regarding Personal Data Sheet:

As indicated on the first page of this questionnaire, its purpose is to gather information regarding pupils and pupil participation in areas of study, work, and play in order to base future help to them on more solid ground.

To obtain maximum results, it may be necessary to further explain certain questions. For instance, Question 7 deals only with the liberal arts colleges; question 7a includes all other education or training after high school. On questions 20 and 21, the pupils may not know accurate or even approximately accurate answers. Urge them to be as definite as possible but indicate lack of information is anticipated. Question 31 is rather difficult. It would be helpful for you to read it aloud and call attention to its method. Please be sure that the pupils complete the last question.

Your cooperation will aid in making this study more valid. Valid data increases our potential helpfulness to the younger generation. Thank you.

1. Of course, most boys have some day-dreams about what they would like to be and do when they are adults. What would you like most to be and do if you had the ability and the opportunity?

2. Naturally, there can be a big difference between anybody's daydream and what, seriously, he really expects to be and do. When you are an adult—let us say around 35 or 40—what kind of work do you really expect to do?

3. Is your present home a
1 Single house
2 Two-family house
3 Three-family house
4 Four or more family house or apartment
5 Other(What _____)

14. Does your family rent or own your home?
rent
own

15. Father's name and age

First Last Age

16. Is your father
1 living at home
2 living elsewhere
3 dead (Year of death? _____)

17. If you have a stepfather, give his name

First Last Age

18. Is your mother
1 living at home
2 living elsewhere
3 dead (Year of death? _____)

19. If you have a stepmother, give her name

First Last Name Age before marriage

SPECIAL NOTE FOR THOSE WHO HAVE A STEPFATHER OR STEPMOTHER

There are a number of questions on this questionnaire which concern father and mother. If you have either a stepmother or stepfather for five years or more, consider the stepfather or the stepmother to be the father or mother referred to.

If you had a stepfather or a stepmother for less than five years, try to answer the questions which refer to father or mother in terms of your own father or mother.

20. How many years has your father completed in school? (Check one)
- 1 He attended less than 4 years.
 - 2 He completed from 4-6 years.
 - 3 He completed from 7-9 years.
 - 4 He completed from 10-12 years.
 - 5 He went part way through college.
What college? _____
 - 6 He graduated from college.
What college? _____
 - 7 He attended professional school after college. What school? _____

21. How many years has your mother completed in school? (Check one)
- 1 She attended less than 4 years.
 - 2 She completed from 4-6 years.
 - 3 She completed from 7-9 years.
 - 4 She completed from 10-12 years.
 - 5 She went part way through college.
What college? _____
 - 6 She graduated from college.
What college? _____
 - 7 She attended professional school after college. What school? _____

22. Where was your father born?

Town or city State Country

23. Where does your father work?

Place (city or town) _____
Name of firm or organization _____

Does your father:

- 1 Own his own business or have a partnership
- 2 Do professional work (like doctor or lawyer by himself or in partnership)
- 3 Work for a company owned by others
- 4 Work for a city, state or federal government
- 5 Other (What? _____)

24. Just what is his work? Please tell very carefully. For example, don't just say he runs a machine if he does, but tell what kind of a machine. Or if he is a foreman or manager, tell how many people, approximately, work under him and what sort of work they do. If he is a salesman, don't say salesman but tell what kind of goods he sells. In other words, be as exact as you can be.
- _____
- _____
- _____
- _____
- _____
- _____

25. Where was your mother born?

Town or city State Country

26. Does your mother have a paying job? (other than keeping house and taking care of the family)?

- 1 Yes, she does have such a job now
- 2 No, not now, but she has had such a job within the past five years
- 3 No, she has not had such a job within the past five years
- 4 She has not worked since her marriage

27. If your mother is working now, where does she work? _____

Describe as well as you can what kind of work she does _____

28. Do you work outside of school regularly? Yes No
If you do, describe what kind of work you do. _____

On school days, about how many hours do you work at your out-of-school job?
 ___ about 2 hours ___ about 6 hours
 ___ about 4 hours ___ about 8 hours

