

SCHOOL CLIMATES: A COMPARATIVE EXPLORATORY
CASE STUDY BETWEEN JEWISH DAY SCHOOLS AND
PUBLIC SCHOOLS IN WESTERN MONTREAL

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ABSTRACT

SCHOOL CLIMATES: A COMPARATIVE EXPLORATORY CASE STUDY BETWEEN JEWISH DAY SCHOOLS AND PUBLIC SCHOOLS IN WESTERN MONTREAL

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This is an exploratory study of school climates (social, academic and others as described by McDill and Rigsby, 1973) in two public and two private (Jewish day) schools in a West End suburb of Montreal. The major instrument for the collection of data was an adapted version of a questionnaire developed by McDill and Rigsby. The sample consisted of ninety-four sixth and eleventh grade students at the selected schools.

The results reported illustrate the existence of special social and educational climates in both public and private sectors, although these differences are not always statistically significant because of the homogeneity of the community from which the sample was drawn. Elementary school pupils, however, are more academically oriented than are high school students and the private elementary school pupils seem somewhat more interested in the academic climate than the others. Peer groups are important to the majority of students in both systems at the elementary and high school levels, although peer group pressures appear to be more visible in the high schools.

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• CHAPTER I •

STATEMENT OF THE PROBLEM

This study deals with some aspects of the Jewish child's education in relation to the type of school attended: private or public. The question researched was the following: Is there a difference in the school climate, peer group influence and academic/occupational aspirations between the Jewish students who attend a Jewish Day elementary school and the Jewish students who attend a public elementary school as well as the Jewish students who attend a Jewish Day high school and their counterparts who attend a public high school. The public schools studied had a 90% or higher Jewish population.

Since World War II a number of factors militating for the intensification of Jewish life have appeared on the Canadian Jewish scene. Two of these forces, though geographically distant from Canadian soil had a telling effect on Canadian (and North American) Jewry: The European Tragedy and the Creation of the State of Israel. Most recently, the movement of Québec Separatism has had its direct psychological effect on Canadian Jewry. These and similar forces have resulted in a greater appreciation for the place of the Hebrew language in the education of Jewish children and subsequently for the role of the Hebraic (or Jewish) Day school in the Canadian Jewish educational system.

On the other hand, the significance of this research project for education in general is evident. It has been illustrated in the literature that at a crucial choice point in life, the peer-group

social climate in and outside of schools can help mold the adolescents into responsible adults and guide them toward a fruitful career, or it could leave them ill-equipped and poorly motivated for further education. Although recent research has attempted the clarification of status systems and climates in high schools (Coleman, McDill), little is known in this respect about the elementary school level. Furthermore, there are not many studies comparing the same effects for private and public schools.

The principle objectives of this research project can be classified as follows:

1. To describe school climates: social, academic and other as defined by Coleman (1957) and McDill and Rigsby (1973). More specifically to describe the existence of the educational and social climates of schools by using the direct and systematic measures of a number of global yet specific dimensions of these climates as developed by McDill and Rigsby (1973).
2. To determine whether these direct measures of various dimensions of school climates are only applicable to high schools or if they could be applied to elementary schools as well. More specifically, to describe the difference in school curricula emphasis and in extra-curricular and leisure activities at the elementary and secondary level as well as in the Jewish Day schools and the public schools in relation to academic and occupational aspirations.

Previous research has attempted this description in relation to academic and occupational aspirations for high schools and adolescent status groups and subcultures. In this research project we shall try to describe the differences, if any, between the elementary school and high school on the points mentioned above. Furthermore, in this exploratory study we shall keep in mind the following questions:

- a. Are there differences in expectations between parents who send their children to a Jewish Day school and those who send their child to a public school and what are the differences, if any, at the elementary and high school level?
 - b. Are peer group influences and competitiveness more visible in either system and is it true that these will be more important at the high school level than at the elementary level?
 - c. Is the student pressured more in the Jewish Day school or the public school to adopt higher levels of academic and occupational aspirations and is there similar pressure at the elementary level as at the high school level?
3. To focus on a search for the sources of school climate effects by considering factors which earlier research and speculative writings have suggested are important in accounting for the variations in the academic output of high schools: community characteristics, and formal organizational properties of the school.

BACKGROUND INFORMATION

Introduction

A number of factors militating for the intensification of Jewish life have appeared on the Canadian Jewish scene. Two of these forces, though geographically distant from Canadian soil had a telling affect on Canadian (and American) Jewry: The European Tragedy and the Jewish State.

The European Tragedy

To begin with, the Nazi holocaust caused many Jewish people to think more seriously about their Jewish antecedents. It helped restore, in many instances, the concern of Canadian Jewry for Jewish tradition, and this feeling, in turn, generated interest in Jewish education.

The Jewish State

The establishment of Israel has affected Canadian Jewry in various ways. Among other things, it has brought about a greater appreciation and love for the Hebrew language and a desire to learn to speak and read Hebrew. It has encouraged greater interest in Hebrew culture and literature and has stimulated the promotion of intensive Hebraic education.

Visiting Israel has become fashionable. It has become a reality for many students and teachers in the form of Israeli summer seminars. This interest in Israel has resulted in a greater appreciation for the place of the Hebrew language in the education of Jewish children and subsequently for the role of the Hebraic (or Jewish) Day School in the Canadian Jewish educational system.

Socio-Cultural Influences in
the Jewish Community in Montreal

The Return to Religion

The spirit of religious revival, reinforced by the influence of anti-communism, has infiltrated the periphery (if not the core) of the Jewish community. Although unrelated to religious convictions or to the personal commitment, it has helped to establish the popularity of the modern Jewish congregation. The Jewish community has shown a desire to acquire more knowledge about Jewish life, and as such, the advice of Hillel: "Go out and learn" has been implemented in many centers and synagogues. One of the more positive results in the stylishness of family membership in the synagogue has been the increase in supplementary school enrollment.

Concern for Jewish Education

Interest in Jewish education is becoming fashionable among the leaders of many national Jewish organizations whose major focus of interest had traditionally been directed to other aspects of Jewish life. The affluence of the Jewish community and the consequent lessening of the need for assistance to the under-privileged have been major factors contributing to this change of attitude. The concern for Jewish education cannot be dissociated from the Jewish community's greater desire for more positive Jewish identification which, too, is influenced by the results of its growing affluence.

Jewish Service Agencies

Although having no direct bearing on Jewish education or on Day Schools, the position of Jewish Service Agencies vis-à-vis Jewish life affects the Jewish community as well as reflects the religious-cultural trends of the community.

Developments in General Education

Jewish educational endeavors reflect developments in general education. Because of the dual nature of its program (general and religious studies under one auspices) the Jewish Day School is particularly affected by changes in Canadian education.

In the Province of Quebec, governmental supervisory agencies oversee and provide evaluation for the Jewish Day Schools. The following statement from a brief presented by the Canadian Jewish Congress for the Canadian government pithily sums up the status of the general studies curriculum in the Jewish Day Schools in Quebec. "All these schools follow to the letter the curriculum of the Protestant Schools, and there is an easy transition from these schools into the Protestant Schools and also an easy acceptance from elementary grades into Protestant High Schools and subsequently universities". (Survey Team 1972)

The Jewish Day School is both a private and a religious institution of learning. However, Jewish Day Schools are not parochial schools as many people often refer to them. There is no central authority in Canadian Jewish life and no focal binding human power in Jewish Day School education. The Day Schools are not controlled, much less owned or operated by one central church or parish as is implied by the term "parochial". The Jewish Day Schools are communal schools. They are distinct educational units, founded and supported by autonomous self-governing lay boards.

