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Preferences of children in grades two through eight in social studies subject areas

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PREFERENCES OF CHILDREN IN GRADES TWO THROUGH EIGHT IN SOCIAL STUDIES SUBJECT AREAS

Submitted by

Virginia W. Bresnahan
(A.B. in History, University of New Hampshire, 1951)

Edward M. Connelly
(A.B. in History, Harvard College, 1948)

Clarence E. Craggy
(B.E. in Education, Keene Teachers College, 1950)

Maurie Hillson
(A.B. in English, Syracuse University, 1949)

Julia Kazantis
(A.B. in History, Boston University, 1950)

Peter R. MacGregor
(A.B. in Education, Los Angeles State College, 1951)

Clara Wadsworth
(A.B. in Biology, Radcliffe College, 1947)

Herbert F. Wiggin
(B.S. in Education, Gorham Teachers College, 1942)

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First Reader: W. Linwood Chase, Professor of Education

Second Reader: B. Alice Crossley, Assistant Professor of Education

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CHAPTER I

INTRODUCTION

The purpose of this study represents an examination of the expressed interests or preferences of children in social studies. This study was conceived to obtain further information concerning the educational significance of children's interests or preferences.

This study does not presume to investigate the primary motives and needs symbolized by children's expressed interests or preferences, but merely tries to show where their interests and preferences lie, and the strength of these interests and preferences in specific areas of the social studies field.

Additionally, this study's purpose is to show where a change in preference takes place from grade level to grade level, if such a change does take place.

Early in the 1930's came a series of reminders, both from within and without the profession of teaching, that new times and changed conditions required a different kind of school. Two generations ago, stated Ross,[1] from the vantage point of the sociologist:

> The schoolmaster dealt repressively with child

[1] Edward A. Ross, The Outlines of Sociology. New York: Century Company, 1933, p. 58.

> nature, deeming the child's propensities to play, rove, hunt, collect, or fight signs of 'the old Adam.' The schoolmaster of that day felt no obligation to make learning interesting and complacently forced a child by fear of the ferule to 'get' his lessons. Such repression worked no great harm when those who abominated school could generally escape from it. Now, however, when society insists on keeping every child in school for eight or ten years, it behooves educators to make education palatable by tying it to the child's native interests.

The impetus in recent years in the field of elementary education has been to allow the child some free expression in the choice of the subject of their studies or the manner in which they are to be carried out.

Some educators have, in their basic understanding of the child, allowed this freedom of expression to the point that ramifications of it are seen in student-teacher planning on the classroom level and curriculum planning on the school level.

The realization that the child, working with subject matter that interests him yields a more purposeful and, indeed, a more palatable learning situation has sent many students into the field of interests and preferences, searching for some concrete material that would prove helpful.

Much has been written about desires, preferences, and interests of children. However, it appears that too few studies have been made in the field of preferences and interests as it concerns the choosing of social studies material for study.

Social studies scores low as a preferred subject. Children's choices in fictitious reading material are known; also

well known is the fact that children accomplish most when pursuing their own interests.

Even with this background of various studies on interests and preferences, however, very little is known about what children would choose to study in the field of social studies if given the chance to choose. If given a choice of all the things the field of social studies encompasses, what would children indicate as their preference to study? What would they want most to learn about?

Because of the apparent lack of studies in this particular field, a group project was undertaken to investigate the preferences that children had in the field of social studies. Moreover, this group of graduate students felt that some type of study, limited to a great degree by such a large field of endeavor involved, would increase the knowledge of those interested in children's interests or preferences because children are now literally bombarded with more powerful media than ever before and are thus supplied with more information to assimilate. This rapidly changing world must in some way create new interests and preferences, or at least modify old ones to a degree. This was what gave additional impetus for this study.

With the above purpose in mind and before any organized contribution in this particular field could be considered, research in the field of related studies was undertaken.

The following chapter presents the results of the study of literature and research and may serve as a basis for understanding the need for this study as well as the subsequent materials dealt with in chapters three and four.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

A review of the literature on children's interests clearly indicates that many educators have given much time and effort to the development of check-lists, tests, questionnaires and other means of measuring or identifying children's interests.

Weedon[1] defines interest as "that which one wants to do." Hollingworth[2] holds that "interests indicate pleasure in the activity, and this, according to our analysis, also means relief from an irritant." John Dewey[3] in Democracy and Education says, "The word interest suggests etymologically, what is between, that which connects things otherwise distant." Ernest Horn[4] defines interest as that point where an object or subject influences one. Dewey[5] in Interest and Effort in Education says that:

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[1]Vivian F. Weedon, "Research Needed in Interest Evaluation," Educational Research Bulletin, 16:67-71, March, 1937.

[2]H. L. Hollingworth, Educational Psychology. New York: D. Appleton-Century Co., 1933, p. 67.

[3]John Dewey, Democracy and Education. New York: Macmillan Company, 1937, p. 21.

[4]Ernest Horn, Methods of Instruction in the Social Studies. New York: Charles Scribners Sons, 1937, pp. 504-509.

[5]John Dewey, Interest and Effort in Education. Boston: Houghton Mifflin Company, 1913, p. 96.

> The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is therefore, imperiously demanded if the agent is to be himself.

Some educators argue that interests can best be identified simply by knowing the child. While knowing the child is of the utmost importance, it has not proved to be a satisfactory means of interest identification because of the fallibility of teacher judgment and limited contact with the child.

The pioneer investigation in the field of interest measurement was carried out by Kelley[6] in 1914. He found correlations of .35, .34 and .33 between school marks in mathematics, English and history and scores on an interest inventory composed of items rated as important by teachers of these subjects. He came to the conclusion that interest was important in school achievement, but only half as important as industry in its influences.

Franklin,[7] found that junior high school students who chose a clerical career, scored significantly higher in a clerical aptitude test than those who had not chosen a clerical career even though the clerical group had significantly lower I.Q.'s. He made the deduction from his study that

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[6] T. L. Kelley, Educational Guidance, An Experimental Study in the Analysis and Prediction of Ability of High School Pupils. Teachers College Contributions to Education, No. 71. New York: Bureau of Publications, Teachers College, Columbia University, 1914. 116 pp.

[7] E. E. Franklin, The Permanence of Vocational Interests of Junior High School Pupils. The Johns Hopkins Studies in Education, No. 8, 1924. 63 pp.

"interest is a potent factor in aptitude for success."

Although independent of and unrelated to Franklin's study, Wyman[8] made a study of the interests of 629 gifted children and 669 normal children by means of a free association test and secured scores on social interests. She found a correlation of .49 between intellectual interest and achievement. Terman,[9] reporting on Wyman's study, said:

> We find that the most successful child is highly intelligent and highly interested. Some children who are not highly interested have succeeded, but they are highly intelligent. Again, some highly intelligent, but not highly interested have not succeeded, and finally some with lower intelligence and not a high degree of success are highly interested. A child must be interested to achieve success: The higher the interest and the higher the intelligence, the greater the success.

Columba[10] studied the school-subject preference of elementary school children and compared the differences of achievement on the Standard Achievement Test of those who expressed a preference for a subject with those who expressed no preference for it and came to the conclusion that the differences were insignificant.

Douglas Fryer[11] tested 70 college students by asking

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[8] J. B. Wyman, "The Measurement of Interests," Vocational Guidance Magazine, 8: 54-60, November, 1929.

[9] L. M. Terman, Mental and Physical Traits of a Thousand Gifted Children, Vol. I, Genetic Studies of Genius, Stanford: Stanford University Press, 1925.

[10] M. Columba, "A Study of Interests and Their Relations to Other Factors of Achievement in Elementary School Subjects," Catholic University of America, Educational Research Bulletin, Vol. I, #7, 1926. 35 pp.

[11] Douglas Fryer, Measurement of Interests. New York: Henry Holt and Company, 1931. p. 481.

them to rank seven school subjects which interested them in elementary school, in high school, and in college. He compared the students' preference with the grades received in these subjects at the various grade stages of their careers and found the coefficients to be .63, .60 and .80, respectively. Correlation was increased due to the fact that all markings were secured at the same time.

Limiting themselves to arithmetic and reading interests, Commins and Shank[12] did a study on children's interests in 1926. Students' success in these subjects was compared with their preferences. Students who preferred arithmetic were achieving more success in reading than those who did not express a preference for reading. However, students who preferred arithmetic were not achieving more in arithmetic than they were in reading.

King[13] combined a series of questions concerning interests with a series of intelligence tests to form a battery for prediction of success in English, mathematics and science. He found a correlation of .18 between school marks and marks which had been predicted on the basis of interest.

It is interesting to note that Langlie[14] secured estim-

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[12]W. D. Commins and T. B. Shank, "The Relation of Interest to Ability in School Subjects," Elementary School Journal, 27: 768-771, October, 1926.

[13]L. H. King, Mental and Interest Tests, Teachers College Contributions to Education, No. 449. New York: Teachers College, Columbia University, 1929. 124 pp.

[14]T. A. Langlie, "Interests and Scholastic Proficiency," Personnel Journal, 9: 246-250, October, 1930.

ates from 172 college freshmen of the subjects most interesting to them in high school and grouped the subjects into English, mathematics, language, social sciences, and natural sciences. He noted the number of students who received high grades and low grades in the subjects for which they expressed interest. He reached the conclusion that students tend to get the best grades in the subjects they are most interested in.

From the above one can readily see that interest is a powerful factor in the process of education. Much has been said about the provoking of interest. Motivation has been recognized as a primary factor in successful learning. The interests of children and their provocation was the subject of an article by Spalding[15] in which he cites three reasons why the school has failed to encourage pupils in the development of varied interests:

> 1) We have presented facts and more facts on a subject and felt that was all that was needed to develop interest.
>
> 2) We have assumed that only 'respectable' interests are the ones that the scholar or artist favors.
>
> 3) We have not taken their interests and developed them, but instead have imposed ours upon them.

As a remedy or guide for correction, Spalding, in the same article, goes on to say:

> The good teacher has some idea of what his children do out of school - what they read, their hobbies, and so

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[15] F. K. Spalding, Interest in Learning. Department of Secondary School Principals, Bulletin 74, Vol. 22: 52-54, Washington: National Education Association, April, 1938.

to support the conclusion that interests are not innate but largely acquired through experience."[21]

Smith[22] feels that if the social program is based on the pupil's interest, it will grow. Additionally, he feels that provocation can be obtained if teaching is based on issues which are in some degree controversial for the learner.[23] He concludes that settled matters may hold the pupil's interest for a while, but they do not challenge the mind sufficiently to promote reflection or furnish a basis for significant reforming of the individual's beliefs or behavior patterns.[24]

Hence, we find in the field of interests agreement that interest is essential for learning. The provocation or motivation of interest varies in method, but accord is evident in that provocation or motivation of some kind is necessary.

Interest and the Curriculum

A review of the literature dealing with children's interests shows that children have very definite likes and dislikes so far as school subjects are concerned. Though no subject is thoroughly disliked by all children, certain subjects are either very well liked or disliked by children. The reasons

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[21] Robertson, loc. cit.

[22] Donnal V. Smith, Social Learning. New York: Charles Scribner's Sons, 1937, p. 25.

[23] Ibid., p. 26.

[24] Loc. cit.

> on. These are the best clues to what they want to learn about. He (the teacher) recognizes that 'much that the individual boys and girls are interested in of their own accord may, with encouragement, develop into talent'."[16]

Lee and Lee[17] in The Child and His Curriculum, state unequivocally, "Interest is one of the largest factors in education." On the provocation of interest they write:

> Probably the most potent factor is that the teacher herself have such zeal and abiding interest that the interest becomes contagious. Interests already present should be located so that the teacher may relate new situations to the former interests .... this is just another way of giving meaning to the learning situation.[18]

Robertson[19] feels equally strong on the subject of the place of interest in learning. She feels that "modern educators who seek to develop socially informed and sensitive citizens place a high premium on interest education."

Interests are basic to learning, but it is evident that confusion concerning the role of interest in education has often existed. However, the provoking of the child's interest can be successful if, according to Robertson, we realize that "interests are not static but instead undergo continual change."[20] She concluded that research shows "strong evidence

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[16] Ibid., p. 54.

[17] J. Murray Lee and Dorris May Lee, The Child and His Curriculum. New York: D. Appleton Century Co., 1940, pp. 145-146.

[18] Loc. cit.

[19] Wanda Robertson, An Evaluation of the Culture Unit Method for Social Education. New York: Bureau of Publications, Teachers College, Columbia University, 1950, p. 112.

[20] Ibid., p. 120.

given for liking or disliking subjects give valuable clues to curriculum makers as to where the strong or weak points of their curricula lie.

Complaining that children's questions are not put to use by the curriculum planner, Edgar Dale[25] attributes this failure to the fact that "teachers and others may feel that children's interests are difficult to measure, not to be trusted, that they are transient and ephemeral, easily moved from one subject to another and therefore an unreliable source of curriculum objectives." However, he feels that a great many questions that the children do ask could be easily answered by the children themselves "through competent librarianship, through much better reference books and better indexes."[26]

Meredith[27] reminds us that curricula were at first based upon the development of the faculties, which was called the stimulus-response theory. There has, however, been a change from this type of curriculum to that which emphasizes the intrinsic satisfaction of the learner. In this type of curriculum the child is being led to an awareness of his own needs through a series of activites involving continuous reconstruc-

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[25] Edgar Dale, "Utilization of Children's Questions as a Source of Curriculum Material," Educational Research Bulletin, 16: 57-66, March, 1937.

[26] Ibid., p. 66.

[27] George H. Meredith, "Utilizing Pupil Interest in Curriculum Making," Journal of Elementary Education, 6: 9-13, August, 1937.

tion of experience on higher levels. The teacher must realize the value of pupil interest, developing units which will give the pupil the experiences he needs. Content must not be based on passing fancies of children but instead on study interests which will lead "children into activities rich with possibilities for growth toward goals of education."[28]

Placing the responsibility for developing the child-interest-centered curriculum squarely on the shoulders of the teacher, Frederick[29] says, "The importance of interest to learning places on the teacher the responsibility of guiding pupil interest and introducing new interests which will also meet the pupil needs."

Buswell[30] attempted to answer the problem of how much freedom should be given to the child in choosing his experiences. He felt that children should be given much freedom of choice of learning experiences under the general pattern which a superior adult experience is able to contribute. He felt that children should be given as much freedom as possible, freedom being a desirable thing, but urged teachers to be careful since too much freedom is as dangerous as no freedom at all.

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[28] Ibid., p. 13.

[29] O. I. Frederick, "Pupil Interests and Needs as a Basis for Curriculum Development," Curriculum Journal, 9: 321-322, November, 1938.

[30] G. T. Buswell, "How Much Freedom Should be Granted to Pupils to Choose Their Experiences in Learning?" Elementary School Journal, 40: 256-268, December, 1939.

"It is obvious," says Buswell, "that children are not equipped to have complete freedom of judgment or otherwise why would we have teachers? The teacher is in a position to segregate the worthwhile from the trivial."[31]

A further caution on the "interest-centered" curriculum comes from Josette Frank.[32] She raised the question as to how the school would find time to emphasize children's interests and those fostered by adults. She says:

> To these crowding interests of their own, we add our adult demands upon their time. There is, for example, school, definitely preempting a large portion of the working day. There are the scheduled meal hours fixed and immutable ....

She voiced a warning against the danger of exploiting interests rather than encouraging them.

> Our first imperative, I would say, will be the child's own inclinations. The child who is impelled toward one of the arts will not feel oppressed by the necessity for setting aside definite time for work at his chosen interest. Let us be sure that what we offer is in response to the child's own need.

In addition, Batten[33] showed another difficulty of the interest-centered curriculum when she pointed out that the interest-centered program required a great deal more time on the part of both parent and teacher and also required much research work on the part of the teacher.