30. On other days, about how many hours do you work at an out-of-school job?
 ___ None ___ about 6 hours
 ___ about 2 hours ___ about 8 hours
 ___ about 4 hours ___ more (How many? ___)

31. Which high school courses have you taken before this year?
 As a freshman _____
 As a sophomore _____
 As a junior _____

32. What school offices have you held?
 As a freshman _____
 As a sophomore _____
 As a junior _____

33. What school offices are you holding now?

34. What prizes or awards have you won since entering high school?
 As a freshman _____
 As a sophomore _____
 As a junior _____

35. To which of the following out-of-school groups do you belong? (Check one or more)

- ___ CYO (Which parish? _____)
- ___ Christopher Columbus Club
- ___ House of Seven Gables
- ___ Jewish Community Center
- ___ Mack Park Playground Community
- ___ May Street Community Club
- ___ Pickman Park Association
- ___ Playground (Which? _____)
- ___ Salem Youth Recreation Council
- ___ Scouts (Which troop? _____)
- ___ Teen Town
- ___ YMCA
- ___ Other (What? _____)

35. To which of the following school groups do you belong? (Check one or more)

- If you are a freshman, check the F column.
- If you are a sophomore, check the S column.
- If you are a junior, check the J column.
- If you are a senior, check the Se column.

NOTE—After checking the proper column, think back over your previous years in high school. Check other columns to show which groups you belonged to.
 For example, Juniors would first check the J column, then the S column for their sophomore year and the F column for their freshman year.

Athletic Groups

	F	S	J	Se
<u>Boys</u>				
Baseball _____				
Basketball _____				
Football _____				
Golf Club _____				
Hockey _____				
Track _____				
<u>Girls</u>				
Badminton _____				
Basketball _____				
Baton Squad _____				
Cheerleaders _____				
Drum Majorettes _____				
Flag Squad _____				
Softball _____				
Swimming _____				
Tennis _____				

Non-athletic Groups

	F	S	J	Se
<u>Boys</u>				
Band _____				
Junior Rotarians _____				
Projectionists _____				
Safety Patrol _____				
<u>Girls</u>				
Guidance Assistants _____				
Messenger Corps _____				
<u>Boys and Girls</u>				
Advance _____				
Art Club _____				
Dramatic Club _____				
Glee Club _____				
Geographic Club _____				
Junior Red Cross _____				
Library Corps _____				
Movie Club _____				
Music Club _____				
Orchestra _____				
Senior Revue _____				
Student Council _____				
Yearbook _____				
Others What? _____				

GIRLS PERSONAL DATA SHEET

High school students have different reasons for choosing their future occupations. Some choose because a member of their family does a certain kind of work. Others select a future occupation because friends or neighbors are engaged in it. Still others have strong personal inclinations for certain vocations.

This questionnaire is part of a study concerned with high school students and their choices of future occupations. If it is known what factors influence pupils to choose certain fields of study, work and play, more help with life plans can be given. You can help by answering all the questions as accurately and completely as possible. Thank you.

Name (please print)

First Name

Last Name

Homeroom

Address

Number

Street

City or Town

1. Age at last birthday (check one)

- 1 20 or over 5 16 or over
 2 19 6 15
 3 18 7 14
 4 17 8 13 or less

2. Birthplace

City or town _____
 State _____

3. What grade are you now in?

- 1 9th grade 3 11th grade
 2 10th grade 4 12th grade

4. What course are you now taking?

- 1 Commercial
 2 Industrial Arts
 3 College preparatory
 4 Other (What? _____)

5. Were you previously in a different course from the one you are now taking?

- 1 No
 2 Yes, commercial
 3 Yes, industrial arts
 4 Yes, college preparatory
 5 Yes, other (What? _____)

6. Do you plan to finish high school?

- 1 Yes, definitely
 2 Perhaps, not decided yet
 3 No

7. Do you plan to go to college?

- 1 Yes, definitely (What college? _____)
 2 Perhaps, not decided yet
 3 No

7a. Do you plan on other education or training after high school?