Jews organize All-Day Schools because they find the public school insufficient for the educational needs of their children. A statement in a brief prepared by the Canadian Jewish Congress for the Board of Education of Quebec develops this very idea:

Ordinarily private schools were established through the desire to create an education similar to that in the general school system but under individual auspices to suit the tastes of the individuals forming the private school corporation. Jewish Day Schools, however, were created not in opposition to the general school system but rather to maintain it in full with the added program designed to instill in every oncoming generation Jewish traditions, heritage and values through language, religion, and culture. Those who sponsor these schools are motivated by the firm conviction that these schools are a necessary bulwark against the erosion of assimilation in order to maintain the continuity of Jewish heritage with its consequent religious, cultural and other values. (Survey Team 1972)

Because they do not oppose the aims of general education in the United States and Canada, the Day Schools do not alter or modify the basic general studies curricula in use in the dominant system of education. The same syllabi, textbooks and educational realia used in the public schools are employed in the general studies departments of the Day Schools. Moreover, there is often a direct, on-going relationship regarding the conduct and supervision of the secular program with the local boards of education.

Jewish Education in Greater Montreal

A survey team submitted to the Jewish Committee on Jewish education a report on Jewish education in Montreal:

Intensive Jewish education is more widespread in Montreal than in any other large Jewish community. In the United States about 4% of the total Jewish school enrollment is found in day schools. In

New York 35% of the children in Jewish school attend day schools.

In Montreal about 70% of the Jewish school population is in all-day schools. However 61% of the Jewish children are not in any Jewish schools in spite of the wide variety of school choices available to parents.

Montreal, with a Jewish population of about 110,000 has a network of well-organized, community supported health and social services, but it has very minimal communal experience in education on the organizational, programmatic, financial and supervisory level. There is a lack of sense of community in the education profession.

Montreal is unique in that part of the day schools' budget is covered by Provincial Government grants, provided according to a pupil enrollment formula. This eases the burden of financing Jewish education. It also makes it possible to maximize the effectiveness and efficient functioning of the day school system.

An educational system is a reflection of the resources, commitments, and leadership that the community provides for its educational establishments. The problems that inhere in the Jewish schools in Montreal - lack of funds, apathy of parents, students and communal leaders - inevitably fall at the doorstep of its communal institutions. If Jewish education is to be improved and reconstructed, ultimately, it is only the community and all that it implies that can accomplish it.

TABLE I		
<u>Does Tuition Discourage Parents?</u>		
	<u>Day Schools</u>	<u>Afternoon Schools</u>
Yes	55%	40%
No	45%	60%
<u>Resistance by Parents to Higher Fees</u>		
Yes	86%	50%

Source: Survey Team 1972

According to the results of the 1972 Survey Team, tuition appears to be a factor in discouraging parents from enrolling their children both in day school and in afternoon school. Resistance by parents to increasing the fees in the day schools is very high, the percentage being 86% for day schools. (Parents feel themselves being strained already with the cost of tuition in day schools). Even though tuitions in afternoon schools are not very high, a sizeable percentage of parents are discouraged and also resist higher fees.

According to the Reports of the Canadian Jewish Congress and illustrated in Tables 2-5 the total Jewish school-age population was around 20,000 between 1970-1972. These numbers have been maintained and are rising steadily although we do not have accurate statistics. Some of this increase is credited to the unstable

situation in the public school system due to strikes and contract negotiations.

Jewish children are not obligated to go to a Jewish School. Neither are their parents obligated to send them. Social and individual motivation are the keys to continued enrollment in Jewish education.

The Jewish Day School is that institution in the structure of Jewish education with the greatest potential to create a complete Jewish environment and to integrate secular and Judaic studies in a living experience for the Jewish child.

Among the communities in North America, Montreal is unique in relation to the percentage of its Jewish student population in attendance in Jewish Day Schools.

TABLE 2

*Total Jewish School-Age Population

	<u>1970-71</u>	<u>1971-72</u>
Protestant School Board in Greater Montreal (K-11)	11,748	10,477*
Protestant School in Chomey (K-11)	2,835	2,835
Jewish Day School (K-11)	<u>4,615</u>	<u>4,680</u>
TOTAL (K-11)	19,198	17,992

*These statistics are adapted from the reports of the Canadian Jewish Congress for 1971 and 1972.

The Chomey Protestant School Figures for 1971-1972 were unavailable, therefore the 1970-71 data were used.

In addition, 415 Nursery Classes in 1970-71 Day Schools and 381 in 1971-72 have been deducted, since the Protestant School Board does not include Nursery Schools.

Therefore it would be impossible to make comparisons.

TABLE 3

Percentage of Jewish Children in Jewish Schools

	<u>1970-71</u>	<u>1971-72</u>
Afternoon Schools	13.7%	12.3%
Day Schools	<u>24.0%</u>	<u>26.0%</u>
TOTAL	37.7%	38.3%

In 1970-71 62.3% of Jewish Children were not in Jewish Schools.

Of the total number of Jewish children of school age (K-11), about 24% were in Jewish Day Schools (K-11) in 1970-71 and almost 26% in 1971-72. (The Day High School population increased from about 10% to 12%).

TABLE 4

Elementary Jewish Enrollment

	<u>1970-71</u>	<u>1971-72</u>
Jewish Elementary Age Population (K-7)		
Protestant School Board of Greater Montreal	5,030	5,050
Protestant Schools in Chomey	1,960	1,960 (est.)
Jewish Day Schools (K-7)	<u>3,850</u>	<u>3,824</u>
TOTAL	10,840	10,834

(In 1970-71 about 58% of the elementary age children were in Jewish Schools. In 1971-72 the percentage was about 54%).

TABLE 5

Jewish Student Enrollment in High Schools

Protestant High Schools	<u>1970-71</u>	<u>1971-72</u>
Protestant High Schools in Greater Montreal	5,665	5,427
Protestant High Schools in Chomedey	875	875
Jewish Day High Schools	<u>765</u>	<u>856</u>
TOTAL	7,305	7,158

Parental and Communal Posture Vis-à-Vis Jewish Schooling

Montreal day schools reflect the general community's emphasis on grades and marks as the sole (or almost only) criterion of success or failure. One wonders if there is a crucial difference between an 86 or 88 as a final mark on a report card, or whether the stress on achieving grades ultimately results in self-motivation to learn.

One of the original objectives of the 1972 Survey Team was to try to determine the reasons of the non-enrollment of many Jewish children in the Jewish schools in Montreal. The Jewish Study committee organized a one-day institute which would create in a conference setting a microcosm of the Jewish community in Montreal by bringing together representatives from all sectors of the Montreal Jewish community - students who graduated, dropped out, or never attended Jewish schools, parents of students enrolled and not enrolled, teachers,

administrators, principals, rabbis, communal organizations, community and federation leaders. The major conclusion reached by the group was that Jewish education should be the number one priority of the community and responsibility should be assumed by the whole (Jewish) community. Jewish survival depends on the quality of Jewish life which can be effected through education. Conceptualized as a vehicle for the survival of the Jewish people, education is a purveyor of experience as well as the transmitter of knowledge.

Probably a most important premise regarding education is the public belief that schools should have a strong "positive impact" on their students not only by developing fundamental cognitive skills such as reading, arithmetic and writing, but also by providing effective training in science, mathematics and in other areas which are directly related to occupational and career success.

Quebec Separatism: Its Implication for Canadian Jewry

Now that the Parti Québécois have been elected with a majority government, the pulse of the Jewish community has quickened. The fate and future of the English and more specifically the Jews in Quebec, is the main topic of conversation and discussion in many Jewish homes. What will happen to English education in the Province? Will there be a quota set on English-speaking teachers and schools? Will grants to Private Schools - including Jewish Day Schools - be cut off; and if this should occur, what will happen to Jewish Education in Quebec?