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[31] Ibid., p. 265.

[32] Josette Frank, "Time for What?" Child Study, 15: 163-165, March, 1938.

[33] Margaret Batten, "Teaching Through Pupil Interests," Instructor, 45: 25, January, 1936.

However, Batten offers very excellent arguments for a program based on interest:

> 1. The facts and learnings become a part of the child due to the many senses and mediums used in the learning.
>
> 2. Independence and initiative are developed.
>
> 3. Children are taught to reason in a more logical manner, e.g., we ask the child to prove his statement even though we are sure he is right.
>
> 4. He learns that he is part of a group and must be a contributor to the group.
>
> 5. He learns to respect the efforts of others.[34]

Similar reasons are given by Lee and Lee[35] for basing the curriculum on children's interests. When children are doing things they are interested in, they are happier, learn more, become better adjusted in their personal relationships, and there is an enormous drop in the need for discipline.

Smith[36] points out another difficulty of the interest-centered curriculum by showing that the teacher of the activity unit is called upon to make the difficult evaluation of child interests which might, on the surface, appear trivial and transitory. Smith[37] feels that no matter how trivial or transitory a child's interests may

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[34] Ibid., p. 71.

[35] Lee and Lee, op. cit., pp. 145-146.

[36] Smith, op. cit., pp. 210-235.

[37] Loc. cit.

appear to the adult, these interests are "the tender plant to be cultivated to the full flower of worth while social interest and activity. Too often the interest is ignored and like a tender plant in sterile soil it withers and dies."[38]

In spite of the difficulties involved in utilizing children's interests in the curriculum, many teachers have developed programs based on interests. Hooper[39] describes a program in the social studies based upon an interest questionnaire. The results of the questionnaire revealed that children from the kindergarten through the grades have many common interests. These common fields include transportation, people, animals, nature, invention, discovery, and sports. This seems to indicate to the curriculum planner that children never tire of certain topics even when they are often repeated on the various grade levels.

The questions listed in Hooper's article have little significance for the social studies teacher except to show that the children in the schools at the time the report was made were not particularly interested in the social studies.

Agreeing with those who have studied interest, Osborne[40] says that children learn more quickly and more effectively when

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[38]Smith, op. cit., p. 151.

[39]Laura Hooper, "Children's Interests and the School Curriculum," American Childhood, 22: 12-13+, May, 1937.

[40]Ernest Osborne, "How Schools Capitalize on Child's Interests," Parents Magazine, 11: 26-27+, April, 1936.

they are interested. He goes on to say, however, that education has other goals. It should produce more skillful cooperative people. Teachers should pass on the valuable lessons they have learned in the past. Osborne agrees with Buswell[41] who emphasizes that the teacher can "choose learning experiences for the child which will be far more stimulating and significant than any child will be able to choose for himself." However, he goes on to say that these experiences must be chosen so that "flexibility in detail is possible and that opportunities for choice of concretes are still left with pupils."[42]

Those who make use of children's interests though, are often challenged by parents and teachers who feel that the traditional teaching methods are the best. Osborne[43] says that children's interests intelligently used produce an enthusiastic and cooperative child, interaction between the child's in and out of school activities is fostered, the total experiences of the child as a community member are unified, and continued intellectual curiosity is reasonably assured. Martin[44] has voiced the same thesis.

Another observation on the matter of the importance of pupil interests and the school curriculum was made by

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[41]Buswell, op. cit., p. 265.

[42]Loc. cit.

[43]Osborne, op. cit., p. 91.

[44]Vibella Martin, "Experiences of Special Interest," University High School Journal, 14: 161-168, June, 1936.

Eginton,[45] who feels that progressive education is based largely on the principle "learning or integration of experiences is most effective when pupils initiate their own activities and feel the need for doing them, i.e., are genuinely interested." To Eginton the fact that so many schools are centers of significant intellectual activity can be credited to the "widespread acceptance of the theory that the work of the school must be closely related to the interests of the learner."[46] Issuing an important warning, he concludes, "Due to the differences in interest span a teacher should use her own judgment as to how long a unit or project may be pursued to the greatest advantage of all the students for interest cannot be forced."[47]

Zimmer[48] reports how in one school a period was set aside each day to answer questions which the children raised in class or brought to class. The questions to be answered were chosen by the teacher so that interest variations could be considered. Each child had an opportunity to contribute something to each answer. So intense was the interest shown that valuable materials were brought to class to make difficult points clear.

Along with the knowledge these children gained, they

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[45]David P. Eginton, "Discovering Pupil Interest," Journal of Education, 116: 281-282, June, 1933.

[46]Loc. cit.

[47]Loc. cit.

[48]Louise Zimmer, "Curiosity Builds a Curriculum," Childhood Education, 16: 205-207, January, 1940.

also had the experience of meeting life with open and inquiring minds, of learning early the value of scientific investigation, and of developing the knowledge of civilization's complexity.

A review of the literature on children's interests makes it clear that children's interests will play a role in planning and interpreting the curriculum. What role they will play is problematical. Some educators hold that the curriculum should be based on the child's present interests. Others hold that since interests are unstable and transitory the curriculum ought to be based upon a firmer footing, such as society's residual interests reacting with the child's cultural heritage. Between these positions there are others based upon various interpretations of "interest."

In this connection Bowden and Melbo[49] have this to say:

> Interest is a condition of work rather than a quantum which the student brings to his tasks. For that matter, it must be remembered that interests are also dirigible, i.e., steerable. If students are required to study something in which they are not interested at first, they may be steered into an active interest in the subject by proper organization and presentation of the work. A skillful teacher can lead children to become interested in almost anything.

Popularity of Studies

Two studies made in England on the popularity of school subjects provide an interesting addition to the studies made

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[49] Aberdeen O. Bowden and Irving R. Melbo, Social Psychology of Education. New York: McGraw Hill Book Company, 1937, p. 134.

in this country. Shakespeare's[50] study shows that "the subjects which allow bodily activity are the more popular, the more abstract and routine subjects less popular." This preference was true for both boys and girls.

This study shows that both boys and girls seem drawn to those subjects where perceptible results may be obtained. Arithmetic, science, poetry and recitation, for example, rise at the expense of literature and the social studies. It is possible "that pupils at this age (10-13) begin to exhibit a type of independence after social compliance, to suffer embarrassment from failure to produce results and begin to like to do something for themselves."[51] The study showed that about age eleven recognizable achievement of results had the effect a little later of providing motivation.

The second of these two studies was done by Pritchard[52] who sought to "find out and bring into prominence the preferences and feelings of the pupils themselves with regard to the subjects taught in the secondary schools." Testing 8,273 subjects and covering preferences for English, French, Latin, history, arithmetic, geometry, algebra, geography, physics,

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[50] J. J. Shakespeare, "An Enquiry into the Relative Popularity of School Subjects in Elementary Schools," British Journal of Educational Psychology, June, 1936, p. 152.

[51] Loc. cit.

[52] R. A. Pritchard, "The Relative Popularity of Secondary School Subjects at Various Ages," British Journal of Educational Psychology, 5: 157-179, June-November, 1935.

chemistry, and botany, he found that English and history rank second and third in order of preference. Those subjects in which the child could note his own progress, as for example, arithmetic, were not nearly so well liked as they were by children tested by American investigators. The English children's feeling toward history seems best summed up by the statement, "It is like a story traced from century to century about real people who have lived."[53] The fact that geography is so varied is often mentioned as a recommendation for studying that subject.

Apart from the likes and dislikes expressed by the children, six points were listed which are revealing. The pupils longed for self-activity, as opposed to the type of lesson where the teacher talked all the time; delighted in proving things; found pleasure in discussion; liked variety; wanted everything, in so far as possible, linked up with every day life; looked for human interest wherever possible.

Jersild and Tasch,[54] in their study of children's interests, suggest that certain subjects may be relatively unpopular because of a failure to provide a sense of achievement. This may be a reason for a lack of interest in school subjects particularly on the part of boys. Social studies falls into

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[53] Ibid., p. 166.

[54] Arthur T. Jersild and Ruth J. Tasch, Children's Interests and What They Suggest for Education. New York: Bureau of Publications, Teachers College, Columbia University, 1949, p. 77.

this category. Also, some children undoubtedly have a greater need for a sense of accomplishment and recognition, and failing to fulfill this need express a lack of interest in school subjects. In general, this study showed that the top categories where interest was highest were (1) reading, writing and language arts, and (2) arithmetic.

An interesting observation was made by the authors regarding children's interests:

> Subject to these limiting factors, there is a wide margin of chance and choice in the particular interests which children at a given level acquire, once they are old enough to go to school. To the extent that this is true, their interests demonstrate what they have learned rather than what they could learn to like to learn. They reflect the past more than they provide a guide to the future and so must be carefully interpreted in order to determine their true significance for education.[55]

Social studies, Jersild and Tasch[56] found, was less popular with children than some other subjects. However, in spite of the expressed dislike of social studies, many children expressed a desire to learn more about it in school. This apparent conflict may result from the present methods of teaching the social studies in the schools.

In a study by Elizabeth Penn[57] it was stated that a dislike of the social studies centered around two factors:

(1) The subject was tiresome and boring and repeti-

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[55] Ibid., p. 73.

[56] Ibid., pp. 26-32.

[57] Elizabeth G. Penn, "Factors Underlying Children's Expressed Interests." Unpublished Doctor's dissertation, New York: Teachers College, Columbia University, May 1951. 287 pp.

> tious; and (2) the textbooks and work related to the subject were disliked. One of the reasons for dislike of the social studies text books was the lack of gradation to meet reading levels. Too often too the curriculum is centered around an adult-fostered area of study.[58]

Blanchard[59] in her study of children's preferences found reading was the subject liked best by the children studied in her investigation. Arithmetic was a close second choice. Art, spelling, and music follow in order of preference. Social studies and science were not well liked. Language scored consistently low throughout the study.

It can be easily seen from a review of the literature on children's preferences that children have definite likes and dislikes so far as their school subjects are concerned. It can be seen, too, differences in results are observed from school to school. Some subjects were quite consistently liked and others as consistently disliked. Where a large percentage of children dislike a subject it seems to be a clear indication that a study of the school should be made for the purpose of changing the content of the curriculum, the method of teaching or the materials used.

Much light was thrown on the subject of children's general interests in a study done by Witty and Kopel.[60] They asserted,

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[58] Ibid., p. 113.

[59] Helen C. Blanchard, "Subject Preferences in the Fifth Grade." Unpublished Master's thesis. Boston: Boston University, 1948.

[60] Paul Witty and David Kopel, "Studies of Activities and Preferences of School Children," Educational Administration and Supervision, 24: 429-441, September, 1938.

"Curriculum content .... must deal with children's problems, needs, and hence have functional and immediate meaning and application." Using one school system Witty and Kopel endeavored to find children's interests by observation and interrogation. The kind of reading, activities, play and recreation that children were most interested in was brought out by this study.

> Children in the first grade mention fairy tales most frequently. Adventure, detective, and other stories also ranked high. In grade II first rank was accorded to detective stories.... In the remaining grades boys ranked adventure stories first and mystery and detective stories second and third.... The girls display marked differences from the boys in their expressed preferences. Thus, fairy tales rank first not only in grade I but also in grades II-IV.... In grades V-VII the girls resemble the boys in giving first rank to adventure.[61]

As it concerns general interest in activities, etc., Witty and Kopel go on to say:

> It appears that, generally, the games which boys from the first to the fourth grades like best are the exciting and imaginative ones such as cowboys and G-men, while boys from the fourth grade through eighth show a preference for organized games such as basketball and football.[62]

As for the girls:

> Interest in dolls ranked highest in the first grade, gradually diminishing until it almost disappeared in the seventh grade. Movies were well liked by all girls, but those in the sixth, seventh and eighth grades gave them a larger number of votes.... Dressing in older folks' clothing was engaged in throughout the first five grades, from the sixth grade on it was not reported by girls.[63]

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[61] Ibid., p. 435.

[62] Ibid., p. 438.

[63] Loc. cit.

In summary, Witty and Kopel state:

> One must be impressed with the need for the intelligent selection of interests in motivating individual work.... It appears, too, that the curriculum must be remade to effect greater continuity in order that worthwhile interests may be led to persist.[64]

Witty, Coomer, and McBean[65] in a study of children's favorite books are in agreement with the findings of Witty and Kopel to a large extent. They studied 7,829 children in the Chicago schools and found that in kindergarten and primary grades stories about animals are most liked and that fairy tales are second in choice. In grades four through six more mature stories appear and adventure stories become favorite choices. In grades six through eight, the choices are predominantly those of action and adventure.

The general interests of children were further explored by Dawson[66] in a study on children's preferences for conversational topics. She found "in general children of the ages represented like to talk about their games and sports, their pets, their unique experiences, experiences of their families and friends, and trips which they have enjoyed."[67]

The most significant thing about Dawson's study is that

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[64] Ibid., p. 441.

[65] Paul Witty, Ann Coomer and Dilla McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, 37: 266-278, April, 1946.

[66] Mildred A. Dawson, "Children's Preferences for Conversational Topics," Elementary School Journal, 37: 429-437, Feb., 1937.

[67] Ibid., p. 437.

interests of children in the intermediate grades are stable. Additionally, there is significance for the teacher of social studies in that this study showed that interest in current events increases from grade five on.

The general interests of children need to be considered in order to attain a better educational set-up for youngsters. It is agreed by those who have done the major studies in the field that use of the child's interests in the basic planning leads to motivation and better learning.

Interest and the Social Studies

A review of the literature dealing with children's interests in the social studies shows that the social studies is not nearly as popular as it ought to be. Penn,[68] as previously stated, found in her study that children disliked the social studies because the subject was tiresome, boring and repetitious and that the textbooks used were often disliked. Teachers often fail to relate the social studies to their children's interests.

Carl Cole,[69] reporting in The Social Studies, says that in a school where the social studies are made part of the every day life of the pupils,

> A boy, whose only interest seems to be the football or baseball team, discovers he can use his interest in

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[68] Penn, op. cit., p. 113.

[69] Carl E. Cole, "Original Interests and the Social Studies Program," The Social Studies, 30: 292-294, November, 1939.

social studies. Naturally, he searches sport pages for material on his project. That activity he would puruse anyhow, possibly to the neglect of his more formal studies. Suggestions from his teacher lead him to the study of the history of football or baseball.

Jersild and Tasch[70] in their comprehensive study of children's interests, discovered that even though the social studies was not on the preferred list of subjects that children liked, they nonetheless expressed a desire to learn more about the social studies. When asked what they would like to study most in the social studies, the children expressed desires to study topics with a human interest angle, "such as early settlers and Indians, Indians and great heroes, first white settlers."[71]

Ayer[72] throws some light on the apparent contradiction found in Jersild and Tasch. She shows that inability to comprehend material found in fifth-grade histories is the difficulty of the paragraphs. Too, there is found in her data the strong implication that pupils do not understand the ideas involved. Comparable data on the subject matter of geography can be found in a similar study done by Aitchison.[73]

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[70] Jersild and Tasch, op. cit., p. 28.

[71] Ibid., p. 31.

[72] Adelaide M. Ayer, Some Difficulties in Elementary School History, Teachers College Contributions to Education, No. 212. New York: Bureau of Publications, Teachers College, Columbia University, 1926. 137 pp.

[73] Alison E. Aitchison, "Torrid, Temperate, and Frigid Zones - Source of Error in Children's Thinking," Thirty-Second Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Co., 1933, pp. 483-485.

A portent of a brighter future for the social studies was found in a study done by Lacey[74] who discovered that growing emphasis on the social studies was changing the content and improving readers generally. She took ten sets of reading books from as many publishers and analyzed them. Her conclusions were that content of the newer readers dealt with concepts more easily understood by children. They also deal with phases of social living which is in accord with the social studies subject matter. Fewer rhymes and poems and fanciful stories are to be found. The newer readers confine their content more closely to the child's social living, nature, and animal stories. The majority of stories deal with child life, animal stories, nature interests, which are the best of social studies materials.