- 1 Yes, definitely (What? _____)
 2 Perhaps, not decided yet
 3 No

8. Do most of your friends plan on further education or training after high school?

- 1 Yes, definitely
 2 Perhaps, not decided yet
 3 No
 4 I don't know

9. Who is your best friend?

Name _____
 Address _____

10. In addition to your best friend, who are your three closest friends?

1. Name _____
 Address _____
 2. Name _____
 Address _____
 3. Name _____
 Address _____

.Of course, a lot of girls do not plan to have a career at all, and a lot of others plan to work for only a few years and then devote their time to keeping house and raising a family. How do you feel about this?

- (Check one)
1. I'm thinking of getting married and having a family and haven't thought much about having a paying job outside of the home.
 2. I think I will probably work for a few years after I have finished school or college, and then get married and give up working outside the home.
 3. I am definitely going to get a job and I want to keep on working whether I get married or not.

.Now, if you checked either #2 or #3 on the question above, what kind of work is it that you expect to do?

a. Most girls expect to be married some day. Now this is a hard question, but what kind of work would you like your husband to be doing when he is about 35 or 40?

13. Is your present home a
 - 1 Single House
 - 2 Two-family House
 - 3 Three-family House
 - 4 Four or more family House or apartment
 - 5 Other(What? _____)

14. Does your family rent or own your home? rent own

15. Father's Name

First	Last	Age
-------	------	-----

16. Is your father:
 - 1 living at home
 - 2 living elsewhere
 - 3 dead (Year of death? _____)

17. If you have a stepfather, give his name:

First	Last	Age
-------	------	-----

18. Is your mother:
 - 1 living at home
 - 2 living elsewhere
 - 3 dead (Year of death? _____)

19. If you have a stepmother, give her name:

First	Last name before marriage	Age
-------	---------------------------	-----

SPECIAL NOTE FOR THOSE WHO HAVE A STEPFATHER OR A STEPMOTHER

There are a number of questions on this questionnaire which concern fathers and mothers. If you have ^{had} either a stepfather or stepmother for five years or more, consider the stepfather or the stepmother to be the father or mother referred to.

If you have had a stepfather or a stepmother for less than five years, try to answer the questions which refer to father or mother in terms of your own father or mother.

0. How many years has your father completed in school? (Check one)

- 1 He attended less than 4 years.
 2 He completed from 4-6 years.
 3 He completed from 7-9 years.
 4 He completed from 10-12 years.
 5 He went part way through college.
 What college? _____
 6 He graduated from college.
 What college? _____
 7 He attended professional school after college. What school? _____

21. How many years has your mother completed in school? (Check one)

- 1 She attended less than 4 years.
 2 She completed from 4-6 years.
 3 She completed from 7-9 years.
 4 She completed from 10-12 years.
 5 She went part way through college.
 What college? _____
 6 She graduated from college.
 What college? _____
 7 She attended professional school after college. What school? _____

22. Where was your father born?

Town or city State Country

23. Where does your father work?

Place (city or town) _____
 Name of firm or organization _____

Does your father:

- 1 Own his own business or have a partnership
 2 Do professional work (like doctor or lawyer by himself or in partnership)
 3 Work for a company owned by others
 4 Work for a city, state or federal government
 5 Other (What? _____)

24. Just what is his work? Please tell very carefully. For example, don't just say he runs a machine if he does, but tell what kind of a machine. Or if he is a foreman or manager, tell how many people, approximately, work under him and what sort of work they do. If he is a salesman, don't say salesman but tell what kind of goods he sells. In other words, be as exact as you can be.