Salo W. Baron (1942) has reminded us that

the unification of a country on a national basis held many evil portents for Jews. As soon as a medieval country was converted into a 'national state' - however unclear and often subconscious medieval nationalism still was - it began to resent deeply the presence of the only 'alien' minority in its midst... There are deep connections between the process of national unification and the growth of religious intolerance....

Language, like law and religion, has played an important part in modern nationalism and this is most particularly so in Québec, where linguistic policy has emerged as the major political issues in the province.

What will be the fate of the Jews of Québec? Will they filter out of the province as French-Canadian nationalism gets stronger and possibly tainted with antisemitism? René Levesque, speaking to a Toronto audience in December, 1971, supported such a possibility.

"I know", he publicly stated,

that 80 to 90% of the Jews in Québec are nervous about the effects of separatism. I know that history shows that a rise in nationalism means Jews get it in the neck. But what can I do about it? I can't change your history. But I also know that anti-Semitism is not a significant French-Canadian characteristic. The more serious problem for the Jews, (he prophesised), is that Jews in Québec are closely related to the English community. If they choose to put in with them, what can I do?"

If in the past, Jewish immigrants to Québec had identified with the Anglo-Saxon community (as indeed the Italians and most other ethnic communities had also done) it was due to factors external to their thinking or their needs as Jews. The identification was based on several important facts determined not by the Jews,

but by the French-Canadian environment. English was the dominant language of the economic community of the province; more important, the French-Canadian community then was still living in a withdrawn state; the Quebec provincial French-language schools were Catholic by legal definition, by dogma and by sectarian practice in ways in which the Protestant, English-speaking schools were not, making it clearly impossible for Jews to send their children to them.

Can Jews survive in a homogeneous nation-state? Historically, in a homogeneous nation-state there has been a trend toward fourth generation "Jewish evaporation".

What options remain for Jews in Canada if the "mother city" of Montreal with almost half of the country's Jewish population, separates? Or even if it does not separate, what are the chances for a strong Jewish consciousness and cultural verve to continue to grow, if Jews are caught in a cross-fire between Anglophones and Francophones of Quebec and the resultant unrest of Canada?

Some Jews feel that it may be possible for Jews to serve as a bridge group between the English and the French. They believe that the time has come for Jews, as individuals, as well as for Jewish institutions to reorient themselves to a new Quebec; to opt for the French language and for the French-Canadian culture. They point out that, throughout the Middle Ages, the Jews of Europe, the Middle East, and Asia obviously had been capable of adjusting to a variety of cultural and political settings. As a result, they had been multilingual and multicultural, and had

derived benefits for themselves, as well. To help support this view is the fact that more than 12,000 North African and Iraqi Jews of French background, who immigrated in recent years are almost completely at home in the Quebec culture of today.


No one can foretell the precise future of Quebec or of Educational policies in Quebec. How then can one detail the future of the Jews? One thing is certain; the road ahead is uncertain, fearful and even fraught with unknowable dangers. But Jews have learned to accomodate to a variety of societies. If Quebec remains democratic, as most observers deeply believe it will, then despite the problems, the Jews must have a future in the province.

LITERATURE REVIEW

The following review of the literature presents some of the well known studies in sociology and education which are directly involved in the description and examination of school subcultures and peer group influences.

School Subcultures

One of the principal focuses of research on factors in the High School environment affecting achievement is the adolescent subculture. Some investigators have dealt only with segments of a school population, others with an entire school and still others



have compared the systematic effects in several schools. Studies of school population segments, relying primarily on sociometric techniques, differ about the influence of peer group popularity and grade performance. For example, Edminston and Thoades (1959) and Ryan and Davie (1958) found a small positive relationship between student popularity and grades, but there is some question whether the relationship is independent of ability level (Lavin 1965). A third study uncovered a curvilinear relationship between the two factors (Keisler 1955).

Two of the more notable attempts to understand the social system of a single school are Hollingshead's Study (1949) done in a small Illinois community in the 1940's and Gordon's investigation (1957) in the 1950's of a slightly larger school (600) located in a suburban Indiana community with a heterogeneous class structure. Hollingshead concentrated on the relationship of a variety of student behaviors in the school setting to the class structure of the community. He revealed the extent to which both the school staff and the student social structure reflected and reinforced that of the larger community and the extent to which educational aspirations, dating behaviour, clique membership, involvement in extra-curricular activities were a function of the student's family background. He also purported to show that teachers gave preferential treatment to students of privileged backgrounds.

Gordon's account of "Wabash High" is one of the most comprehensive and detailed case studies of a school society reported in the literature. He provides a wealth of insights and supporting data on teacher-student relationships, the adolescent subsystem of the school, and the consequences of participation in this system for the student. He found that the most important prerequisite for boys' status was participation in athletics, for girls, clothes, personality and puritan morality were most important. Among both sexes, intellectual commitment contributed very little to enhancing prestige. Prestige in the student structure did depend to some extent on conformity to the teacher's demands because of the teacher's ability to dispense grades. However, the student subculture rewarded such achievement because it was a requisite for participation in nonacademic activities, not because of any intrinsic value placed on learning. The overall effect of the adolescent social system was to focus the student's interests on matters removed from intellectual pursuits.

Turner (1964), in an attempt to understand the social context in which ambition develops, studied the effects of family background, neighborhood, and socioeconomic context of the high school on educational and occupational aspirations of high school seniors in Los Angeles. He found that socioeconomic context of the school was almost as important as family background in accounting for variation in ambition. More recently, Boyle (1966) investigated the effects of the socioeconomic context of the High School on the educational aspirations of female seniors in seventy high schools in

Western Canada. He discovered that the social composition of the student body has an important effect on the individual aspirations but that its influence is stronger in large cities than in small communities. His results suggest that a partial explanation for this difference is the greater success of metropolitan high schools in developing the scholastic aptitude of students.

Tannenbaum's study (1962) of the value high school students place on intellectual ability and achievement relative to athletics yields some meaningful insights on the consequences of the student subculture. Using a sample of eleventh grade students in a predominantly middle-class Jewish school in Brooklyn, he described eight hypothetical students obtained by combining three sets of dichotomized attributes - athletic versus non-athletic; studious versus non-studious, and brilliant versus average - and asked his subjects to rate each of the eight on fifty-four desirable and undesirable character traits. The primary analysis involved a comparison of the average global scores on the fifty-four traits for each of the eight fictitious students, using a three-way analysis of variance design. Some of his more important findings are as follows:

1. Athletic-mindedness was rated as a more desirable trait than its absence. The four hypothetical students who stressed athletics received higher mean scores than the non-athletics.

2. Neither studiousness nor brilliance per se evoked negative reactions by students, as the hypothetical students had either or both of these traits and who were also sports-minded received high ratings. However, when the hypothetical student possessed either or both of these attributes without being sports-minded, he received a low average social acceptability score.
3. Girls favored non-studiousness and athletic-mindedness more than did boys.
4. The image the students had of each of the eight characters was not influenced by the subject's I.Q. or parents' socioeconomic background.

The importance of Tannenbaum's study is best summed up in his own words (p. 68):

These results suggest that academic brilliance in and of itself is not a stigma in the adolescent world. However when it is combined with relatively unacceptable attributes, it can penalize its possessor severely. The non-studious athlete may demonstrate outstanding brainpower without fearing social derogation by peers; but a display of brilliance by one who is studious and indifferent to sports constitutes a definite status risk. The implied impression is that the brilliant student is an exceptionally prominent target for teenage pressures to conform to certain behaviors and values. If so, there is danger of deliberately masking his talent to relieve these pressures.