Glade and Burton[75] did a study to determine the information which children at a fifth grade level had of the inventions used in our every day life and to show the relationship between social background and children's concepts of inventions and discoveries. The authors analyzed books and articles by noted educators; they examined children's natural interests and activities, studied curricula, examined readers for content,

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[74]Joy M. Lacey, "What Effect Has the Emphasis on Social Studies Had on the Content of Readers?" Educational Method, 10: 532-537, June, 1931.

[75]Melba Glade and William H. Burton, "The Nature of Information Concerning Important Inventions and Discoveries Possessed by Fifth-Grade Pupils," Twelfth Yearbook of the California Elementary School Principals Association, 1940, pp. 101-109.

and examined newspapers to find what inventions and discoveries were in daily use. From this analysis they arrived at three hundred and fifty concepts dealing with invention and discovery.

Selecting a group of schools to cover all the socio-economic levels typical of our society, the authors presented a questionnaire to the fifth graders based on the three hundred and fifty concepts arrived at previously.

It was found that:

(1) The children were quite well informed on the inventions and discoveries represented in the inventory, but much of it was entangled with misconceptions.

(2) The information concerning recent inventions and discoveries was much more accurate than information concerning earlier inventions and discoveries.

(3) Where children had a personal contact with an invention or discovery, their knowledge of it was much clearer.

(4) Children are aware of many inventions and discoveries but know little of their subtle implications.

(5) The many misconceptions held by children concerning inventions and discoveries indicate an obligation of the schools to work for accurate information.

(6) Adults attribute information to children which they do not possess.

(7) The responses of the children indicate great interest in inventions and discoveries.

The authors conclude:

Pupils' concepts seem to be derived in large measure from unorganized, accidental contacts outside school and home. A considerable amount of systematically organized, reliable information could be given by utilizing experiences in the school curriculum as a definite agency. Education is only one agency responsible, but it binds all others together and in turn is responsible to society for the information and misconceptions of America's boys

and girls.[76]

In view of the above, this group of graduate students undertook to ascertain what children preferred to study in specific social studies areas. The lack of studies in the field of preferences as it concerns social studies was in essence an impetus to contribute some knowledge that would prove helpful to educators.

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[76] Ibid., p. 109.

CHAPTER III

PROCEDURES

With a review of the literature in the field of interests yielding much knowledge as a basis, the investigators involved in this study undertook to set up some instrument that would determine what some of the expressed interests or preferences of children in social studies were.

The general purpose of this study represents an examination of preferences and interests only. Additionally, the purpose of the investigators was to show where the child's interests and preferences lie and if a change in preference from grade level to grade level evolved to indicate that change and show its implication, if any.

It was necessary to construct an instrument which would reveal children's preferences. Hence, a series of choices was felt to be desirable in order to get an indication of preference. The only arbitrary limitation set up by the group involved in the investigation was to allow only those choices that in some way concerned the field of social studies to be included in the check list.

The choice of grades 2 through 8 to be included in the study was desirable in the event that if any definite preference, evolved in the early grades and then in the later grades

was relegated to a lesser position, it would prove interesting to follow the trend, and possibly ascertain the reason for change.

The other reason that these grades were selected was that lack of comprehension and school experience eliminated grade 1. Grade 8 is the terminal point of some elementary systems and our concern was only with the elementary grades. Therefore, anything beyond grade 8 was not within the scope of the field of study chosen.

The Construction of the Checklist

The first step in the construction of the check list was the listing of the content matter of social studies that each person involved in the investigation was teaching on his particular grade level. From this vast listing of content there was developed a list of topics about which paragraphs could be written. The next step was to set up categories taken from the list of topics about which these paragraphs could be written. The categories were to include all the material taught in social studies in grades 2 through 8.

It was soon realized that in writing paragraphs one might, by the very nature of the subjects being handled, include words or examples that might prove exciting to a youngster. The child might choose that paragraph even though it might not be his preference or interest at all; if it were to be presented to him in a more objective situation, his choice would be more meaningful.

Hence, the desire to create a better instrument brought forth the idea of direct statements. They were to be made as colorless and objective as possible in order that the illustration of a preference category might not influence the choice.

All of the topics that possibly could be a part of the total social studies program in grades 2 through 8 were listed. Then these topics were grouped under twenty-four category headings. These, of course, displayed tremendous overlapping, and to facilitate the construction of a more compact instrument the twenty-four topics were refined to twelve category headings which were as follows:

Category 1: People
Category 2: Individual Occupations
Category 3: Group Occupations
Category 4: Progress through Inventions
Category 5: Periods of Time
Category 6: Ethical Aspects
Category 7: Aesthetic Aspects
Category 8: Social Aspects
Category 9: Culture
Category 10: Geographic Aspects
Category 11: Natural Resources
Category 12: Biological Aspects

In the original twenty-four topics, for example, there were subjects such as explorations and battles which could come under one category, Periods of Time. There were topics of music, art, and literature, which, of course, come under the category of Aesthetic Aspects. This made necessary the refinement of the twelve categories to eliminate overlapping to some degree. Hence they were condensed to nine categories which were felt to be essential ones for the purpose of this

study. The nine categories used in this instrument were:

Category 1: People
Category 2: Group Occupations
Category 3: Progress through Inventions
Category 4: Periods of Time
Category 5: Cultural Aspects
Category 6: Aesthetic Aspects
Category 7: Social Aspects
Category 8: Natural Resources
Category 9: Geographic Aspects

The twelve categories had Category 2 listed as Individual Occupations. That was later included under the final Category 1, People. Category 11 and Category 12 of the earlier twelve decided upon were included under Category 8 of the final group, Natural Resources.

Using all of the original twenty-four topics as a guide, definitions were written for each of the nine categories. From these definitions, statements were written. These statements went into the final check list. The definitions of the nine categories are as follows:

Category 1: People

> This includes all people: famous people, every-day people, prominent people and children. It also includes the professional people, such as doctors, dentists, lawyers, etc., or any person who has an individual occupation as against group occupations, such as a skilled worker in a factory.

Category 2: Group Occupations

> This includes any occupation in which a group of people contribute to an industry, for example, manufacturing, entertainment, farming, or fishing.

Category 3: Progress through Inventions

> This includes anything that has been invented which has helped us to progress in the fields of science, medicine, engineering, home life, etc.

Category 4: Periods of Time

This includes whole periods of time as they are split up by historians, for example, pioneer days, colonial days, ancient times, Middle Ages, etc.

Category 5: Cultural Aspects

This includes all the situations of justice, freedom, and human rights, and how they have affected mankind, as well as cultural contributions by other peoples.

Category 6: Aesthetic Aspects

This includes the development within a country of art, literature, and music.

Category 7: Social Aspects

This includes reform by religion and political change and its effect on the human being.

Category 8: Natural Resources

This includes the wealth or lack of wealth that nature has given a country by deposits of precious minerals, type of soil, water, forests, and animal and plant life.

Category 9: Geographic Aspects

This includes size, climate, location and topography, and the effect they have had on particular peoples.

With these nine categories and their definitions in mind, statements were written for each category at each grade level. Each statement was written with the thought in mind that it would be preceded by a question, such as: "If you could choose, which would you rather study about?"

It was decided that some of the statements could be used on more than one grade level. Each statement went through many revisions. Slanted words were discarded. Many statements

were objectified. Complete editing and discussion resulted in the statements that appear in the final checklist. (See Appendix.)

An example might suffice to show the manner in which the final statements evolved. This revision was in Category 6, Aesthetic Aspects, on the Grade 5 level:

If you could choose, which would you rather study about?

First statement: The way in which art is used in designing and making our buildings beautiful? (Discarded)

Second statement: The way in which the music of different sections of our country developed? (Discarded)

Third statement: (Used in instrument) The artists, musicians, and writers who are famous in our country's history?

Each statement on each grade level went through like revisions until a satisfactory statement was achieved which, it was felt, would call forth a response as to preference or interest on the part of the youngster.

The next concern was the setting up of these statements so the pupil could indicate his preference or interest. A paired comparison technique was constructed on the findings of Weedon.[1]

Each statement compared to each other according to the 9 table, made 72 pairs of statements which comprised the final checklists for each grade level. It was done in this manner:

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[1]Vivian F. Weedon, "Technique for Determining Interest," Educational Research Bulletin, 13: 231-234, December 12, 1934.

Statement 1 was compared to statements 2, 3, 4, 5, 6, 7, 8, and 9. Statement 2 was compared to statements 1, 3, 4, 5, 6, 7, 8, and 9, etc., as seen in the following schematic table:

1-2	9-3	8-4
3-4	2-5	1-6
5-6	4-7	3-8
7-8	6-9	5-1
2-3	1-4	2-7
4-5	3-6	9-5
6-7	5-8	6-2
8-9	7-1	4-9
7-5	6-4	5-7
3-1	8-2	1-3
8-6	1-9	6-8
9-7	3-7	7-9
4-2	2-8	2-4
1-8	9-1	8-1
5-3	7-3	3-5
2-9	4-6	9-2
4-8	3-9	2-1
6-1	5-2	4-3
8-3	7-4	6-5
1-5	9-6	8-7
7-2	4-1	3-2
5-9	6-3	5-4
2-6	8-5	7-6
9-4	1-7	9-8

It can be readily seen from the above table that each category was paired with a different category based on a 9 table selections chart.

The categories were so paired to try to eliminate the possibility of a child's always checking the first statement throughout. This was further insured against by reversing the pairs in the second part of the check list so that 36 pairs gave the 72 statements. This made it necessary for the chil-

dren to read each statement and check throughout the list the one that they preferred or were most interested in.

With this done, the statements were paired, and each page was preceded by the statement: "If you had the chance to choose, which would you rather study about?"

Category 1: People	1. ( ) What the people were like who settled our country long ago?
	OR
Category 2: Group Occupations	( ) The work of fishermen on fishing boats?
Category 3: Progress through Inventions	2. ( ) How machines have helped in traveling?
	OR
Category 4: Periods of Time	( ) What it was like in America when the first people came here to live?

The category numbers and titles did not appear in the final instrument; only the final check list set up at the right above was the instrument that was sent into grades 2 through 8 in schools of Massachusetts and New Hampshire.

Administration of the Instrument

The check list was administered by the classroom teacher to his group as a whole at each grade level. The test was administered in about twenty minutes' time. In grades 2 and 3 the teacher read each pair of statements to the children as they followed on their papers, and in grades 4 through 8 the children read and checked the statements by themselves.

A copy of the check list was given to each child. The instructions were read aloud on all grade levels. Attention was called to the sample pair at the bottom of the instruction

page. Each child was asked to circle at the top of the next page boy or girl, whichever he was. The check list was then completed by the individual child.

Grades 2 and 3, because of the oral reading situation, were done in two sittings so that interest would not wane.

Summary of Chapter

From the content of this chapter it can be seen that constant editing and revision were used to prevent the variables that would tend to make a pupil express a preference because of an enjoyable experience with some phase of work in social studies that had preceded the administering of this check list. Additionally, one can recognize the necessity of great care being taken to plan an instrument that would allow complete comprehension by the children as well as the establishment of a logical program of procedure in its administration.

The next chapter gives the analysis of data with application of statistical procedures and interpretations of results.

CHAPTER IV

ANALYSIS OF DATA

In this chapter the interpretation of the results of the check lists and the implications as to preference on each grade level are considered. Additionally, the results are translated into critical ratio findings to show the trends of the study.

In arriving at conclusions the check lists were first scored. Each check list contained seventy-two choices. Omitted choices and doubly marked choices were subtracted from the number of choices allowed to give a base for tabulation of actual choices made.

In each check list a count was made on each grade level of the number of times a category was checked. Each category appeared in the check list sixteen times; hence, sixteen multiplied by the number of tests given was the total number of times a category could be chosen. Deducting the omissions and doubly marked categories a base number of times that it could be chosen was established.

Hence:

$$\frac{\text{Actual Choices Made}}{\text{Choices Allowed Less Deductions}}$$

was the fraction established. Dividing the numerator by the denominator gave the percentage that each category was actually

chosen. This was done for each category for boys and girls, and boys and girls combined on each grade level.

Then with the percentages obtained the largest percentage was ranked as first preference, and preferences continued to be ranked two through nine as their percentages diminished.

Table 1 represents the total study. Table II represents the different ranks of preference in each grade level. Tables III through IX are the results of grades II through VIII. Tables X through XVI represent an appraisal of the standard error of difference on each grade level and the resulting critical ratio.

TABLE I

THE RANK OF PREFERENCES IN SOCIAL STUDIES AREAS OF 5,787 CHILDREN IN GRADES II THROUGH VIII

Categories	Number Possible Choices	Number Actual Choices	Per Cent	Rank as to Preference
1. People	92,342	52,402	55.66	2
2. Group Occupations	92,329	41,459	44.92	7
3. Progress through Inventions	92,304	47,214	51.15	5
4. Periods of Time	92,356	51,521	55.79	1
5. Cultural Aspects	92,331	48,217	52.22	4
6. Aesthetic Aspects	92,335	41,171	44.58	8
7. Social Aspects	92,305	39,525	42.82	9
8. Natural Resources	92,331	48,647	52.69	3
9. Geographic Aspects	92,350	44,828	48.54	6

The above table shows that of the nine categories children preferred to study about Periods of Time, Category 4. Category 1 was the second preference and very close percentage-wise to Category 4. Category 8 was the third selection and Categories 5, 9, 2, 6, and 7 followed in that order.

TABLE II

COMPARATIVE RANKS OF PREFERENCE AT EACH GRADE LEVEL OF EACH OF THE NINE CATEGORIES OF THE CHECK LIST

Categories	Grades						
	2	3	4	5	6	7	8
1. People	4	9	2	1	1	1	2
2. Group Occupations	3	6	4	7	7	9	9
3. Progress through Inventions	6	4	8	8	9	2	1
4. Periods of Time	2	1	1	2	3	7	5
5. Cultural Aspects	1	2	6	3	4	3	7
6. Aesthetic Aspects	9	5	7	4	2	8	8
7. Social Aspects	8	8	9	9	8	6	6
8. Natural Resources	5	3	5	6	5	4	3
9. Geographic Aspects	7	7	3	5	6	5	4

The rank of selected categories shows no marked significance from grade level to grade level. There does seem, however, a preponderance of choices in Category 1 in grades 5, 6, and 7. Category 7 was chosen three times in the eighth position, two times in the ninth position and two times in the sixth position, which might indicate a lack of preference for that particular category. Category 3 in grades 2 through 6 was chosen twice in eighth position, once in the ninth position, and once in the fourth position. It, however, was chosen second in grade 7 and first in grade 8. This might be an indication that interest increases for this particular category and the type of thing it encompasses with maturation that is indicated by a higher grade level. It would seem that Category 4 is preferred to a marked degree up through grade 6 and there gives way to Category 1. Actually, in grade 5 Category 4 is second and Category 1 is first. In grade 6, Category 4 is

third, and Category 1 is first again. In grade 7 Category 4 is relegated to a lesser position, and Category 1 is again a first selection, and in grade 8 Category 4 is fifth, but Category 1 persists as a preference in number two position.