25. Where was your mother born?

Town or city State Country

26. Does your mother have a paying job? (other than keeping house and taking care of the family)?

- 1 Yes, she does have such a job now
 2 No, not now, but she has had such a job within the past five years
 3 No, she has not had such a job within the past five years
 4 She has not worked since her marriage

27. If your mother is working now, where does she work? _____

Describe as well as you can what kind of work she does _____

28. Do you work outside of school regularly? Yes No
 If you do, describe what kind of work you do. _____

- On school days, about how many hours do you work at your out-of-school job?
 ___ about 2 hours ___ about 6 hours
 ___ about 4 hours ___ about 8 hours
10. On other days, about how many hours do you work at an out-of-school job?
 ___ None ___ about 6 hours
 ___ about 2 hours ___ about 8 hours
 ___ about 4 hours ___ more (How many? ___)
11. Which high school courses have you taken before this year?
 As a freshman _____
 As a sophomore _____
 As a junior _____
12. What school offices have you held?
 As a freshman _____
 As a sophomore _____
 As a junior _____
13. What school offices are you holding now?
14. What prizes or awards have you won since entering high school?
 As a freshman _____
 As a sophomore _____
 As a junior _____
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- ___ Salem Youth Recreation Council
- ___ Scouts (Which troop? _____)
- ___ Teen Town
- ___ YMCA
- ___ Other (What? _____)

16. To which of the following school groups do you belong? (Check one or more)
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- If you are a junior, check the J column.
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- NOTE**—After checking the proper column, think back over your previous years in high school. Check other columns to show which groups you belonged to.
- For example, Juniors would first check the J column, then the S column for their sophomore year and the F column for their freshman year.

Athletic Groups	F	S	J	Se
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Baseball _____				
Basketball _____				
Football _____				
Golf Club _____				
Hockey _____				
Track _____				
<u>Girls</u>				
Badminton _____				
Basketball _____				
Baton Squad _____				
Cheerleaders _____				
Drum Majorettes _____				
Flag Squad _____				
Softball _____				
Swimming _____				
Tennis _____				
<u>Non-athletic Groups</u>				
<u>Boys</u>				
Band _____				
Junior Rotarians _____				
Projectionists _____				
Safety Patrol _____				
<u>Girls</u>				
Guidance Assistants _____				
Messenger Corps _____				
<u>Boys and Girls</u>				
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Glee Club _____				
Geographic Club _____				
Junior Red Cross _____				
Library Corps _____				
Movie Club _____				
Music Club _____				
Orchestra _____				
Senior Revue _____				
Student Council _____				
Yearbook _____				
Others What? _____				

Explanation of Data Card

M -- Male
 F -- Female
 PFH -- Plans to finish high school
 Y -- Yes
 N -- No
 P -- Perhaps
 PHE -- Plans higher education
 Y -- Yes
 P -- Perhaps
 N -- No
 Vocational plans -- numbers represent socio-economic levels of plans
 WOS -- Work out of school
 10 -- 10 hours a week
 20 -- 20 hours a week
 30 -- 30 hours a week
 S.Off. -- School office
 A -- Appointive
 E -- Elective
 AE -- Appointive and elective
 PSO -- Previous school office
 OSM -- Out-of-school membership
 VA -- Very active
 A -- Active
 SA -- Slightly active
 O -- None
 ISM -- In-school membership
 AO -- Athletic groups only
 A -- Athletic and other groups
 O -- Other groups only
 SA -- One athletic group
 SO -- One other group
 PISM -- Previous in-school membership
 1-34 -- In-school activities
 PISC -- Parental ISC rating
 1-6 -- Socio-economic levels
 MR -- Mobility rating
 U -- Up
 D -- Down
 L -- Level

House Rater's Sheet

Rate the following house types on a seven point scale: 4 is for average for this community; 1 is the best for this community; 7 is the worst.

Story and a half or two family house, adequate size, grounds neatly kept, property in good repair.

Large, luxurious house, extensive grounds landscaped.

Adequate house in fair condition, maybe two-family with attic flat, perhaps a small house in good shape.

Shabby tenements or run-down single house, livable if repaired.

Large, comfortable houses, fairly new in construction, grounds well cared for.

House beyond repair; doorway and yard show deterioration; frame irregular; grounds littered.

Good, comfortable house, conventional design, grounds neat.

Note: The same procedure was followed with specific houses.