McDill and Coleman (1963 and 1965) investigated the effects of high school status on academic behavior. Utilizing a freshman-to-senior-year panel analysis, they assessed the interdependent effects of achievement orientation and school status upon college plans. They discovered that students with high status were more likely to change to a positive orientation toward college attendance and a negative orientation toward achievement than low status students. Conversely, students with college plans were more likely to achieve high status than those without such plans. Finally, students with a negative orientation toward achievement were more likely to gain prestige in the eyes of their peers than those positively oriented. These results led to the inference that different socialization processes operate in the social system of the high school for students of different status; i.e. for high status students college plans were a consequence of parental or peer group socialization, while for students of lower prestige, they derived from an academic orientation toward college. Furthermore, the authors inferred that high status students appeared to gain an interest in college because of the social activities it entailed, not because of an interest in academic achievement. In a second study, McDill and Coleman (1965) documented the increasing effect of high school status on college plans from the beginning to the end of the high school career and showed how this influence can overcome the disadvantages of a low status family background. The study also revealed the differential impact of family and school status on college plans in school settings where intellectual climate

varied.

A long tradition of research has demonstrated the efficacy of general ambition (Turner 1964) academic values (Strodbeck 1958) achievement motivation (Rosen and D'Andrade, 1959) and other similar constructs in enhancing students' achievement.

Boyle (1969) presents evidence that values and motivations enhance achievement. Using panel data, he shows high school boys holding "creative" and intellectual occupational values have higher rates of learning on standardized achievement tests than other students. Boyle is not suggesting simply that creative and intellectual aspirations lead to accelerated learning, for, as he notes, educational aspirations is not a variable which clearly distinguishes the boys at the start of their educational careers, but rather a decision which emerges, often, at a relatively late stage in high school. While it seems natural therefore, that the boys who have been learning more will be more likely to eventually plan on college, this really begs the basic question. "Why should some boys learn so significantly faster than others?" (1969, p. 79) He attempts to provide an answer by treating educational aspirations as a "surface" indicator of a constellation of variables which provide the impetus for faster rates of learning. Although he lacks direct evidence to document his hypothesis, he draws the plausible inference that the personal qualities of the students (i.e. academic interests, values, motivations, general cognitive orientations) interact with the various educational settings the students encounter

to facilitate or impede rates of learning. One of the important personal qualities which appears to provide an impetus for accelerated learning is students' value orientation toward "creative" occupations. He supports this argument by showing that "creativity valuers" have self-images, attitudes toward school life, and status in high school which are highly compatible with this type of career orientation. Boyle finds (1969, page 84) that students aspiring to creative occupations are more likely than other types of students, to choose "science" as their favorite subject in school.

Under the heading "home background" two variables provide some indirect evidence of parental influences. The first variable, the reported number of books in the student's home, seems to be a plausible index of the parents' degree of intellectualism (Kirk 1965, page 62). There is a significant, positive relationship between this home characteristic and the student's degree of academic commitment. The second characteristic under this heading - ethnic background of the student - shows a sizeable relationship for boys but none for girls; Jewish boys have significantly higher intellectual-achievement scores than those for other ethnic backgrounds.

This finding is highly consistent with the historical importance of education and intellectualism in the Jewish sub-culture. (Slater, 1969) and with Strodbeck's findings (1958) that the family structure and value systems of Jewish parents have a positive influence on the achievement levels and values of their sons.


The failure of this ethnic difference to hold for girls is unexplained. Perhaps the high academic and intellectual expectations which Jewish parents have for their sons is not inculcated to the same degree in their daughters. Boroff (1961, p. 83) states that in the lower-middle-class Jewish family the daughter's education has a lower priority than the son's, and that in the Orthodox family the daughter's education is regarded as expendable. In describing the prototype of the upper-middle-class Jewish girl at college he states, "Most of them, with a stubborn denigration of their own academic talents, view out-of-town college as merely an excursion in husband-hunting" (page 97). Drew's data (1970) on a large nationally representative sample of college freshmen in the fall of 1969 support Bordoff's findings and the proposition concerning differences in intellectual and academic standards applied to Jewish boys and girls.

Peer Group Influences

Over the past twenty years several separate but related theories in social psychology have dominated the study of how the behavior, attitudes and values of one or a small group of persons impinge on an individual to influence his cognitive and affective actions and values. Among the more prominent of these are Heider's balance theory (1958), Newcomb's theory of the acquaintance process (1953 and 1961), Secord and Backman's congruency theory (1964) and the

social exchange theories of Homans (1961) and Thibout and Kelley (1959). These theorists have been concerned with the processes by which interaction influences behavior, values and interests of the individual, and with the isolation of the personal characteristics which attract people to each other and lead to the development of close relationships which shape and/or reinforce the behavior and perspectives of the individual.

Heider's work on social perception led to the development of balance theory (1958) in which he articulated the relationship between an individual's cognitive or intellectual factors and interpersonal forces impinging on his behavior. There are two basic concepts in Heider's theory. The first, psychological or cognitive units, refers to social objects such as person, ideas and concepts and the relationships among these objects. The second is a balance, defined as a homeostatic relation among the units, i.e. a condition of perceived compatibility among the parts. When, for example, the components of the units are persons holding positive values toward each other, a state of equilibrium or balance is said to exist. If one person has positive balance for another in the unit, and this affect is not reciprocated, then a state of disequilibrium exists. One of the basic assumptions is that equilibrium is the desired state and that when disharmony occurs there is a tendency toward reestablishment of homeostasis.



Marlowe and Gergen (1969) emphasize two fundamental implications of balance theory. First, for any two persons constituting a unit, a balanced state exists when both participants have positive affect on each other: "Liking tends to breed liking." Second, "similarity breeds liking" (page 625-26). Marlowe and Gergen cite numerous studies to support both these postulates. In terms of interpersonal influence, one would predict that the greater the mutual attachment among two or more persons, and more likely they are to come to share common behaviors, values, or attitudes and that the greater the similarity of two or more persons in sentiments and behavior, the higher the probability of their being attracted to each other.

Marlowe and Gergen conclude (page 628) that Theodore Newcomb (1953, 1961, 1966) has done more to extend and explicate Heider's balance theory than any other theorist and researcher. His work is especially relevant here because much of it has focused on peer group influences in educational settings. His most important empirical contribution in this area is The Acquaintance Process (1961), a study of dyads and larger friendship groups in a college residential house. Students (strangers to each other) were selected and placed in the house rather than being studied in a natural setting. Using a balance theory model, Newcomb made a number of predictions concerning attraction - similarity which were supported by observations on two different samples of housemates. Students whose attitudes were similar upon arrival at the house had a strong

tendency to become close friends in a short period of time. Newcomb found that the stronger a student's attraction toward another student, the more likely he was to perceive that there would be a high degree of concordance between them on attitudes, values and other matters of importance.

Peer group influences take two forms. First, friends are likely to be selected on the basis of similarity of values and interests, which undoubtedly reinforces and gives support to the values of all. Second, when a person diverges from a group of potential friends in certain values or interests, the group is likely to exert pressure on that person, bringing about a change in his values. It is processes of the latter sort-value or behavioral similarity as a result of friendship formation - that are most frequently thought of as "peer group influences". (Consider for example parents' fears that their children will be led astray by the deviant values and behavior of other children at school). The first process - similar perspectives leading to friendship - may be more important in accounting for the similarity of values among friends. Since the two processes cannot be readily disentangled both are included in the use of the term "peer group influences".