TABLE III

RESULTS OBTAINED FROM 368 BOYS AND 340 GIRLS IN GRADE II INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

368 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	5,871	3,044	51.85	5
2. Group Occupations	5,867	3,098	52.80	4
3. Progress through Inventions	5,870	3,251	55.38	3
4. Periods of Time	5,865	3,433	58.53	1
5. Cultural Aspects	5,868	3,432	58.49	2
6. Aesthetic Aspects	5,871	1,901	32.38	9
7. Social Aspects	5,862	2,649	45.19	8
8. Natural Resources	5,875	2,920	49.70	6
9. Geographic Aspects	5,873	2,683	45.68	7

340 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	5,433	2,642	48.63	6
2. Group Occupations	5,435	2,777	51.09	3
3. Progress through Inventions	5,435	2,282	41.99	9
4. Periods of Time	5,435	2,963	54.52	2
5. Cultural Aspects	5,427	3,402	62.69	1
6. Aesthetic Aspects	5,433	2,480	45.65	7
7. Social Aspects	5,434	2,432	44.76	8
8. Natural Resources	5,430	2,735	50.37	4
9. Geographic Aspects	5,430	2,733	50.33	5

TABLE III (Concluded)

RESULTS OBTAINED FROM 708 BOYS AND GIRLS IN GRADE II INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	11,304	5,686	50.30	4
2. Group Occupations	11,302	5,875	51.98	3
3. Progress through Inventions	11,305	5,533	48.94	6
4. Periods of Time	11,300	6,396	56.60	2
5. Cultural Aspects	11,295	6,834	60.50	1
6. Aesthetic Aspects	11,304	4,381	38.76	9
7. Social Aspects	11,296	5,081	44.98	8
8. Natural Resources	11,305	5,655	50.02	5
9. Geographic Aspects	11,303	5,416	47.92	7

This table shows that Category 4 was the most preferred subject of the boys. It shows that Category 5 was the most preferred subject of the girls. For second choice of both boys and girls we have a reversal. Boys prefer Category 5 as a second choice and girls prefer Category 4 as their second choice. Categories 3, 2, 1, 8, 9, 7, and 6 was the order in which the boys indicated the remaining preferences. Categories 2, 8, 9, 1, 6, 7, and 3 followed in that order for the girls.

Combining the total of boys and girls, we find that the first preference was Category 5, second, Category 4, third, Category 2, and then Categories 1, 8, 3, 9, 7, and 6, in that order.

TABLE IV

RESULTS OBTAINED FROM 383 BOYS AND 384 GIRLS IN GRADE III INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

383 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,124	3,362	54.90	3
2. Group Occupations	6,123	2,619	42.77	7
3. Progress through Inventions	6,123	3,219	52.57	4
4. Periods of Time	6,123	3,788	61.87	1
5. Cultural Aspects	6,124	3,366	54.96	2
6. Aesthetic Aspects	6,123	2,480	40.50	9
7. Social Aspects	6,121	2,862	46.76	6
8. Natural Resources	6,121	3,187	52.07	5
9. Geographic Aspects	6,120	2,596	42.42	8

384 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,142	2,055	33.46	9
2. Group Occupations	6,139	3,061	49.86	5
3. Progress through Inventions	6,142	3,052	49.69	6
4. Periods of Time	6,144	3,464	56.38	3
5. Cultural Aspects	6,142	3,593	58.50	1
6. Aesthetic Aspects	6,140	3,503	57.05	2
7. Social Aspects	6,142	2,625	42.74	8
8. Natural Resources	6,142	3,298	53.70	4
9. Geographic Aspects	6,141	2,914	47.45	7

TABLE IV (Concluded)

RESULTS OBTAINED FROM 767 BOYS AND GIRLS IN GRADE III INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	12,266	5,417	44.16	9
2. Group Occupations	12,262	5,680	46.32	6
3. Progress through Inventions	12,265	6,271	51.13	4
4. Periods of Time	12,267	7,252	59.12	1
5. Cultural Aspects	12,266	6,959	56.73	2
6. Aesthetic Aspects	12,263	5,983	48.79	5
7. Social Aspects	12,263	5,487	44.74	8
8. Natural Resources	12,263	6,485	52.88	3
9. Geographic Aspects	12,261	5,510	44.94	7

This table shows that in grade 3, Category 4 was again the most preferred subject of the boys. The girls indicated Category 5 as their first preference. The boys indicated Category 5 as their second preference, and the girls indicated Category 6 as their second preference. Categories 1, 3, 8, 7, 2, 9, and 6 followed in that order for the boys. For the girls, Categories 4, 8, 2, 3, 9, 7, and 1 was the order of remaining preferences. Boys and girls chose Category 4 as their first preference and Category 5 as their second preference. Categories 8, 3, 6, 2, 9, 7, and 1 follow in that order.

TABLE V

RESULTS OBTAINED FROM 459 BOYS AND 446 GIRLS IN GRADE IV INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

459 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	7,332	4,583	62.50	1
2. Group Occupations	7,321	3,752	51.24	5
3. Progress through Inventions	7,303	3,496	47.87	6
4. Periods of Time	7,324	4,569	62.38	2
5. Cultural Aspects	7,328	3,330	45.44	7
6. Aesthetic Aspects	7,321	2,719	37.13	9
7. Social Aspects	7,322	2,772	37.85	8
8. Natural Resources	7,320	3,786	51.72	4
9. Geographic Aspects	7,329	3,935	53.69	3

446 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	7,121	4,295	60.31	2
2. Group Occupations	7,119	3,620	50.84	5
3. Progress through Inventions	7,117	2,477	34.80	9
4. Periods of Time	7,122	4,820	67.67	1
5. Cultural Aspects	7,116	3,685	51.78	4
6. Aesthetic Aspects	7,122	3,734	52.42	3
7. Social Aspects	7,115	2,595	36.47	8
8. Natural Resources	7,117	3,255	45.73	7
9. Geographic Aspects	7,121	3,553	49.89	6

TABLE V (Concluded)

RESULTS OBTAINED FROM 905 BOYS AND GIRLS IN GRADE IV INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	14,453	8,878	61.42	2
2. Group Occupations	14,440	7,372	51.05	4
3. Progress through Inventions	14,420	5,973	41.42	8
4. Periods of Time	14,446	9,389	64.99	1
5. Cultural Aspects	14,444	7,015	48.56	6
6. Aesthetic Aspects	14,443	6,453	44.67	7
7. Social Aspects	14,437	5,367	37.17	9
8. Natural Aspects	14,437	7,041	48.77	5
9. Geographic Aspects	14,450	7,488	51.82	3

In the above table, Category 1 was the first preference of the boys. Category 4 was the first preference of the girls. There is a reversal for second choice, that being Category 4 as second choice for the boys and Category 1 as second choice for the girls. Categories 9, 8, 2, 3, 5, 7, and 6 was the order of remaining choices for the boys, and Categories 6, 5, 2, 9, 8, 7, and 3 was the order of remaining choices for the girls. Both boys and girls selected Category 4 as their first choice. Category 1 was their second choice. Categories 9, 2, 8, 5, 6, 3, 7 followed in that order.

TABLE VI

RESULTS OBTAINED FROM 445 BOYS AND 427 GIRLS IN GRADE V INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

445 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	7,023	4,151	59.11	1
2. Group Occupations	7,024	3,898	55.50	3
3. Progress through Inventions	7,020	3,443	49.05	5
4. Periods of Time	7,030	4,009	57.03	2
5. Cultural Aspects	7,019	3,300	47.02	6
6. Aesthetic Aspects	7,027	3,241	46.12	8
7. Social Aspects	7,018	2,463	35.10	9
8. Natural Resources	7,021	3,766	53.64	4
9. Geographic Aspects	7,028	3,261	46.40	7

427 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,784	4,407	64.96	1
2. Group Occupations	6,798	2,421	35.61	9
3. Progress through Inventions	6,784	2,481	36.57	8
4. Periods of Time	6,801	4,192	61.64	2
5. Cultural Aspects	6,792	3,848	56.65	4
6. Aesthetic Aspects	6,799	3,900	57.36	3
7. Social Aspects	6,780	2,764	40.77	7
8. Natural Resources	6,783	2,789	41.12	6
9. Geographic Aspects	6,795	3,476	51.16	5

TABLE VI (Concluded)

RESULTS OBTAINED FROM 972 BOYS AND GIRLS IN GRADE V INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	13,807	8,558	61.98	1
2. Group Occupations	13,822	6,319	45.72	7
3. Progress through Inventions	13,804	5,924	42.92	8
4. Periods of Times	13,831	8,201	59.29	2
5. Cultural Aspects	13,811	7,148	51.76	3
6. Aesthetic Aspects	13,826	7,141	51.65	4
7. Social Aspects	13,798	5,227	37.88	9
8. Natural Resources	13,804	6,555	47.49	6
9. Geographic Aspects	13,823	6,737	48.74	5

Category 1 was the preference of both boys and girls of grade 5 and of course the combined preference of both. Category 4 was the second choice of both boys and girls and their combined choice as well. Categories 2, 8, 3, 5, 9, 6, and 7 followed in that order for the boys. Categories 6, 5, 9, 8, 7, 3 and 2 followed in that order for the girls. The remaining choices of both boys and girls were Categories 5, 6, 9, 8, 2, 3, and 7 in that order.

TABLE VII

RESULTS OBTAINED FROM 377 BOYS AND 400 GIRLS IN GRADE VI INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

377 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,027	3,404	56.48	2
2. Group Occupations	6,022	3,450	57.27	1
3. Progress through Inventions	6,018	2,490	41.04	8
4. Periods of Time	6,029	3,290	54.57	4
5. Cultural Aspects	6,022	2,807	46.61	7
6. Aesthetic Aspects	6,024	2,969	49.29	5
7. Social Aspects	6,022	2,355	39.11	9
8. Natural Resources	6,026	3,399	56.45	3
9. Geographic Aspects	6,024	2,943	48.85	6

400 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,393	3,805	59.52	2
2. Group Occupations	6,397	2,408	37.64	9
3. Progress through Inventions	6,394	2,596	40.60	8
4. Periods of Time	6,392	3,374	52.78	4
5. Cultural Aspects	6,394	3,651	57.10	3
6. Aesthic Aspects	6,394	4,098	64.09	1
7. Social Aspects	6,392	3,016	47.15	5
8. Natural Resources	6,389	2,902	45.42	7
9. Geographic Aspects	6,391	2,918	45.66	6

TABLE VII (Concluded)

RESULTS OBTAINED FROM 777 BOYS AND GIRLS IN GRADE VI INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	12,420	7,209	58.04	1
2. Group Occupations	12,419	5,858	47.17	7
3. Progress through Inventions	12,412	5,086	40.98	9
4. Periods of Time	12,421	6,664	53.65	3
5. Cultural Aspects	12,416	6,458	52.01	4
6. Aesthetic Aspects	12,418	7,067	56.91	2
7. Social Aspects	12,414	5,371	43.26	8
8. Natural Resources	12,415	6,301	50.75	5
9. Geographic Aspects	12,415	5,861	47.21	6

Table VII shows that in grade 6 the boys preferred Category 2 followed by Category 1. The girls preferred Category 6 followed by Category 1. But combining boys and girls, we find that Category 1 is the first preference, followed by Category 6. Categories 8, 4, 6, 9, 5, 3, and 7 was the order in which the boys made their remaining choices. Categories 5, 4, 7, 9, 8, 3, and 2 were the remaining order of choices for the girls. Boys and girls combined indicated their preference for Categories 4, 5, 8, 9, 2, 7, and 3, in that order.

TABLE VIII

RESULTS OBTAINED FROM 445 BOYS AND 478 GIRLS IN GRADE VII INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

445 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	7,113	4,387	61.68	3
2. Group Occupations	7,099	2,589	36.47	8
3. Progress through Inventions	7,108	4,443	62.51	2
4. Periods of Time	7,109	3,220	45.29	6
5. Cultural Aspects	7,107	4,043	56.89	4
6. Aesthetic Aspects	7,102	2,408	33.91	9
7. Social Aspects	7,110	2,880	40.51	7
8. Natural Resources	7,113	4,520	63.54	1
9. Geographic Aspects	7,111	3,496	49.16	5

478 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	7,647	4,684	61.25	1
2. Group Occupations	7,646	3,038	39.73	9
3. Progress through Inventions	7,646	4,485	58.66	2
4. Periods of Time	7,647	3,165	41.39	8
5. Cultural Aspects	7,648	4,360	57.01	3
6. Aesthetic Aspects	7,646	3,792	49.47	4
7. Social Aspects	7,648	3,772	49.32	5
8. Natural Resources	7,647	3,690	48.26	6
9. Geographic Aspects	7,647	3,425	44.78	7

TABLE VIII (Concluded)

RESULTS OBTAINED FROM 923 BOYS AND GIRLS IN GRADE VII INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	14,760	9,071	61.46	1
2. Group Occupations	14,745	5,627	38.16	9
3. Progress through Inventions	14,754	8,928	60.51	2
4. Periods of Time	14,756	6,385	43.27	7
5. Cultural Aspects	14,755	8,403	56.95	3
6. Aesthetic Aspects	14,748	6,200	42.04	8
7. Social Aspects	14,758	6,652	45.07	6
8. Natural Resources	14,760	8,210	55.62	4
9. Geographic Aspects	14,758	6,921	46.90	5

Although in the above Table Category 8 was the first choice of the boys and Category 1 was the first choice of the girls, the total of boys and girls ranks Category 1 as their first preference. Category 3 was second for the boys and also second for the girls, and of course second in the combined choices of both boys and girls. Categories 1, 5, 9, 4, 7, 2, and 6 followed in that order of preference for the boys. Categories 5, 6, 7, 8, 9, 4, and 2 followed in that order of preference for the girls, and Categories 5, 8, 9, 7, 4, 6, and 2 followed in that order of preference for boys and girls combined.

TABLE IX

RESULTS OBTAINED FROM 413 BOYS AND 422 GIRLS IN GRADE VIII INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

413 BOYS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,593	3,693	56.01	4
2. Group Occupations	6,594	2,563	38.87	7
3. Progress through Inventions	6,600	4,435	67.20	2
4. Periods of Time	6,599	3,938	59.68	3
5. Cultural Aspects	6,600	2,427	36.77	8
6. Aesthetic Aspects	6,589	1,345	20.41	9
7. Social Aspects	6,599	3,087	46.78	6
8. Natural Resources	6,604	4,722	71.50	1
9. Geographic Aspects	6,596	3,477	52.71	5

422 GIRLS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	6,739	3,890	57.72	2
2. Group Occupations	6,743	2,165	32.10	9
3. Progress through Inventions	6,743	5,064	75.10	1
4. Periods of Time	6,736	3,296	48.93	5
5. Cultural Aspects	6,744	2,973	44.08	7
6. Aesthetic Aspects	6,744	2,601	38.57	8
7. Social Aspects	6,740	3,253	48.26	6
8. Natural Resources	6,743	3,678	54.54	3
9. Geographic Aspects	6,744	3,418	50.68	4

TABLE IX (Concluded)

RESULTS OBTAINED FROM 835 BOYS AND GIRLS IN GRADE VIII INDICATING THEIR PREFERENCES IN SOCIAL STUDIES SUBJECT AREAS

Categories	No. of Possible Choices	No. of Actual Choices	Per Cent of Choices	Rank as to Preference
1. People	13,332	7,583	56.88	3
2. Group Occupations	13,337	4,728	35.45	8
3. Progress through Inventions	13,343	9,499	71.19	1
4. Periods of Time	13,335	7,234	54.25	4
5. Cultural Aspects	13,344	5,400	40.47	7
6. Aesthetic Aspects	13,333	3,946	29.60	9
7. Social Aspects	13,339	6,340	47.53	6
8. Natural Resources	13,347	8,400	62.93	2
9. Geographic Aspects	13,340	6,895	51.69	5

In grade 8 boys indicated Category 8 as their first preference and the girls indicated Category 3 as their first preference. Additionally, Category 3 was the first preference of both boys and girls combined. The boys indicated Category 3 as their second choice, and the girls indicated Category 1 as their second choice. Category 8 was the second choice of the boys and girls combined. Categories 4, 1, 9, 7, 2, 5, and 6 were the remaining choices of the boys and Categories 8, 9, 4, 7, 5, 6, 2 were the remaining choices of the girls. Categories 1, 4, 9, 7, 5, 2, and 6 were the remaining choices of the boys and girls combined.