It is not entirely clear how to measure peer influences. Rossi (1966) in his discussion of strategies for studying peer group effects raises the issue of how one defines a peer group. He suggests two general strategies, a group-centered approach and

an individual-centered approach. In the first, the researcher establishes the boundary of relevant groups by sociometric instrument or membership in an organization. Then each member is characterized by the measures of an interpersonal or structural environment derived from group members. In the individual-centered approach, the researcher determines from (or about) each individual the relevant persons who constitute his interpersonal environment and then derives measures based on the appropriate significant others. In using the latter approach, one avoids making the assumption that every individual in a formal or informal group is equally subject to its influences.

One can argue plausibly that it is through values that peers significantly influence each other. This variable measures the students' basic scholastic commitment. Nevertheless it has a disadvantage. Scholastic commitment is not the only, and perhaps not even the major reason that many young people attend college or strive for academic success. Preparation for a career, and access to social activities and marriage partners are other important reasons for attending college and for scholastic achievement generally (McDill and Coleman, 1963; Rigsby, 1970).

Family Factors and Educational Plans

Raymond Bréton (1972) says that the family is perhaps the most important social institution shaping the individual's future and outlook; it is important not only as an agency transmitting social class and ethnic characteristics and traits, but also as an institution with its own structure and culture.

In addition to the family background and the personality characteristics of the adolescent, it is reasonable to expect that the school experience and context have some bearing on the student's plans. Part of the school experience and the school context is, so to speak, an extension of the student's background characteristics. For example, most middle class children attend better schools because their parents have a higher income and are able to ensure that policy makers will make the right decisions regarding the institution to which they are sent. But students in school experience events that will affect their academic performance and eventually their academic plans, regardless of family background.

The prevailing values in a school can stress academic excellence, athletic ability, participation in extra-curricular activities, popularity among a student's peers. Values related to these areas are, of course, not mutually exclusive, but rather a matter of their relative importance in a given cultural environment.

Coleman (1960, 1959) argues that a source of the value climate in a school lies in the kinds of activity, particularly those that are competitive, that are organized and carried out there. If most are in the domain of athletics, then the values that would tend to prevail in the student culture would favor participation and excellence in sports. The basis for this argument is that competition brings with it an involvement of a large segment of the student body and not only those who participate in it. Several studies (Coleman, 1961; McDill, 1966, 1967) have found that the prevailing values in a school are related to the student's achievement and educational aspirations.

A number of studies have found that the socioeconomic context of the school is positively associated with educational aspirations; the greater the proportion of students from white-collar families, the greater the proportion with high educational aspirations (Boyle, 1966). Other studies, however, have challenged this proposition by showing that if the student's mental ability and his socioeconomic origin are held constant, the social class composition of the school has little or no effect on his level of aspiration and achievement. (McDill, 1967 and Sewell and Armer, 1966).

One major finding of the Coleman-Campbell study, Equality and Educational Opportunity is that when the socioeconomic characteristics of the students are statistically controlled, differences between schools account for only a small fraction of the differences in their achievements. The overall effect of the school characteristics is small, but the report stresses that...the schools do

differ in the degree of impact they have on various racial and ethnic groups. The average white student's achievement is less affected by the strength or weakness of the school's facilities, curricula and teachers than is the average minority pupil's. The school characteristics they include in their analysis concerned the quality of the personnel and of the facilities available to students.

Certain school characteristics - specifically those relating to its equipment, services and to the qualifications of its personnel are unrelated to students' educational plans; but there are others concerning the organization of academic activities and the attitudes of the faculty that apparently have some impact on the student's aspirations even when controlling for his background characteristics.

McDill and Rigsby (1973) tried to find a link between school subcultures or climates and peer group influences and processes. They identified six dimensions of school climate to this effect. The six identifiable dimensions of school climate as developed by McDill and Rigsby are the following:

1. Academic Emulation: A school having a high positive score on this factor could be appropriately described as valuing academic excellence.
2. Student Perception of Intellectualism-Estheticism: Measures teacher and student pressures for intellectualism. A school with a high positive score on this factor

has a climate which places an intrinsic value on the acquisition of knowledge.

3. Cohesive and Egalitarian Estheticism: This factor measures the extent to which the student social system emphasizes intellectual criteria for status as opposed to the ascribed criteria of family background. There is also a consideration of social integration among students and an indication that schools in which the faculty have a theoretical rather than practical orientation are the ones in which the students value such topics as art, music and literature. A school with a high positive score has a student body which is more cohesive, more egalitarian, and more committed to intellectual matters than a school with a low score.
4. Scientism: Schools having a high positive score on this construct show a scientific emphasis.
5. Humanistic Excellence: Subject-matter-specific. Dealing with faculty and student pressures toward creating and maintaining student interest in art, humanities, social studies and current social issues.
6. Academically Oriented Student Status System: Concerned exclusively with the social systemic aspects of school climate. Schools with high positive scores on it have student bodies which socially reward intellectualism and

academic performance more than schools with low scores. Furthermore, high-scoring schools place less stress on participation in extracurricular activities than do low-scoring schools.

McDill & Rigsby (1973, pp. 126-127) concluded that organizational climates are conceptually different from but complementary to peer group processes and that:

...it is not logically necessary that the impact of schools (climates or structural aspects) have a direct effect (in the sense of a statistically significant partial effect parameter after appropriate controls for input variables) in order to conclude that schools are important in the determination of educational outcomes. If, for example, differences in school climates, rigorously defined and measured, cause differences in the content and nature of peer group influences, and if, in turn, peer group influences cause differences in educational outcomes among individual students, then we would conclude that schools do have such an impact.

In the following chapters of this thesis we shall present the results of the examination of peer group processes and school climate factors for four specific schools in Montreal. This examination will focus on some of the concerns expressed in the literature review.

Research Procedures

Research Design

This study was conceived to examine the impact of school climates on Educational and Occupational aspirations in elementary

and high school pupils. It was designed to be a comparative case study between Jewish day school pupils and public school pupils in schools where 90% of the pupils were of Jewish background.

This study can best be described as exploratory/descriptive and therefore the design is not very complicated. The sample consists of sixth graders at a public elementary school and eleventh graders at a public high school as well as sixth graders at a private elementary school and eleventh graders at a private high school. The four schools included in this study design are located in Cote St. Luc and Snowdon and are:

Westminster Elementary School (Protestant School Board of Greater Montreal)

Wagar High School (Protestant School Board of Greater Montreal)

United Talmud Torahs (Jewish private)

Herzliah High School (Jewish private)

Description of Schools

Westminster Elementary School and Wagar High School both fall under the jurisdiction of the Protestant School Board of Greater Montreal. Westminster, built in the 1950's is a modern two-story building with excellent facilities including a large gymnasium (with a stage) and a library in addition to the regular class rooms.

Some years ago a 'french immersion' program was established

at Westminster, beginning in kindergarten and running through grade six, as well as the regular stream. In addition, in September 1976 parents were given the opportunity to enroll their children (for a nominal fee) to a late afternoon Jewish education program, initiated by the Lubavitch Institute of Montreal. This program is open to all children starting in grade 1.

Wagar High School had its first grade eleven graduating class in June, 1965. Situated in the heart of Cote St. Luc, it boasts an enrollment of about one thousand students, at least 90% of whom are Jewish. This school too is a modern building consisting of two floors containing two full size gymnasiums, an auditorium, cafeteria, library, home economics, sewing and industrial arts rooms to name a few facilities.

Physical education plays an important part in both Westminster's and Wagar's curriculum, and both schools are equipped with land surrounding them for use by students and teachers.

United Talmud Torahs

The United Talmud Torah of Montreal, founded in 1896 is the largest Jewish Day School System on the North American Continent. It consists of a Pre-School Department, four elementary Day Schools, two university-oriented Secondary Schools, known as Herzliah High School and three afternoon Hebrew Schools.

In all, it educates about two thousand students daily. The school this research deals with is situated in the former Merton School in Cote St. Luc. Merton School is a most modern building with the newest facilities, including a beautiful gymnasium and spacious outdoor grounds for sport activities.

Each branch of the elementary and high school is headed by a principal of the Hebrew Department and a principal of a General Studies program. There are three central coordinators; one for each of the departments (Hebrew, English, French) who work under the guidance of the Education director. The general studies program follows the course of study as laid down by the Department of Education, Quebec. There is an increased interest and vitality in the French department. The time devoted to French has progressively increased. It is the policy of this institution to increase the use of French to content subjects on a gradual basis consistent with experience gained.

Classroom programs are supplemented by extra-curricular activities through a wide range of programs offered through the assistance of active parent associations. These courses take place after regular classes, or during the noon hour. They include, French clubs, science clubs, sewing, ballet, arts and crafts, folk dancing, judo, recorder, guitar, drama, chess, etc. The *raison d'être* of this system is to offer Jewish children a Hebrew religious and cultural education simultaneously with a general studies program.

In 1944 Herzliah High School was born as the first grade in a Junior High School. It was not until 1956 that Herzliah held its first graduation of eleventh grade students. Thus in June 1976 it celebrated the twentieth anniversary commencement.

The reputation of Herzliah High School is known throughout the world. Each year many of the students are accepted into such world renowned universities as McGill, Harvard, Yale, M.I.T., Vassar, Brandeis, etc.

Due to the outstanding success and growth of Herzliah High School, Snowdon, a second Herzliah High School was opened in St. Laurent in September 1972. With a total enrollment of about 700 students, Herzliah is the largest Jewish Day High School on the North American Continent.

The Research Instrument and Interview Procedures

The research instrument used to collect the data necessary to achieve the study's objectives was a questionnaire. The questionnaire used for this study is an adapted version of McDill and Rigsby's (1973) instrument. A boy's attitude questionnaire and a girl's attitude questionnaire were combined and questions were selected to form one questionnaire which was administered to both boys and girls in the four schools selected. (See questionnaire in Appendix I).

I then contacted the principals of the elementary schools

and the high schools at the end of May 1978 and asked for permission to carry out the research in their schools. In all but one school, I was refused this request, having been given such reasons as "it is the wrong time of the year - pupils and teachers are extremely busy preparing for matriculation exams and clean ups". It was suggested that I return in September or October and continue the research then. I decided not to follow this suggestion. Instead, I contacted four students whom I knew and whose families I knew. Thus I had one student in each of the four schools which were selected for this study. I visited their homes and explained to them the nature of this study and my reasons for asking their help. In each instance, I received welcome support and enthusiasm and sincere willingness to pass out and collect material. I therefore, set out once more, armed with my questionnaires, somewhat relieved and optimistic that I was going somewhere at last. I visited each student again and gave each about 25 questionnaires for distribution among his classmates. We went over most questions together - few explanations were necessary. The students, I explained, were to answer as many questions as possible. Those that they were unable to answer, they could leave blank - they were to understand that there was absolutely no pressure, that this was not a test. They could remain anonymous if they chose to. I distributed about 130 questionnaires in total. By the middle of June 1978, I had 94 completed questionnaires safely in my possession. The results

obtained are presented and discussed in the following chapters.

CHAPTER II

FINDINGS I: DESCRIPTION OF THE RESULTS

Demographic Description of the Sample

The sample consisted of ninety-four pupils: forty-three (46%) males and fifty-one (54%) females. Fifty-two (55%) of these pupils were at elementary schools and forty-two (45%) were secondary school pupils. Twenty-six pupils (28%) were less than twelve years old, twenty-six (28%) were between twelve and fifteen years old and forty-two pupils (45%) were between sixteen and seventeen years old.

Four pupils were the only children in their families, forty-two (45%) were the oldest children in their families, thirty-two (34%) were the youngest children and sixteen (17%) were middle children in their families. Thirty-eight (40%) pupils had one sibling, forty (43%) had two siblings and twelve (13%) had three siblings. Forty-one pupils (42%) had an older brother or sister attending a university.

Asked about an estimate of their family's total income, twenty-four pupils (26%) estimated this income to be seventy pupils (74%) said they did not know anything about it.

Eighty pupils (85%) were born in Montreal, one was born in Canada but outside of Quebec and thirteen (14%) were born outside of Canada. Of these thirteen pupils, six had lived in Montreal for four years, two had been living in Montreal for six years and five had been living in Montreal for over seven years. Seven pupils speak only one language well, forty-one (44%) of the pupils speak two languages, forty (43%) speak three languages and six (6%) speak four languages.

Sixty-three pupils (67%) have fathers who were born in Montreal, three (3%) fathers were born in Canada outside of Quebec, and twenty-eight (30%) fathers were born outside of Canada. Sixty-seven (71%) of the mothers were born in Montreal, one was born in Quebec but not in Montreal, two were born in Canada outside of Quebec and twenty-four mothers (26%) were born outside of Canada.

Twenty-six fathers (28%) finished high school, fifteen (16%) fathers had some college education, twenty-seven (29%) finished college and nineteen (20%) fathers attended graduate school or a professional school or college. Seven (7%) pupils did not answer this question.

Twenty-two mothers (23%) had completed high school, twenty-one (22%) had some college education, thirty-five (37%) had completed college and three mothers (3%) had attended graduate school or a professional school or college. Thirteen pupils (14%) did not know about the level of their mothers' education.

Eleven fathers were in the professions (doctors, lawyers, etc.), ten (11%) were big businessmen or were in real estate, 25 (27%) fathers were in small business, ten fathers (11%) had a Ph.D. and were working at the university, two fathers were teachers, and twenty-three (24%) held executive jobs. Five fathers were skilled workers.

Five mothers were in the professions, seventy mothers (73%) were housewives, twelve mothers were teachers or nurses, seven mothers were skilled workers or artists. Seventeen mothers had a part-time

job outside the home and twelve mothers had full-time jobs outside the home. Ten pupils had divorced parents, eighty-four pupils lived with both parents at home, eight pupils lived with mother and step-father, two pupils lived with their mothers only.

To summarize this section, we can state that the demographic factors described above indicate that the sample is mainly middle class to upper middle class group.

Family Climate

Most parents seem to have rules for their children about time for being in at night on weekends and eating dinner with the family. On most aspects of their lives there are no well established rules of which the children are aware. Forty pupils (43%) said that they have a lot of influence in family decisions affecting them. The rest have some influence in these decisions. If a decision is made at home that the pupils don't like, eighty-four (89%) feel free to complain, the rest feel a little uneasy about complaining. In general, both parents seem to decide together on important matters (79%).

Forty pupils (43%) said that their fathers know a great deal about their work in school. Thirty-nine pupils said that their fathers know a fair amount (41%) and fifteen fathers seem to know very little about the school work of their children. Fifty-four mothers (57%) know a great deal about the work of their children at school, thirty-eight mothers (40%) know a fair amount and only two mothers know very little.

Thirty-five fathers (37%) praise their children for accomplishments very often, while forty-five fathers do this (48%) quite often. Thirteen fathers on the other hand, do not do this very often (13%). Seventy-eight mothers (83%) praise their children for their accomplishments very often, and twelve mothers do this quite often. Only four mothers do not praise their children very often.

An average grade or mark is considered as satisfactory by forty-five parents (48%) while thirty-nine parents (41%) insist on an above average grade or mark, while ten parents would like their children to have one of the highest grades or marks in the class (11%).

Forty-seven parents (48%) attend P.T.A. meetings occasionally, twenty-seven parents (29%) seldom attend such meetings and nineteen (20%) parents do not belong to the P.T.A. at all.