In the analysis of the preliminary data the six groups are assumed to be equal in chronological age; any differences found can be attributed in part to the variable factors of

relationships between boys and girls.

The necessity, therefore, of establishing a level at which a difference will be considered significant is readily seen.

Additionally, since a significant difference statistically determines the trend of a group, the critical ratio of the difference of the percentages has been used as the most satisfactory instrument for analysis of the data. To determine the significance of the difference between any two percentages, the formula for finding the critical ratio (CR), when the two percentages are expressed by P_1 and P_2, is:

$$CR = \frac{P_1 - P_2}{\text{SE Diff}_{P_1 P_2}}$$

The standard of error of a difference between two percentages is found by use of the formula:

$$\text{SE Diff}_{P_1 P_2} = \sqrt{SE^2_{P_1} + SE^2_{P_2}}$$

In reference to the critical ratio and its implications, Wert[1] says:

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

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[1] James E. Wert, Educational Statistics. New York: McGraw Hill Book Co., Inc., 1938, p. 145.

TABLE X

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 708 PUPILS IN GRADE II

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	51.85	.026	3.22	4.11	0.785
	Girls	48.63	.027			
2. Group Occupations	Boys	52.80	.026	1.71	4.11	0.417
	Girls	51.09	.027			
3. Progress through Inventions	Boys	55.38	.026	13.39	4.11	3.266
	Girls	41.99	.027			
4. Periods of Time	Boys	58.53	.026	4.01	4.11	0.978
	Girls	54.52	.027			
5. Cultural Aspects	Boys	58.49	.026	4.20	4.04	1.050
	Girls	62.69	.026			
6. Aesthetic Aspects	Boys	32.38	.024	13.27	3.61	3.686
	Girls	45.65	.027			
7. Social Aspects	Boys	45.19	.026	0.43	4.11	0.105
	Girls	44.76	.027			
8. Natural Resources	Boys	49.70	.026	0.67	4.11	0.170
	Girls	50.37	.027			
9. Geographic Aspects	Boys	45.68	.026	4.67	4.11	1.134
	Girls	50.33	.027			

In the above table only Categories 3 and 6 show a significant difference. The other seven categories show no trends. It shows a tendency for boys to prefer Category 3 and girls to prefer Category 6.

TABLE XI

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 767 PUPILS IN GRADE III

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	54.90	.025	21.44	3.47	6.189
	Girls	33.46	.024			
2. Group Occupations	Boys	42.77	.025	7.08	3.98	1.780
	Girls	49.86	.026			
3. Progress through Inventions	Boys	52.57	.026	2.88	4.38	0.680
	Girls	49.69	.026			
4. Periods of Time	Boys	61.87	.025	5.48	3.54	1.579
	Girls	56.38	.025			
5. Cultural Aspects	Boys	54.96	.025	3.53	3.54	0.999
	Girls	58.50	.025			
6. Aesthetic Aspects	Boys	40.50	.025	16.54	3.54	4.680
	Girls	57.05	.025			
7. Social Aspects	Boys	46.76	.026	4.02	3.98	1.009
	Girls	42.74	.025			
8. Natural Resources	Boys	52.07	.026	0.63	3.98	0.160
	Girls	53.70	.025			
9. Geographic Aspects	Boys	42.42	.025	5.03	3.54	1.423
	Girls	47.45	.025			

A very significant trend is shown in favor of Category 1 by the boys. The girls show a marked preference for Category 6. No other statistical difference is evidenced by the low critical ratios.

TABLE XII

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 905 PUPILS IN GRADE IV

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	62.50	.023	2.19	3.25	0.674
	Girls	60.31	.023			
2. Group Occupations	Boys	51.24	.023	0.40	3.32	0.120
	Girls	50.84	.024			
3. Progress through Inventions	Boys	47.87	.023	13.07	3.25	4.022
	Girls	34.80	.023			
4. Periods of Time	Boys	62.38	.023	5.29	3.18	1.664
	Girls	67.67	.022			
5. Cultural Aspects	Boys	45.44	.024	6.34	3.39	1.870
	Girls	51.78	.024			
6. Aesthetic Aspects	Boys	37.13	.023	15.29	3.32	4.605
	Girls	52.42	.024			
7. Social Aspects	Boys	37.85	.023	1.38	3.25	0.425
	Girls	36.47	.023			
8. Natural Resources	Boys	51.72	.023	5.99	3.32	1.804
	Girls	45.73	.024			
9. Geographic Aspects	Boys	53.69	.023	3.80	3.32	1.145
	Girls	49.89	.024			

The boys show a significant preference for Category 3. In Category 6 the girls show a marked preference. The other categories reflect only sampling fluctuations.

TABLE XIII

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 872 PUPILS IN GRADE V

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	59.11	.023	5.85	3.25	1.800
	Girls	64.96	.023			
2. Group Occupations	Boys	55.50	.024	19.89	3.32	5.991
	Girls	35.61	.023			
3. Progress through Inventions	Boys	49.05	.024	12.48	3.32	3.759
	Girls	36.57	.023			
4. Periods of Time	Boys	57.03	.023	4.61	3.25	1.418
	Girls	61.64	.023			
5. Cultural Aspects	Boys	47.02	.024	9.63	3.39	2.870
	Girls	56.65	.024			
6. Aesthetic Aspects	Boys	46.12	.024	11.24	3.39	3.316
	Girls	57.36	.024			
7. Social Aspects	Boys	35.10	.023	5.67	3.32	1.778
	Girls	40.77	.024			
8. Natural Resources	Boys	53.64	.024	12.52	3.39	3.693
	Girls	41.12	.024			
9. Geographic Aspects	Boys	46.40	.024	4.76	3.39	1.404
	Girls	51.16	.024			

In Categories 2, 3, and 8 the boys show a marked preference. In Category 6 the girls show a marked preference. They also show a definite preference, though not statistically significant, for Category 5. The other categories show no trend, but rather show sampling fluctuations.

TABLE XIV

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 777 PUPILS IN GRADE VI

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	56.48	.026	3.04	3.92	0.776
	Girls	59.52	.024			
2. Group Occupations	Boys	57.27	.025	19.63	3.46	5.673
	Girls	37.64	.024			
3. Progress through Inventions	Boys	41.04	.025	0.44	3.53	0.125
	Girls	40.60	.025			
4. Periods of Time	Boys	54.57	.026	1.79	3.98	0.450
	Girls	52.78	.025			
5. Cultural Aspects	Boys	46.61	.026	0.49	3.98	0.123
	Girls	57.10	.025			
6. Aesthetic Aspects	Boys	49.29	.026	14.80	3.92	3.775
	Girls	64.09	.024			
7. Social Aspects	Boys	39.11	.025	8.04	3.53	2.277
	Girls	47.15	.025			
8. Natural Resources	Boys	56.45	.025	11.03	3.53	3.124
	Girls	45.42	.025			
9. Geographic Aspects	Boys	48.85	.026	3.19	3.98	0.802
	Girls	45.66	.025			

The boys show a significant preference for Categories 2 and 8. The girls prefer Category 6.

TABLE XV

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 923 PUPILS IN GRADE VII

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	61.68	.023	0.43	3.18	0.135
	Girls	61.25	.022			
2. Group Occupations	Boys	36.47	.023	3.26	3.18	1.025
	Girls	39.73	.022			
3. Progress through Inventions	Boys	62.51	.023	3.85	3.18	1.211
	Girls	58.66	.022			
4. Periods of Time	Boys	45.29	.023	3.90	3.25	1.200
	Girls	41.39	.022			
5. Cultural Aspects	Boys	56.89	.023	0.12	3.25	0.038
	Girls	57.01	.023			
6. Aesthetic Aspects	Boys	33.91	.022	15.56	3.18	4.893
	Girls	49.47	.023			
7. Social Aspects	Boys	40.51	.023	8.81	3.25	2.711
	Girls	49.32	.023			
8. Natural Resources	Boys	63.54	.023	15.28	3.25	4.702
	Girls	48.26	.023			
9. Geographic Aspects	Boys	49.16	.024	4.38	3.32	1.319
	Girls	44.78	.023			

In the above table girls indicate a marked preference for Category 6. The boys show a marked preference for Category 8. Though not statistically significant, the girls show a preference for Category 7.

TABLE XVI

THE SIGNIFICANCE OF DIFFERENCES BETWEEN THE PERCENTAGES OF THE CHOICES OF PREFERENCES OF 835 PUPILS IN GRADE VIII

Categories		Per Cent	S.E.	% Diff.	S.E. Diff.	C.R.
1. People	Boys	56.01	.024	1.71	3.39	0.501
	Girls	57.72	.024			
2. Group Occupations	Boys	38.87	.024	6.77	3.32	2.048
	Girls	32.10	.023			
3. Progress through Inventions	Boys	67.20	.023	7.91	3.11	2.540
	Girls	75.10	.021			
4. Periods of Time	Boys	59.68	.024	11.74	3.39	3.185
	Girls	48.93	.024			
5. Cultural Aspects	Boys	36.77	.024	7.31	3.39	2.153
	Girls	44.08	.024			
6. Aesthetic Aspects	Boys	20.41	.020	18.16	3.12	5.833
	Girls	38.57	.024			
7. Social Aspects	Boys	46.78	.025	1.48	3.46	0.433
	Girls	48.26	.024			
8. Natural Resources	Boys	71.50	.022	16.96	3.25	5.230
	Girls	54.54	.024			
9. Geographic Aspects	Boys	52.71	.025	2.03	3.46	0.578
	Girls	50.68	.024			

In Categories 4 and 8 a marked preference is shown by the boys. In Category 6 the girls indicate a significant preference. All others show only sampling fluctuations.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

The aims of this study were:

1. To determine the expressed interests or preferences of children in certain social studies areas.
2. To determine where a change of interests takes place from grade level to grade level.
3. To determine the relative strength of preferences.
4. To consider individual grade results as to preference.
5. To compare boys with girls as to preference.
6. To show marked preferences or trends by critical ratio.

Procedure

Nine categories covering specific areas in the field of social studies were established. Definitions were written to cover these nine categories. For each category a statement was written on each grade level. The statements were written in as objective fashion as possible. Each statement was compared to each other statement. A paired comparison preference check list was established with seventy-two paired statements being set up after a nine table selections chart to eliminate rapid check-offs by a pupil completing the

check list. This paired comparison check list was sent to 5,787 pupils in cities and towns in New Hampshire and Massachusetts.

These check lists were tabulated and the results checked. Computations, whereby a scale value or percentage value could be placed on each category, were determined. Tables were established and analyses made of the results of the study.

Conclusions

The following conclusions were drawn from the analysis of the data collected:

1. Children in grades two through eight preferred to study most about Periods of Time, or Category 4.
2. The second preference of children in grades two through eight is the study of People, or Category 1.
3. The third choice of pupils in grades two through eight was the desire to study Natural Resources, or Category 8.
4. Group Occupations, Aesthetic Aspects, and Social Aspects, or Categories 2, 6, and 7 are the least preferred by children in that order.
5. The rank of selected categories shows no marked significance from grade level to grade level.
6. A preference for Category 1, People, was definitely shown in grades five, six, and seven.
7. Category 4, Periods of Time, is preferred to a great degree in grades two through six.

8. In grade seven a change takes place, and Category 1, People, is the most preferred category.
9. Choices of boys and girls in all grades showed little similarity in preference.
10. No proved reasons for choices could be determined from the analyses of data.

Implications for Teaching

This study was conducted with the idea of discovering the preferences that children in grades two through eight had in specific social studies areas. The following implications in relation to education appeared to result from the investigations of this study.

1. Teachers in grades two through eight might motivate pupils by setting up their social studies program in the light of periods of time, such as pioneer days, colonial days, ancient times, etc.
2. Additionally, teachers in the same grades may obtain better results and more enjoyable learning situations if the children's interest in people and their activities is utilized.
3. A teacher may gain more fruitful learning if he does not emphasize too strongly the social and aesthetic aspects of his program. He may better evolve these aspects through the study of period of time or in showing how certain peoples were involved in the

social and aesthetic spheres in their lives.

Suggestions for Further Study

1. Using the same categories and definitions, nine more statements may be written and paired in the same manner to ascertain whether the same preferences would evolve.
2. Using the same check list on the same samples of pupils three or four years hence to determine changing interests.
3. Doing a like study and comparing the results after having the I.Q.'s of the group to see whether I.Q. influences preferences.
4. Presenting the same check list to the same pupils at a later date to find the coefficient of correlation in their choices.
5. Pursuing a controlled classroom study wherein a teacher would teach on the basis of these expressed preferences determining resulting educational achievement and intensity of interest.

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APPENDIX

TO THE TEACHERS OF GRADE TWO THROUGH EIGHT

We are interested in determining some more effective approaches to the teaching of social studies. Realizing the connection between children's interests and children's learning, we have devised a paired-preference questionnaire. We think by indicating preferences children will enable us to ascertain approaches which may be more interesting to them.

It will be necessary to read the sentences aloud to second and third grade children. Since there are seventy-two pairs of sentences, it is suggested that the questionnaire be given in two sittings, forty-two at the first sitting and thirty at the second sitting. We hope that both will be given on the same day. The teacher should allow enough time for marking after reading each pair of statements; however, not too much time should lapse as the child's interest may lag.

Children in grades four through eight, should, for the most part, be able to do the questionnaire independently, and all seventy-two items at one sitting. Help may be given to any individual who may have difficulty with any of the vocabulary. In case a child asks for a sentence to be read, it will be necessary to read both sentences in order not to condition the response.

At the bottom of the direction sheet you will find a sample paired comparison. Have the children work the sample, the teacher reading aloud for grades Two and Three, while grades Four through Eight work independently.

Teacher reads, "IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU LIKE TO STUDY ABOUT?" (do sample) Check to see that children are marking their choice correctly. It may be necessary to walk about the room from time to time to make sure that the children are marking their papers correctly. This is not a test and children should be encouraged to respond as they feel.

At the top of the first page of the questionnaire you will find the words Girl or Boy. Have the children circle whichever they are.

Please return all papers to the principal of your building. We thank you for your cooperation in administering this questionnaire to your group.

Boston University School of Education
Elementary School Social Studies Seminar

Grades 2-3

IF YOU COULD CHOOSE . . .

Girls and Boys,

Every day when you come to school you learn about many different things. Some of these things you may like very much. Some of these things you may like a little.

Now you are going to have a chance to choose the things you would like to learn about.

On this paper you will find many pairs of sentences. We all know there are two things in a pair. Two mittens make a pair. Two shoes also make a pair. On this paper two sentences are close together and make a pair. The sentences are different in each pair.

In each pair you choose one of the sentences. You choose the one that tells what you would like to learn about. If you like the first sentence better, choose that one and put a big "X" in the box in front of it. If you like the second sentence better, choose that one and put a big "X" in front of that one.

REMEMBER, choose only one sentence - the one you like best in each pair.

SAMPLE: IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU LIKE TO STUDY ABOUT?

( ) How water freezes and becomes ice?

OR

( ) How a ball will bounce when it is dropped?

At the top of the next page, circle Boy or Girl, whichever you are, before you start.

BOY GIRL Grade 2

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) The people who live in our town, like the fireman or policeman?
   OR
   ( ) The kinds of work farmers do to grow food for us?

2. ( ) The different machines used on a farm?
   OR
   ( ) The way people traveled before there were automobiles and airplanes?

3. ( ) What a good American does?
   OR
   ( ) Poems and music about the farm?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) The animals and plants that give us food?

5. ( ) The kinds of work farmers do to grow food for us?
   OR
   ( ) The different machines used on a farm?