Forty-eight pupils (51%) said that they had complete libraries at home, while sixteen (17%) said they had two bookcases full of books and the rest said there was at least one bookcase full of books at home.

Asked how they would feel about leaving home when they finish school, forty pupils (43%) said that they would have mixed feelings about it, two pupils (2%) are eagerly looking forward to it and one pupil does not want it to happen. This indicates, that on the whole, the students' homelife/family climate is happy and positive.

Is it easier or harder for students to get along with their parents now than it was two or three years ago? Of the forty-three respondents to this question, twenty-one pupils (22%) said that there

was "no change", thirteen pupils (14%) said that it was somewhat harder. Only one student said that it was much harder to get along with his/her parents now than it was previously. Forty-two (45%) students replied that once in a while their parents were somewhat old fashioned in their ways of looking at things.

The family climates described above indicate that we are dealing with upper middle class families. Mothers seem to be on the whole, more interested in their children's achievement and progress at school than fathers, although fathers show a great deal of interest as well.

Leisure

Fourteen students (15%) had not bought any records in the month preceding their interview, thirty-four (36%) students had bought one or two records, twenty-seven students had bought three records, twenty-one had bought more than four records in one month. Rock and Roll was liked best by thirty-nine (41%) of the students, fifty-five students (59%) preferred other types of music, mainly disco and hard rock. Six pupils said that they never went to the movies, thirty-three (35%) went to the movies once a month or less, forty-nine pupils (59%) went to the movies once every two or three weeks and six went to the movies once a week. When they do go to the movies, thirty-five pupils (37%) answered that they are accompanied by a friend, twenty-four pupils (26%) take a date with them, thirteen

pupils (14%) usually go to the movies with members of their families and twenty-two pupils said that they usually are accompanied by a group of friends.

Seven pupils said they do not watch T.V. at all, thirteen pupils (14%) watch T.V. about one hour a day, thirty-eight pupils (40%) watch T.V. about one and a half hours a day, twenty-two pupils (23%) watch T.V. about two hours a day and fourteen pupils (15%) watch T.V. more than three hours a day.

During the school week eight students (9%) do not spend any time talking to friends on the telephone while forty-three pupils (46%) spend about a half hour a day on this activity and seventeen pupils (18%) spend about one hour a day. Twenty-six pupils (29%) spend more than an hour and a half a day on the phone talking to friends.

Asked about their favourite way of spending their leisure time, fifteen pupils (16%) said they like "to loaf around and do nothing", seventeen pupils (18%) said that they like reading, twenty pupils (21%) like being with friends best, thirty-one pupils (33%) preferred to spend their time on sports, three said they best like to go to the movies and three prefer to watch T.V. Five said they spend their time playing musical instruments.

Forty-five of the pupils (48%) said that they do not have a hobby while the rest mentioned stamp collecting, skiing, coin collecting, painting, tennis, piano, photography and gardening.

Fifty-two pupils (55%) said that they do some reading other than what they do for their courses, thirty-three (35%) said that they do much reading other than class assignments and six pupils (6%) said they do not to much of this.

In a ranking exercise where pupils had to indicate their preferred leisure activity, thirty-nine pupils opted for the radio and records as their first choice and thirty-six pupils opted for these activities as their second choice. This was followed by T.V. watching which was the first choice of twenty-four pupils and the second choice of twenty-eight pupils. Reading was picked as first choice by twenty-one pupils and twenty-three pupils picked this as their second preference of leisure time activity. (Table 6)

Twelve of forty-two pupils had cars of their own and most of the rest had access to their family cars with more or less frequency and ease. Twenty-four pupils (26%) smoked occasionally, six pupils smoked regularly and sixty-four did not smoke at all. Two pupils drank beer regularly, seventeen occasionally and seventy-five did not drink beer at all. Forty pupils admitted to drinking liquor occasionally, fifty-four pupils said they did not drink liquor at all.

Twenty-one pupils go to socials or date about twice a week (22%) while seventeen pupils do this about once a week (18%). Eighteen pupils date or go to socials once a month (19%) and fourteen pupils do this every so often (15%). Twenty pupils do not engage

TABLE 6

Ranking of Five Activities in Order of

Preference from 1 to 5

Number of Students Choosing

Activity and (Percentages)

Activities	Ranking				
	1	2	3	4	5
1. Enjoying art or classical music	-	-	1 (1%)	12 (13%)	81 (86%)
2. Listening to the radio or to popular records	39 (41%)	36 (38%)	16 (17%)	2 (2%)	1 (1%)
3. Reading	21 (22%)	23 (24%)	26 (28%)	21 (22%)	3 (3%)
4. Watching T.V.	24 (26%)	28 (30%)	24 (26%)	18 (19%)	-
5. Dancing	11 (12%)	7 (7%)	27 (29%)	40 (43%)	9 (10%)

in these activities at all (21%).

Thirty-three pupils go steady with a partner while fifty-five pupils do not have a special boyfriend or girlfriend. Six pupils did not answer this question.

Asked how much they worked during the school year outside of the home, sixty-two pupils said that they did not work at all; twenty-one pupils (22%) worked outside the home for less than five hours a week, eleven pupils worked between five and twenty hours a week outside of the home.

Once again, the leisure activities described are characteristic of an upper middle class population. An interesting pattern is the amount of time spent talking to friends over the phone.

Educational History

Fifty-two pupils in the sample were elementary school pupils (55%) and forty-two pupils were secondary school pupils (45%). Nineteen (20%) of the fifty-two elementary school pupils attend Talmud Torah (a Jewish Day Elementary school) while thirty-three pupils (35%) attend Westminster (a public elementary school). Eighteen (19%) of the forty-two high school students attend Wagar High (a public high school) while twenty-four (26%) are pupils at Herzliah High (a Jewish Day High School).

Of the fifty-two elementary school pupils, ten were planning to take the commercial or business stream in high school, one was planning on vocational education, twenty-seven opted for the general stream, and fourteen for the college preparatory stream.

Asked which subject they like best in school twenty-eight (30%) opted for sciences, thirty pupils (32%) opted for math, fourteen (15%) chose French, one student mentioned humanities, six students liked social studies best, four students liked language arts best, four opted for history, and six for Hebrew.

Asked which school they would choose if they had their choice of schools, forty-five (48%) opted for Jewish day schools and forty-four (47%) said that they would like to go to public protestant schools. Five pupils opted for another Jewish private school. Fifty-eight pupils (62%) were pleased with the size of their school while thirty-six pupils (37%) said that they would like to be in larger schools. Only one pupil opted for a smaller school.

In elementary school, the most practiced sport seems to be basketball (32%) followed by football. Nineteen pupils (20%) had not taken up any sports in elementary school. Only ten high school pupils have not gone out for any sports since they have entered high school.

Nine pupils (10%) do not spend any time doing homework at home, while twenty-five pupils (27%) spend less than a half hour a day. Twenty-four pupils (25%) spend about a half hour a day and twenty pupils (21%) spend about one and a half hours a day. Sixteen

pupils spend two hours a day (17%) doing homework outside of school.

Asked how they would use an extra hour in school, eleven pupils (12%) said that they would take a course of their own choosing, fifty-six pupils (60%) said that they would spend it on athletics, and twenty-seven pupils (29%) said that they would spend the time on club activities.

Most students, it seems, spend six evenings at home, and most students belong to athletics clubs or activity groups in school. Eleven pupils are monitors or officers in the clubs and activities to which they belong.

Twenty-two pupils (23%) said that they belong in the top quarter of their class, thirty-two pupils (34%) claimed to be in the second quarter of their class, thirty pupils (32%) were in the third quarter of their class and ten pupils (11%) were in the lowest quarter of their class.