6. ( ) The way people traveled before there were automobiles and airplanes?
   OR
   ( ) What a good American does?

7. ( ) Poems and music about the farm?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) The animals and plants that give us food?
   OR
   ( ) How the weather makes us need different clothes?

9. ( ) How the weather makes us need different clothes?
   OR
   ( ) The different machines used on a farm?

10. ( ) The kinds of work farmers do to grow food for us?
    OR
    ( ) What a good American does?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

11. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) How the people of our town make the town better by working together?

12. ( ) Poems and music about the farm?
    OR
    ( ) How the weather makes us need different clothes?

13. ( ) The people who live in our town, like the fireman or policeman?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

14. ( ) The different machines used on a farm?
    OR
    ( ) Poems and music about the farm?

15. ( ) What a good American does?
    OR
    ( ) The animals and plants that give us food?

16. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The people who live in our town, like the fireman or policeman?

17. ( ) The animals and plants that give us food?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

18. ( ) The people who live in our town, like the fireman or policeman?
    OR
    ( ) Poems and music about the farm?

19. ( ) The different machines used on a farm?
    OR
    ( ) The animals and plants that give us food?

20. ( ) What a good American does?
    OR
    ( ) The people who live in our town, like the fireman or policeman?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

21. ( ) The kinds of work farmers do to grow food for us?
    OR
    ( ) How the people of our town make the town better by working together?

22. ( ) How the weather makes us need different clothes?
    OR
    ( ) What a good American does?

23. ( ) Poems and music about the farm?
    OR
    ( ) The kinds of work farmers do to grow food for us?

24. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) How the weather makes us need different clothes?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) What a good American does?

26. ( ) The different machines used on a farm?
    OR
    ( ) The people who live in our town, like the fireman or policeman?

27. ( ) The animals and plants that give us food?
    OR
    ( ) Poems and music about the farm?

28. ( ) How the weather makes us need different clothes?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) The kinds of work farmers do to grow food for us?

30. ( ) The people who live in our town, like the fireman or policeman?
    OR
    ( ) The animals and plants that give us food?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

31. ( ) What a good American does?
    OR
    ( ) The different machines used on a farm?

32. ( ) The kinds of work farmers do to grow food for us?
    OR
    ( ) How the weather makes us need different clothes?

33. ( ) Poems and music about the farm?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

34. ( ) The animals and plants that give us food?
    OR
    ( ) The kinds of work farmers do to grow food for us?

35. ( ) The people who live in our town, like the fireman or policeman?
    OR
    ( ) How the weather makes us need different clothes?

36. ( ) The different machines used on a farm?
    OR
    ( ) How the people of our town make the town better by working together?

37. ( ) The kinds of work farmers do to grow food for us?
    OR
    ( ) The animals and plants that give us food?

38. ( ) How the weather makes us need different clothes?
    OR
    ( ) The people in our town, like the fireman or policeman?

39. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The different machines used on a farm?

40. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) Poems and music about the farm?

41. ( ) What a good American does?
    OR
    ( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

42. ( ) The people who live in our town, like the fireman or policeman?
OR
( ) The different machines used on a farm?

43. ( ) Poems and music about the farm?
OR
( ) The animals and plants that give us food?

44. ( ) How the people of our town make the town better by working together?
OR
( ) How the weather makes us need different clothes?

45. ( ) The kinds of work farmers do to grow food for us?
OR
( ) The way people traveled before there were automobiles and airplanes?

46. ( ) The animals and plants that give us food?
OR
( ) The people who live in our town, like the fireman or policeman?

47. ( ) The different machines used on a farm?
OR
( ) What a good American does?

48. ( ) How the weather makes us need different clothes?
OR
( ) The kinds of work farmers do to grow food for us?

49. ( ) The way people traveled before there were automobiles and airplanes?
OR
( ) The animals and plants that give us food?

50. ( ) Poems and music about the farm?
OR
( ) The people who live in our town, like the fireman or policeman?

51. ( ) The animals and plants that give us food?
OR
( ) The different machines used on a farm?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

52. ( ) The people who live in our town, like the fireman or policeman?
OR
( ) What a good American does?

53. ( ) How the people of our town make the town better by working together?
OR
( ) The kinds of work farmers do to grow food for us?

54. ( ) What a good American does?
OR
( ) How the weather makes us need different clothes?

55. ( ) The kinds of work farmers do to grow food for us?
OR
( ) Poems and music about the farm?

56. ( ) How the weather makes us need different clothes?
OR
( ) The way people traveled before there were automobiles and airplanes?

57. ( ) The different machines used on a farm?
OR
( ) How the weather makes us need different clothes?

58. ( ) What a good American does?
OR
( ) The kinds of work farmers do to grow food for us?

59. ( ) How the people of our town make the town better by working together?
OR
( ) The way people traveled before there were automobiles and airplanes?

60. ( ) How the weather makes us need different clothes?
OR
( ) Poems and music about the farm?

61. ( ) The way people traveled before there were automobiles and airplanes?
OR
( ) The people who live in our town, like the fireman or policeman?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

62. ( ) Poems and music about the farm?
OR
( ) The different machines used on a farm?

63. ( ) The animals and plants that give us food?
OR
( ) What a good American does?

64. ( ) The people who live in our town, like the fireman or policeman?
OR
( ) How the people of our town make the town better by working together?

65. ( ) The kinds of work farmers do to grow food for us?
OR
( ) The people who live in our town, like the fireman or policeman?

66. ( ) The way people traveled before there were automobiles and airplanes?
OR
( ) The different machines used on a farm?

67. ( ) Poems and music about the farm?
OR
( ) What a good American does?

68. ( ) The animals and plants that give us food?
OR
( ) How the people of our town make the town better by working together?

69. ( ) The different machines used on a farm?
OR
( ) The kinds of work farmers do to grow food for us?

70. ( ) What a good American does?
OR
( ) The way people traveled before there were automobiles and airplanes?

71. ( ) How the people of our town make the town better by working together?
OR
( ) Poems and music about the farm?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

72. ( ) How the weather makes us need different clothes?
OR
( ) The animals and plants that give us food?

BOY GIRL Grade 3

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) The carpenter who builds houses?
   OR
   ( ) People who work in factories to make the things we wear?

2. ( ) The different machines which help us in our homes?
   OR
   ( ) The way people traveled before there were automobiles and airplanes?

3. ( ) What a good American does?
   OR
   ( ) Poems and music about our country?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) The plants and animals that give us food?

5. ( ) People who work in factories to make the things we wear?
   OR
   ( ) The different machines which help us in our homes?

6. ( ) The way people traveled before there were automobiles and airplanes?
   OR
   ( ) What a good American does?

7. ( ) Poems and music about our country?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) The plants and animals that give us food?
   OR
   ( ) How the weather makes us need different clothes?

9. ( ) How the weather makes us need different clothes?
   OR
   ( ) The different machines which help us in our homes?

10. ( ) People who work in factories to make the things we wear?
    OR
    ( ) What a good American does?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

11. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) How the people of our town make the town better by working together?

12. ( ) Poems and music about our country?
    OR
    ( ) How the weather makes us need different clothes?

13. ( ) The carpenter who builds houses?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

14. ( ) The different machines which help us in our homes?
    OR
    ( ) Poems and music about our country?

15. ( ) What a good American does?
    OR
    ( ) The plants and animals that give us food?

16. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The carpenter who builds houses?

17. ( ) The plants and animals that give us food?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

18. ( ) The carpenter who builds houses?
    OR
    ( ) Poems and music about our country?

19. ( ) The different machines which help us in our homes?
    OR
    ( ) The plants and animals that give us food?

20. ( ) What a good American does?
    OR
    ( ) The carpenter who builds houses?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

21. ( ) People who work in factories to make the things we wear?
    OR
    ( ) How the people of our town make the town better by working together?

22. ( ) How the weather makes us need different clothes?
    OR
    ( ) What a good American does?

23. ( ) Poems and music about our country?
    OR
    ( ) People who work in factories to make the things we wear?

24. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) How the weather makes us need different clothes?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) What a good American does?

26. ( ) The different machines which help us in our homes?
    OR
    ( ) The carpenter who builds houses?

27. ( ) The plants and animals that give us food?
    OR
    ( ) Poems and music about our country?

28. ( ) How the weather makes us need different clothes?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) People who work in factories to make the things we wear?

30. ( ) The carpenter who builds houses?
    OR
    ( ) The plants and animals that give us food?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

31. ( ) What a good American does?
    OR
    ( ) The different machines which help us in our homes?

32. ( ) People who work in factories to make the things we wear?
    OR
    ( ) How the weather makes us need different clothes?

33. ( ) Poems and music about our country?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

34. ( ) The plants and animals that give us food?
    OR
    ( ) People who work in factories to make the things we wear?

35. ( ) The carpenter who builds houses?
    OR
    ( ) How the weather makes us need different clothes?

36. ( ) The different machines which help us in our homes?
    OR
    ( ) How the people of our town make the town better by working together?

37. ( ) People who work in factories to make the things we wear?
    OR
    ( ) The plants and animals that give us food?

38. ( ) How the weather makes us need different clothes?
    OR
    ( ) The carpenter who builds houses?

39. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The different machines which help us in our homes?

40. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) Poems and music about our country?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

41. ( ) What a good American does?
    OR
    ( ) How the people of our town make the town better by working together?

42. ( ) The carpenter who builds houses?
    OR
    ( ) The different machines which help us in our homes?

43. ( ) Poems and music about our country?
    OR
    ( ) The plants and animals that give us food?

44. ( ) How the people of our town make the town better by working together?
    OR
    ( ) How the weather makes us need different clothes?

45. ( ) People who work in factories to make the things we wear?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

46. ( ) The plants and animals that give us food?
    OR
    ( ) The carpenter who builds houses?

47. ( ) The different machines which help us in our homes?
    OR
    ( ) What a good American does?

48. ( ) How the weather makes us need different clothes?
    OR
    ( ) People who work in factories to make the things we wear?

49. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) The plants and animals that give us food?

50. ( ) Poems and music about our country?
    OR
    ( ) The carpenter who builds houses?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

51. ( ) The plants and animals that give us food?
    OR
    ( ) The different machines which help us in our homes?

52. ( ) The carpenter who builds houses?
    OR
    ( ) What a good American does?

53. ( ) How the people of our town make the town better by working together?
    OR
    ( ) People who work in factories to make the things we wear?

54. ( ) What a good American does?
    OR
    ( ) How the weather makes us need different clothes?

55. ( ) People who work in factories to make the things we wear?
    OR
    ( ) Poems and music about our country?

56. ( ) How the weather makes us need different clothes?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

57. ( ) The different machines which help us in our homes?
    OR
    ( ) How the weather makes us need different clothes?

58. ( ) What a good American does?
    OR
    ( ) People who work in factories to make the things we wear?

59. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

60. ( ) How the weather makes us need different clothes?
    OR
    ( ) Poems and music about our country?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

61. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) The carpenter who builds houses?

62. ( ) Poems and music about our country?
    OR
    ( ) The different machines which help us in our homes?

63. ( ) The plants and animals that give us food?
    OR
    ( ) What a good American does?

64. ( ) The carpenter who builds houses?
    OR
    ( ) How the people of our town make the town better by working together?

65. ( ) People who work in factories to make the things we wear?
    OR
    ( ) The carpenter who builds houses?

66. ( ) The way people traveled before there were automobiles and airplanes?
    OR
    ( ) The different machines which help us in our homes?

67. ( ) Poems and music about our country?
    OR
    ( ) What a good American does?

68. ( ) The plants and animals that give us food?
    OR
    ( ) How the people of our town make the town better by working together?

69. ( ) The different machines which help us in our homes?
    OR
    ( ) People who work in factories to make the things we wear?

70. ( ) What a good American does?
    OR
    ( ) The way people traveled before there were automobiles and airplanes?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT:

71. ( ) How the people of our town make the town better by working together?
OR
( ) Poems and music about our country?

72. ( ) How the weather makes us need different clothes?
OR
( ) The plants and animals that give us food?

IF YOU COULD CHOOSE . . . Grades 4-8

Girls and Boys,

Every day when you come to school you learn about many different things. Some of these things you may like very much. Some of these things you may only like a little.

Now you are going to have a chance to choose the things you would like to learn about.

On this paper you will find many pairs of sentences. The sentences are different in each pair.

In each pair you choose one of the sentences. You choose the one that tells what you would like to learn about. If you like the first sentence better, choose that one and put an "X" in the box in front of it. If you like the second sentence better, choose that one and put an "X" in front of that one.

REMEMBER, choose only one sentence - the one you like best in each pair.

Sample: IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU LIKE TO STUDY ABOUT?

( ) How water freezes and becomes ice?
OR
( ) How a ball will bounce when it is dropped?

At the top of the next page, circle Boy or Girl, whichever you are, before you start.

BOY GIRL Grade 4

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) The people who live in the jungle?
   OR
   ( ) The work of farmers in different countries of the world?

2. ( ) How machines have helped in traveling?
   OR
   ( ) What it was like to live in our town many years ago?

3. ( ) How we got the alphabet we use today?
   OR
   ( ) The music which people in different countries like?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) How we make water work for us?

5. ( ) The work of farmers in different countries of the world?
   OR
   ( ) How machines have helped in traveling?

6. ( ) What it was like to live in our town many years ago?
   OR
   ( ) How we got the alphabet we use today?

7. ( ) The music which people in different countries like?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) How we make water work for us?
   OR
   ( ) What the weather has to do with the way people live?

9. ( ) What the weather has to do with the way people live?
   OR
   ( ) How machines have helped in traveling?

10. ( ) The work of farmers in different countries of the world?
    OR
    ( ) How we got the alphabet we use today?

11. ( ) What it was like to live in our town many years ago?
    OR
    ( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

12. ( ) The music which people in different countries like?
    OR
    ( ) What the weather has to do with the way people live?

13. ( ) The people who live in the jungle?
    OR
    ( ) What it was like to live in our town many years ago?

14. ( ) How machines have helped in traveling?
    OR
    ( ) The music which people in different countries like?

15. ( ) How we got the alphabet we use today?
    OR
    ( ) How we make water work for us?

16. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The people who live in the jungle?

17. ( ) How we make water work for us?
    OR
    ( ) What it was like to live in our town many years ago?

18. ( ) The people who live in the jungle?
    OR
    ( ) The music which people in different countries like?

19. ( ) How machines have helped in traveling?
    OR
    ( ) How we make water work for us?

20. ( ) How we got the alphabet we use today?
    OR
    ( ) The people who live in the jungle?

21. ( ) The work of farmers in different countries of the world? OR
    ( ) How the people of our town make the town better by working together?

22. ( ) What the weather has to do with the way people live?
    OR
    ( ) How we got the alphabet we use today?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

23. ( ) The music which people in different countries like?
    OR
    ( ) The work of farmers in different countries of the world?

24. ( ) What it was like to live in our town many years ago?
    OR
    ( ) What the weather has to do with the way people live?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) How we got the alphabet we use today?

26. ( ) How machines have helped in traveling?
    OR
    ( ) The people who live in the jungle?

27. ( ) How we make water work for us?
    OR
    ( ) The music which people in different countries like?

28. ( ) What the weather has to do with the way people live?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) What it was like to live in our town many years ago?
    OR
    ( ) The work of farmers in different countries of the world?

30. ( ) The people who live in the jungle?
    OR
    ( ) How we make water work for us?

31. ( ) How we got the alphabet we use today?
    OR
    ( ) How machines have helped in traveling?

32. ( ) The work of farmers in different countries of the world?
    OR
    ( ) What the weather has to do with the way people live?

33. ( ) The music which people in different countries like?
    OR
    ( ) What it was like to live in our town many years ago?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

34. ( ) How we make water work for us?
OR
( ) The work of farmers in different countries of the world?

35. ( ) The people who live in the jungle?
OR
( ) What the weather has to do with the way people live?

36. ( ) How machines have helped in traveling?
OR
( ) How the people of our town make the town better by working together?

37. ( ) The work of farmers in different countries of the world?
OR
( ) How we make water work for us?

38. ( ) What the weather has to do with the way people live?
OR
( ) The people who live in the jungle?

39. ( ) How the people of our town make the town better by working together?
OR
( ) How machines have helped in traveling?

40. ( ) What it was like to live in our town many years ago?
OR
( ) The music which people in different countries like?

41. ( ) How we got the alphabet we use today?
OR
( ) How the people of our town make the town better by working together?

42. ( ) The people who live in the jungle?
OR
( ) How machines have helped in traveling?

43. ( ) The music which people in different countries like?
OR
( ) How we make water work for us?

44. ( ) How the people of our town make the town better by working together?
OR
( ) What the weather has to do with the way people live?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

45. ( ) The work of farmers in different countries of the world?
OR
( ) What it was like to live in our town many years ago?

46. ( ) How we make water work for us?
OR
( ) The people who live in the jungle?

47. ( ) How machines have helped in traveling?
OR
( ) How we got the alphabet we use today?

48. ( ) What the weather has to do with the way people live?
OR
( ) The work of farmers in different countries of the world?

49. ( ) What it was like to live in our town many years ago?
OR
( ) How we make water work for us?

50. ( ) The music which people in different countries like?
OR
( ) The people who live in the jungle?

51. ( ) How we make water work for us?
OR
( ) How machines have helped in traveling?

52. ( ) The people who live in the jungle?
OR
( ) How we got the alphabet we use today?

53. ( ) How the people of our town make the town better by working together?
OR
( ) The work of farmers in different countries of the world?

54. ( ) How we got the alphabet we use today?
OR
( ) What the weather has to do with the way people live?

55. ( ) The work of farmers in different countries of the world?
OR
( ) The music which people in different countries like?

56. ( ) What the weather has to do with the way people live?
OR
( ) What it was like to live in our town many years ago?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

57. ( ) How machines have helped in traveling?
OR
( ) What the weather has to do with the way people live?

58. ( ) How we got the alphabet we use today?
OR
( ) The work of farmers in different countries of the world?

59. ( ) How the people of our town make the town better by working together?
OR
( ) What it was like to live in our town many years ago?

60. ( ) What the weather has to do with the way people live?
OR
( ) The music which people in different countries like?

61. ( ) What it was like to live in our town many years ago?
OR
( ) The people who live in the jungle?

62. ( ) The music which people in different countries like?
OR
( ) How machines have helped in traveling?

63. ( ) How we make water work for us?
OR
( ) How we got the alphabet we use today?

64. ( ) The people who live in the jungle?
OR
( ) How the people of our town make the town better by working together?

65. ( ) The work of farmers in different countries of the world?
OR
( ) The people who live in the jungle?

66. ( ) What it was like to live in our town many years ago?
OR
( ) How machines have helped in traveling?

67. ( ) The music which people in different countries like?
OR
( ) How we got the alphabet we use today?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

68. ( ) How we make water work for us?
OR
( ) How the people of our town make the town better by working together?

69. ( ) How machines have helped in traveling?
OR
( ) The work of farmers in different countries of the world?

70. ( ) How we got the alphabet we use today?
OR
( ) What it was like to live in our town many years ago?

71. ( ) How the people of our town make the town better by working together?
OR
( ) The music which people in different countries like?

72. ( ) What the weather has to do with the way people live?
OR
( ) How we make water work for us?

BOY GIRL Grade 5

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) What the people were like who settled our country long ago?
   OR
   ( ) The work of fishermen on fishing boats?

2. ( ) How machines have helped in traveling?
   OR
   ( ) What it was like in America when the first people came here to live?

3. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
   OR
   ( ) The artists, musicians, and writers who are famous in our country's history?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

5. ( ) The work of fishermen on fishing boats?
   OR
   ( ) How machines have helped in traveling?

6. ( ) What it was like in America when the first people came here to live?
   OR
   ( ) Ways in which Americans are like people in other countries and ways in which they are different?

7. ( ) The artists, musicians, and writers who are famous in our country's history?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
   OR
   ( ) The way different kinds of lands help people decide how they will earn their living?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

9. ( ) The way different kinds of lands help people decide how they will earn their living?
   OR
   ( ) How machines have helped in traveling?

10. ( ) The work of fishermen on fishing boats?
   OR
   ( ) Ways in which Americans are like people in other countries and ways in which they are different?

11. ( ) What it was like in America when the first people came here to live?
   OR
   ( ) How the people of our town make the town better by working together?

12. ( ) The artists, musicians and writers who are famous in our country's history?
   OR
   ( ) The way different kinds of lands help people decide how they will earn their living?

13. ( ) What the people were like who settled our country so long ago?
   OR
   ( ) What it was like in America when the first people came here to live?

14. ( ) How machines have helped in traveling?
   OR
   ( ) The artists, musicians, and writers who are famous in our country's history?

15. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
   OR
   ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

16. ( ) How the people of our town make the town better by working together?
   OR
   ( ) What the people were like who settled our country long ago?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

17. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
OR
( ) What it was like in America when the first people came here to live?

18. ( ) What people were like who settled our country long ago?
OR
( ) The artists, musicians, and writers who are famous in our country's history?

19. ( ) How machines have helped in traveling?
OR
( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

20. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) What people were like who settled our country long ago?

21. ( ) The work of fishermen on fishing boats?
OR
( ) How the people of our town make the town better by working together?

22. ( ) The way different kinds of lands help people decide how they will earn their living?
OR
( ) Ways in which Americans are like people in other countries and ways in which they are different?

23. ( ) The artists, musicians, and writers who are famous in our country's history?
OR
( ) The work of fishermen on fishing boats?

24. ( ) What it was like in America when the first people came here to live?
OR
( ) The way different kinds of lands help people decide how they will earn their living?

25. ( ) How the people of our town make the town better by working together?
OR
( ) Ways in which Americans are like people of other countries and ways in which they are different?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

26. ( ) How machines have helped in traveling?
    OR
    ( ) What people were like who settled our country long ago?

27. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
    OR
    ( ) The artists, musicians, and writers who are famous in our country's history?

28. ( ) The way different kinds of lands help people decide how they will earn their living?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) What it was like in America when the first people came here to live?
    OR
    ( ) The work of fishermen on fishing boats?

30. ( ) What people were like who settled our country long ago?
    OR
    ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

31. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
    OR
    ( ) How machines have helped in traveling?

32. ( ) The work of fishermen on fishing boats?
    OR
    ( ) The way different kinds of lands help people decide how they will earn their living?

33. ( ) The artists, musicians, and writers who are famous in our country's history?
    OR
    ( ) What it was like in America when the first people came here to live?

34. ( ) How the things in the ground, such as coal, are helpful to the growth of our country?
    OR
    ( ) The work of fishermen on fishing boats?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

35. ( ) What the people were like who settled our country long ago?
    OR
    ( ) The way different kinds of lands help people decide how they will earn their living?

36. ( ) How machines have helped in traveling?
    OR
    ( ) How the people of our town make the town better by working together?

37. ( ) The work of fishermen on fishing boats?
    OR
    ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

38. ( ) The way different kinds of lands help people decide how they will earn their living?
    OR
    ( ) What people were like who settled our country long ago?

39. ( ) How the people of our town make the town better by working together?
    OR
    ( ) How machines have helped in traveling?

40. ( ) What it was like in America when the first people came here to live?
    OR
    ( ) The artists, musicians, and writers who are famous in our country's history?

41. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
    OR
    ( ) How the people of our town make the town better by working together?

42. ( ) What people were like who settled our country long ago?
    OR
    ( ) How machines have helped in traveling?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

43. ( ) The artists, musicians, and writers who are famous in our country's history?
OR
( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

44. ( ) How the people of our town make the town better by working together?
OR
( ) The way different kinds of lands help people decide how they will earn their living?

45. ( ) The work of fishermen on fishing boats?
OR
( ) What it was like in America when the first people came here to live?

46. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
OR
( ) What people were like who settled in our country long ago?

47. ( ) How machines have helped in traveling?
OR
( ) Ways in which Americans are like people in other countries and ways in which they are different?

48. ( ) The way different kinds of lands help people decide how they will earn their living?
OR
( ) The work of fishermen on fishing boats?

49. ( ) What it was like in America when the first people came here to live?
OR
( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

50. ( ) The artists, musicians, and writers who are famous in our country's history?
OR
( ) What people were like who settled our country long ago?

51. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
OR
( ) How machines have helped in traveling?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

52. ( ) What the people were like who settled our country long ago?
OR
( ) Ways in which Americans are like people in other countries and ways in which they are different?

53. ( ) How the people of our town make the town better by working together?
OR
( ) The work of fishermen on fishing boats?

54. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) The way different kinds of lands help people decide how they will earn their living?

55. ( ) The work of fishermen on fishing boats?
OR
( ) The artists, musicians, and writers who are famous in our country's history?

56. ( ) The way different kinds of lands help people decide how they will earn their living?
OR
( ) What it was like in America when the first people came here to live?

57. ( ) How machines have helped in traveling?
OR
( ) The way different kinds of lands help people decide how they will earn their living?

58. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) The work of fishermen on fishing boats?

59. ( ) How the people of our town make the town better by working together?
OR
( ) What it was like in America when the first people came here to live?

60. ( ) The way different kinds of lands help people decide how they will earn their living?
OR
( ) The artists, musicians, and writers who are famous in our country's history?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

61. ( ) What it was like in America when the first people came here to live?
    OR
    ( ) What people were like who settled our country long ago?

62. ( ) The artists, musicians, and writers who are famous in our country's history?
    OR
    ( ) How machines have helped in traveling?

63. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

64. ( ) What people were like who settled our country long ago?
    OR
    ( ) How the people of our town make the town better by working together?

65. ( ) The work of fishermen on fishing boats?
    OR
    ( ) What people were like who settled our country long ago?

66. ( ) What it was like in America when the first people came here to live?
    OR
    ( ) How machines have helped in traveling?

67. ( ) The artists, musicians, and writers who are famous in our country's history?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

68. ( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?
    OR
    ( ) How the people of our town make the town better by working together?

69. ( ) How machines have helped in traveling?
    OR
    ( ) The work of fishermen on fishing boats?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

70. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) What it was like in America when the first people came here to live?

71. ( ) How the people of our town make the town better by working together?
OR
( ) The artists, musicians, and writers who are famous in our country's history?

72. ( ) The way different kinds of lands help people decide how they will earn their living?
OR
( ) How the things we have in the ground, such as coal, are helpful to the growth of our country?

BOY GIRL Grade 6

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) How people in Europe lived before America was discovered?
   OR
   ( ) The way men live and work in a lumber camp?

2. ( ) How the printing press has contributed to our lives?
   OR
   ( ) The new lands that were discovered and explored when Columbus lived?

3. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
   OR
   ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) How the forests of a country are helpful to its progress?

5. ( ) The way men live and work in a lumber camp?
   OR
   ( ) How the printing press has contributed to our lives?

6. ( ) The new lands that were discovered and explored when Columbus lived?
   OR
   ( ) Ways in which Americans are like people in other countries and ways in which they are different?

7. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) How the forests of a country are helpful to its progress?
   OR
   ( ) How the location of a country contributes to its importance in the world?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

9. ( ) How the location of a country contributes to tis importance in the world?
   OR
   ( ) How the printing press has contributed to our lives?

10. ( ) The way men live and work in a lumber camp?
   OR
   ( ) Ways in which Americans are like people in other countries and ways in which they are different?

11. ( ) The new lands that were discovered and explored when Columbus lived?
   OR
   ( ) How the people of our town make the town better by working together?

12. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
   OR
   ( ) How the location of a country contributes to its importance in the world?

13. ( ) How people in Europe lived before America was discovered?
   OR
   ( ) The new lands that were discovered and explored when Columbus lived?

14. ( ) How the printing press has contributed to our lives?
   OR
   ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

15. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
   OR
   ( ) How the forests of a country are helpful to its progress?

16. ( ) How the people of our town make the town better by working together?
   OR
   ( ) How people in Europe lived before America was discovered?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

17. ( ) How the forests of a country are helpful to its progress?
    OR
    ( ) The new lands that were discovered and explored when Columbus lived?

18. ( ) How people in Europe lived before America was discovered?
    OR
    ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

19. ( ) How the printing press has contributed to our lives?
    OR
    ( ) How the forests of a country are helpful to its progress?

20. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
    OR
    ( ) How people in Europe lived before America was discovered?

21. ( ) The way men live and work in a lumber camp?
    OR
    ( ) How the people of our town make the town better by working together?

22. ( ) How the location of a country contributes to its importance in the world?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

23. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
    OR
    ( ) The way men live and work in a lumber camp?

24. ( ) The new lands that were discovered and explored when Columbus lived?
    OR
    ( ) How the location of a country contributes to its importance in the world?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

26. ( ) How the printing press has contributed to our lives?
    OR
    ( ) How people in Europe lived before America was discovered?

27. ( ) How the forests of a country are helpful to its progress?
    OR
    ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

28. ( ) How the location of a country contributes to its importance in the world?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) The new lands that were discovered and explored when Columbus lived?
    OR
    ( ) The way men live and work in a lumber camp?

30. ( ) How people in Europe lived before America was discovered?
    OR
    ( ) How the forests of a country are helpful to its progress?

31. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
    OR
    ( ) How the printing press has contributed to our lives?

32. ( ) The way men live and work in a lumber camp?
    OR
    ( ) How the location of a country contributes to its importance in the world?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

33. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
OR
( ) The new lands that were discovered and explored when Columbus lived?

34. ( ) How the forests of a country are helpful to its progress?
OR
( ) The way men live and work in a lumber camp?

35. ( ) How people in Europe lived before America was discovered?
OR
( ) How the location of a country contributes to its importance in the world?

36. ( ) How the printing press has contributed to our lives?
OR
( ) How the people of our town make the town better by working together?

37. ( ) The way men live and work in a lumber camp?
OR
( ) How the forests of a country are helpful to its progress?

38. ( ) How the location of a country contributes to its importance in the world?
OR
( ) How the people in Europe lived before America was discovered?

39. ( ) How the people of our town make the town better by working together?
OR
( ) How the printing press has contributed to our lives?

40. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

41. ( ) The new lands that were discovered and explored when Columbus lived?
    OR
    ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

42. ( ) How people in Europe lived before America was discovered?
    OR
    ( ) How the printing press has contributed to our lives?

43. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
    OR
    ( ) How the forests of a country contribute to its importance in the world?

44. ( ) How the people of our town make the town better by working together?
    OR
    ( ) How the location of a country contributes to its importance in the world?

45. ( ) The way men live and work in a lumber camp?
    OR
    ( ) The new lands that were discovered and explored when Columbus lived?

46. ( ) How the forests of a country are helpful to its progress?
    OR
    ( ) How people in Europe lived before America was discovered?

47. ( ) How the printing press has contributed to our lives?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

48. ( ) How the location of a country contributes to its importance in the world?
    OR
    ( ) The way men live and work in a lumber camp?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

49. ( ) The new lands that were discovered and explored when Columbus lived?
    OR
    ( ) How the forests of a country are helpful to its progress?

50. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
    OR
    ( ) How people in Europe lived before America was discovered?

51. ( ) How the forests of a country are helpful to its progress?
    OR
    ( ) How the printing press has contributed to our lives?

52. ( ) How people in Europe lived before America was discovered?
    OR
    ( ) Ways in which Americans are like people in other countries and ways in which they are different?

53. ( ) How the people of our town make the town better by working together?
    OR
    ( ) The way men live and work in a lumber camp?

54. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
    OR
    ( ) How the location of a country contributes to its importance in the world?

55. ( ) The way men live and work in a lumber camp?
    OR
    ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

56. ( ) How the location of a country contributes to its importance in the world?
    OR
    ( ) The new lands that were discovered and explored when Columbus lived?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

57. ( ) How the printing press has contributed to our lives?
OR
( ) How the location of a country contributes to its importance in the world?

58. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) The way men live and work in a lumber camp?

59. ( ) How the people of our town make the town better by working together?
OR
( ) The new lands that were discovered and explored when Columbus lived?

60. ( ) How the location of a country contributes to its importance in the world?
OR
( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

61. ( ) The new lands that were discovered and explored when Columbus lived?
OR
( ) How people in Europe lived before America was discovered?

62. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
OR
( ) How the printing press has contributed to our lives?

63. ( ) How the forests of a country are helpful to its progress?
OR
( ) Ways in which Americans are like people in other countries and ways in which they are different?

64. ( ) How people in Europe lived before America was discovered?
OR
( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

65. ( ) The way men live and work in a lumber camp?
OR
( ) How people in Europe lived before America was discovered?

66. ( ) The new lands that were discovered and explored when Columbus lived?
OR
( ) How the printing press has contributed to our lives?

67. ( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?
OR
( ) Ways in which Americans are like people in other countries and ways in which they are different?

68. ( ) How the forests of a country are helpful to its progress?
OR
( ) How the people of our town make the town better by working together?

69. ( ) How the printing press has contributed to our lives?
OR
( ) The way men live and work in a lumber camp?

70. ( ) Ways in which Americans are like people in other countries and ways in which they are different?
OR
( ) The new lands that were discovered and explored when Columbus lived?

71. ( ) How the people of our town make the town better by working together?
OR
( ) Sculpture, paintings and the beautiful buildings of ancient Rome and Greece?

72. ( ) How the location of a country contributes to its importance in the world?
OR
( ) How the forests of a country are helpful to its progress?

BOY GIRL Grade 7

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) The important men in the history of our country or other countries?
   OR
   ( ) The kinds of work done in cotton, rayon and woolen mills?

2. ( ) The changes that inventions have made in our ways of living?
   OR
   ( ) How the Industrial Revolution changed our way of life?

3. ( ) About the laws of ancient times?
   Or
   ( ) Famous paintings and statues made by American painters and sculptors?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) How our metals, soil, forests, and animal and plant life are put to use by us?

5. ( ) The kinds of work done in cotton, rayon and woolen mills?
   OR
   ( ) The changes that inventions have made in our ways of living?

6. ( ) How the Industrial Revolution changed our way of life?
   OR
   ( ) About the laws of ancient times?

7. ( ) Famous paintings and statues made by American painters and sculptors?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
   OR
   ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

9. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
   OR
   ( ) The changes that inventions have made in our ways of living?

10. ( ) The kinds of work done in cotton, rayon and woolen mills?
   OR
   ( ) About the laws of ancient times?

11. ( ) How the Industrial Revolution changed our way of life?
   OR
   ( ) How the people of our town make the town better by working together?

12. ( ) Famous paintings and statues made by American painters and sculptors?
   OR
   ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

13. ( ) The important men in the history of our country or other countries?
   OR
   ( ) How the Industrial Revolution changed our way of life?

14. ( ) The changes that inventions have made in our ways of living?
   OR
   ( ) Famous paintings and statues made by American painters and sculptors?

15. ( ) About the laws of ancient times?
   OR
   ( ) How our metals, soil, forests, and animal and plant life are put to use by us?

16. ( ) How the people of our town make the town better by working together?
   OR
   ( ) The important men in the history of our country or other countries?

17. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
   OR
   ( ) How the Industrial Revolution changed our way of life?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

18. ( ) The important men in the history of our country or other countries?
    OR
    ( ) Famous paintings and statues made by American painters and sculptors?

19. ( ) The changes that inventions have made in our ways of living?
    OR
    ( ) How metals, soil, forests, and animal and plant life are put to use by us?

20. ( ) About the laws of ancient times?
    OR
    ( ) The important men in the history of our country or other countries?

21. ( ) The kinds of work done in cotton, rayon and woolen mills?
    OR
    ( ) How the people of our town make the town better by working together?

22. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
    OR
    ( ) About the laws of ancient times?

23. ( ) Famous paintings and statues made by American painters and sculptors?
    OR
    ( ) The kinds of work done in cotton, rayon and woolen mills?

24. ( ) How the Industrial Revolution changed our way of life?
    OR
    ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) About the laws of ancient times?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

26. ( ) The changes that inventions have made in our ways of living?
    OR
    ( ) The important men in the history of our country or other countries?

27. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
    OR
    ( ) Famous paintings and statues made by American painters and sculptors?

28. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) How the Industrial Revolution changed our way of life?
    OR
    ( ) The kinds of work done in cotton, rayon and woolen mills?

30. ( ) The important men in the history of our country or other countries?
    OR
    ( ) How our metals, soil, forests and animal and plant life are put to use by us?

31. ( ) About the laws of ancient times?
    OR
    ( ) The changes that inventions have made in our ways of living?

32. ( ) The kinds of work done in cotton, rayon and woolen mills?
    OR
    ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

33. ( ) Famous paintings and statues made by American painters and sculptors?
    OR
    ( ) How the Industrial Revolution changed our way of life?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

34. ( ) How our metals, soil, forests and animal and plant life are put to use by us?
OR
( ) The kinds of work done in cotton, rayon and woolen mills?

35. ( ) The important men in the history of our country or other countries?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

36. ( ) The changes that inventions have made in our ways of living?
OR
( ) Famous paintings and statues made by American painters and sculptors?

37. ( ) The kinds of work done in cotton, rayon and woolen mills?
OR
( ) How our metals, soil, forests, and animal and plant life are put to use by us?

38. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) The important men in the history of our country or other countries?

39. ( ) How the people of our town make the town better by working together?
OR
( ) The changes that inventions have made in our ways of living?

40. ( ) How the Industrial Revolution changed our way of life?
OR
( ) Famous paintings and statues made by American painters and sculptors?

41. ( ) About the laws of ancient times?
OR
( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

42. ( ) The important men in the history of our country or other countries?
OR
( ) The changes that inventions have made in our ways of living?

43. ( ) Famous paintings and statues made by American painters and sculptors?
OR
( ) How our metals, soil, forests, and animal and plant life are put to use by us?

44. ( ) How the people of our town make the town better by working together?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

45. ( ) The kinds of work done in cotton, rayon and woolen mills?
OR
( ) How the Industrial Revolution changed our ways of living?

46. ( ) How our metals, soil, forests and animal and plant life are put to use by us?
OR
( ) The important men in the history of our country or other countries?

47. ( ) The changes that inventions have made in our ways of living?
OR
( ) About the laws of ancient times?

48. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) The kinds of work done in cotton, rayon and woolen mills?

49. ( ) How the Industrial Revolution changed our way of life?
OR
( ) How our metals, soil, forests, and animal and plant life are put to use by us?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

50. ( ) Famous paintings and statues made by American painters and sculptors?
OR
( ) The important men in the history of our country or other countries?

51. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
OR
( ) The changes that inventions have made in our ways of living?

52. ( ) The important men in the history of our country or other countries?
OR
( ) About the laws of ancient times?

53. ( ) How the people of our town make the town better by working together?
OR
( ) The kinds of work done in cotton, rayon and woolen mills?

54. ( ) About the laws of ancient times?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

55. ( ) The kinds of work done in cotton, rayon and woolen mills?
OR
( ) Famous paintings and statues made by American painters and sculptors?

56. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) How the Industrial Revolution changed our way of life?

57. ( ) The changes that inventions have made in our ways of living?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

58. ( ) About the laws of ancient times?
    OR
    ( ) The kinds of work done in cotton, rayon and woolen mills?

59. ( ) How the people of our town make the town better by working together?
    OR
    ( ) How the Industrial Revolution changed our way of life?

60. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
    OR
    ( ) Famous paintings and statues made by American painters and sculptors?

61. ( ) How the Industrial Revolution changed our way of life?
    OR
    ( ) The important men in the history of our country or other countries?

62. ( ) Famous paintings and statues made by American painters and sculptors?
    OR
    ( ) The changes that inventions have made in our ways of living?

63. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
    OR
    ( ) About the laws of ancient times?

64. ( ) The important men in the history of our country or other countries?
    OR
    ( ) How the people of our town make the town better by working together?

65. ( ) The kinds of work done in cotton, rayon and woolen mills?
    OR
    ( ) The important men in the history of our country or other countries?

66. ( ) How the Industrial Revolution changed our way of life?
    OR
    ( ) The changes that inventions have made in our ways of living?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

67. ( ) Famous paintings and statues made by American painters and sculptors?
OR
( ) About the laws of ancient times?

68. ( ) How our metals, soil, forests, and animal and plant life are put to use by us?
OR
( ) How the people of our town make the town better by working together?

69. ( ) The changes that inventions have made in our ways of living?
OR
( ) The kinds of work done in cotton, rayon and woolen mills?

70. ( ) About the laws of ancient times?
OR
( ) How the Industrial Revolution changed our way of life?

71. ( ) How the people of our town make the town better by working together?
OR
( ) Famous paintings and statues made by American painters and sculptors?

72. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) How our metals, soil, forests, and animal and plant life are put to use by us?

BOY GIRL Grade 8

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

1. ( ) The important men in the history of our country or any other countries?
   OR
   ( ) The kinds of work done in the wine industry of Southern Europe?

2. ( ) The new drugs that help save lives?
   OR
   ( ) Exploration and settlement westward across our country known as the Westward Movement?

3. ( ) Ways we learn about men of the past through studying their art?
   OR
   ( ) Poems that tell about the people of a country?

4. ( ) How the people of our town make the town better by working together?
   OR
   ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

5. ( ) The kinds of work done in the wine industry of Southern Europe?
   OR
   ( ) The new drugs that help save lives?

6. ( ) Exploration and settlement westward across our country known as the Westward Movement?
   OR
   ( ) Ways we learn about men of the past through studying their art?

7. ( ) Poems that tell about the people of a country?
   OR
   ( ) How the people of our town make the town better by working together?

8. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
   OR
   ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

9. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
   OR
   ( ) The new drugs that help save lives?

10. ( ) The kinds of work done in the wine industry of Southern Europe?
   OR
   ( ) Ways we learn about men of the past through studying their art?

11. ( ) Exploration and settlement westward across our country known as the Westward Movement?
   OR
   ( ) How the people of our town make the town better by working together?

12. ( ) Poems that tell about the people of a country?
   OR
   ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

13. ( ) The important men in the history of our country or any other countries?
   OR
   ( ) Exploration and settlement westward across our country known as the Westward Movement?

14. ( ) The new drugs that help save lives?
   OR
   ( ) Poems that tell about the people of a country?

15. ( ) Ways we learn about men of the past through studying their art?
   OR
   ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

16. ( ) How the people of our town make the town better by working together?
   OR
   ( ) The important men in the history of our country or any other countries?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

17. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
    OR
    ( ) Exploration and settlement westward across our country known as the Westward Movement?

18. ( ) The important men in the history of our country or any other countries?
    OR
    ( ) Poems that tell about the people of a country?

19. ( ) The new drugs that help save lives?
    OR
    ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

20. ( ) Ways we learn about men of the past through studying their art?
    OR
    ( ) The important men in the history of our country or any other countries?

21. ( ) The kinds of work done in the wine industry of Southern Europe?
    OR
    ( ) How the people of our town make the town better by working together?

22. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
    OR
    ( ) Ways we learn about men of the past through studying their art?

23. ( ) Poems that tell about the people of a country?
    OR
    ( ) The kinds of work done in the wine industry of Southern Europe?

24. ( ) Exploration and settlement westward across our country known as the Westward Movement?
    OR
    ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

25. ( ) How the people of our town make the town better by working together?
    OR
    ( ) Ways we learn about men of the past through studying their art?

26. ( ) The new drugs that help save lives?
    OR
    ( ) The important men in the history of our country or any other countries?

27. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
    OR
    ( ) Poems that tell about the people of a country?

28. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
    OR
    ( ) How the people of our town make the town better by working together?

29. ( ) Exploration and settlement westward across our country known as the Westward Movement?
    OR
    ( ) The kinds of work done in the wine industry of Southern Europe?

30. ( ) The important men in the history of our country or any other countries?
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    ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

31. ( ) Ways we learn about men of the past through studying their art?
    OR
    ( ) The new drugs that help save lives?

32. ( ) The kinds of work done in the wine industry of Southern Europe?
    OR
    ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

33. ( ) Poems that tell about the people of a country?
    OR
    ( ) Exploration and settlement westward across our country known as the Westward Movement?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

34. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
OR
( ) The kinds of work done in the wine industry of Southern Europe?

35. ( ) The important men in the history of our country or any other countries?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

36. ( ) The new drugs that help save lives?
OR
( ) How the people of our town make the town better by working together?

37. ( ) The kinds of work done in the wine industry of Southern Europe?
OR
( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

38. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) The important men in the history of our country or any other countries?

39. ( ) How the people of our town make the town better by working together?
OR
( ) The new drugs that help save lives?

40. ( ) Exploration and settlement westward across our country known as the Westward Movement?
OR
( ) Poems that tell about the people of a country?

41. ( ) Ways we learn about men of the past through studying their art?
OR
( ) How the people of our town make the town better by working together?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

42. ( ) The important men in the history of our country or any other countries?
OR
( ) The new drugs that help save lives?

43. ( ) Poems that tell about the people of a country?
OR
( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

44. ( ) How the people of our town make the town better by working together?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

45. ( ) The kinds of work done in the wine industry of Southern Europe?
OR
( ) Exploration and settlement westward across our country known as the Westward Movement?

46. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
OR
( ) The important men in the history of our country or any other countries?

47. ( ) The new drugs that help save lives?
OR
( ) Ways we learn about men of the past through studying their art?

48. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) The kinds of work done in the wine industry of Southern Europe?

49. ( ) Exploration and settlement westward across our country known as the Westward Movement?
OR
( ) The uses man makes of precious metals, soils, forests, and animal and plant life?

50. ( ) Poems that tell about the people of a country?
OR
( ) The important men in the history of our country or any other countries?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

51. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
OR
( ) The new drugs that help save lives?

52. ( ) The important men in the history of our country or any other countries?
OR
( ) Ways we learn about men of the past through studying their art?

53. ( ) How the people of our town make the town better by working together?
OR
( ) The kinds of work done in the wine industry of Southern Europe?

54. ( ) Ways we learn about men of the past through studying their art?
OR
( ) Why the land and climate of any country is partly responsible for the types of work carried on there?

55. ( ) The kinds of work done in the wine industry of Southern Europe?
OR
( ) Poems that tell about the people of a country?

56. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
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OR
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58. ( ) Ways we learn about men of the past through studying their art?
OR
( ) The kinds of work done in the wine industry of Southern Europe?

IF YOU HAD THE CHANCE TO CHOOSE, WHICH WOULD YOU RATHER STUDY ABOUT?

59. ( ) How the people of our town make the town better by working together?
OR
( ) Exploration and settlement westward across our country known as the Westward Movement?

60. ( ) Why the land and climate of any country is partly responsible for the types of work carried on there?
OR
( ) Poems that tell about the people of a country?

61. ( ) Exploration and settlement westward across our country known as the Westward Movement?
OR
( ) The important men in the history of our country or any other countries?

62. ( ) Poems that tell about the people of a country?
OR
( ) The new drugs that help save lives?

63. ( ) The uses man makes of precious metals, soils, forests, and animal and plant life?
OR
( ) Ways we learn about men of the past through studying their art?

64. ( ) The important men in the history of our country or any other countries?
OR
( ) How the people of our town make the town better by working together?

65. ( ) The kinds of work done in the wine industry of Southern Europe?
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