Questioned about how they thought their teachers would rate them, the majority of students, forty-two (45%), thought that they would be rated as "average", seventeen (18%) believed that their teachers would rate them as "bright", and nineteen (20%) thought that they were seen as "hard workers". Nine (10%) said that their teachers would rate them as students who "don't work hard", five (5%) saw their rating as "quite bright" and only two (2%) said that they would be rated as "poor" students.

Ninety-one (97%) of the sample answered that they planned to finish high school. Three (3%) students replied negatively to this question. This lead to a question on college plans. Seventy-five (80%) of the students said that they planned to attend college (including CEGEP) right after high school, two (2%) replied that they would be "part-time" students right after high school; seven (7%) said that they do not plan to go to college and ten (11%) were "undecided" about their plans..

With respect to parental feelings about their children's college plans, eighty-eight (94%) students said that their fathers strongly encouraged them to go and six (6%) said that their fathers want them to go but have not strongly encouraged them. Mothers were felt to be somewhat more encouraging. Ninety-one (97%) students said that their mothers strongly encouraged them to go to college, whereas only one (1%) student said that his/her mother wants him/her to go but has not strongly encouraged him/her.

With respect to the extent that college plans were discussed with teachers and guidance counselors, forty-five (48%) pupils said that they did not discuss going to college with teachers at all and thirty-nine (41%) replied the same for guidance counselors. Forty-three (46%) students discussed this issue "somewhat" with their teachers and forty-five (48%) said the same for counselors. Only one student discussed it alot with his teachers while no students ~~discussed~~ this problem with guidance counselors. A

total of six pupils did not reply to either question.

If a student had planned to go to college, but suddenly decided not to go, he/she would more than likely disappoint his/her teachers. Sixty-two (67%) students believed that most teachers' reaction to this change would be that they would be very disappointed but would not say anything to the student. Four (4%) students replied that the teachers would not care whether or not the student attended college.

Of the people with whom they spent most of their free time, thirty-eight (40%) respondents indicated that all planned to go to college. Twenty-eight (30%) said most of their friends planned to go. Four (4%) students said that some of their friends planned on going to college, six (6%) stated that none are planning this move while eighteen (19%) students did not answer this question at all.

When asked about the highest level of education they expected to complete thirty-one (33%) students said that they plan to obtain a professional degree (e.g. Medicine, Dentistry, Law). Eighteen (19%) hope to obtain a B.A., B.Sc., or B. Comm. degree. One (1%) plans to obtain a Ph.D. and one (1%) to do one year of graduate study. Twenty-four (26%) students have not yet made up their minds about their college plans and nineteen (20%) students did not respond to this question.

Asked what they planned to study in college eleven categories emerged: (1) law, (2) health science, (3) medicine/dentistry, (4) arts (5) music (6) psychology, (7) science (8) physics, (9) business (10) commerce (11) undecided. The top three choices were psychology (fourteen students (15%)), medicine/dentistry (11 (12%) students) and arts (12 (13%) students). The other categories were chosen by one to five students. Seven (7%) students indicated that they were undecided and twenty-eight (30%) left this question out altogether.

Thirty-one (33%) students said that they decided on how much college to complete "since they entered high school", twenty (21%) replied that the decision was made "before they entered high school". Eight (9%) were not yet decided about how much college to complete and thirty-four (36%) omitted this question.

In thinking about how much college to complete forty-five (48%) students discussed the matter with their parents, three (3%) discussed it with their friends at school and twelve (13%) said that they talked it over with more than one person. Thirty-four (36%) did not answer this question. Forty-seven (50%) students revealed that it was their parents who most encouraged them to go on to college. Eight (9%) credited their brother or sister and four (4%) students said that there was more than one person who was most encouraging. Thirty-five (37%) did not answer this question.

McGill appeared to be the number one choice for the "ideal college". Thirty-one (33%) students chose it as opposed to Concordia, chosen by five (5%) students for an Ivy League College such as Harvard and MIT, chosen by seven (7%) students. Forty-seven (50%) students left this question out.

With respect to payment for a college education, eighteen (19%) students believed that their family or relatives would pay one hundred percent of the cost. Fifteen (16%) thought that seventy-five percent of the expense would be covered and ten (11%) said that family or relatives would pay for fifty percent. Only one student said that twenty-five percent of the expenses would be paid and four (4%) said that none of the expenses would be paid by family. Forty-six (49%) did not reply.

Most students planned to pay for none or very little (twenty-five (27%)) of the college cost (eighteen (19%) and fifteen (16%) respectively). Fourteen (15%) planned to pay for fifty percent of their education, while only one planned to pay for seventy-five percent of the cost. Forty-six (49%) did not respond to this question.

Students were questioned about the ten different purposes of college education as listed in Table 7 and were asked to rate these purposes according to the importance they attached to these different purposes. "Providing vocational training directly applicable to one's work" and "Developing skills which will enable one to earn a high income" were the two purposes that had high

importance for the students. Each of these two purposes were rated highly important by 37% of the pupils. Next in importance were the following two purposes: (a) "Help develop your abilities to get along with different kinds of people" and (b) "provide social and athletic activities". Each of these purposes was rated as being of "high importance" by 33% of the sample. The following six purposes are listed in their order of importance:

- a) Develop your understanding of such subjects as philosophy, art, literature and music.
- b) Develop your understanding of principles underlying human behavior.
- c) Help develop your knowledge and interests in community, national and world problems.
- d) Help develop your morale and values.
- e) Develop your understanding of the principles of science.
- f) Prepare you for a happy marriage and family life.

Asked which of the above mentioned goals was most important, nineteen (20%) answered that it was skills to earn a high income, ten (11%) chose developing skills applicable to work, seven (7%) chose understanding principles of science, six (6%) thought that understanding principles underlying human behavior was most important to them and one (1%) student chose being prepared for a happy marriage and family life. Fifty-one (54%) students left this question out.

TABLE 7

Ratings of the Purposes of College

Education in Order of Importance

Frequencies and (Percentages)

Purpose of College Education	High Importance	Medium Importance	Low Importance	No Answer
1. Provide vocational training that is, develop skills which are directly applicable to your work.	35 (37%)	8 (9%)	0 (0)	51 (54%)
2. Help develop your abilities to get along with different kinds of people.	31 (33%)	12 (13%)	0 (0)	51 (54%)
3. Help develop your knowledge and interests in community, national and world problems.	13 (14%)	30 (32%)	0 (0)	51 (54%)
4. Help develop your morals and values.	13 (14%)	30 (32%)	0 (0)	51 (54%)
5. Prepare you for a happy marriage and family life.	3 (3%)	31 (33%)	9 (10%)	51 (54%)
6. Develop skills which will enable you to earn a high income.	35 (37%)	4 (4%)	4 (4%)	51 (54%)
7. Develop your understanding of the principles of science.	7 (7%)	26 (28%)	10 (11%)	51 (54%)

TABLE 7

Continued

Purpose of College Education	High Importance	Medium Importance	Low Importance	No Answer
8. Develop your understanding of the principles underlying human behavior.	14 (15%)	24 (26%)	5 (5%)	51 (54%)
9. Develop your understanding of such subjects as philosophy, art, literature and music.	1 (1%)	19 (20%)	22 (24%)	51 (54%)
10. Provide social and athletic activities.	31 (33%)	9 (10%)	0 (0)	51 (54%)

TABLE 8

Ranking of College Accomplishments
in Order of Importance
Frequencies and Percentages

Accomplishments	Rank		
	First	Second	Third
Be a distinguished leader in campus activities.	16 (17%)	12 (13%)	14 (15%)
Complete a piece of significant research worthy of publication in a scholarly journal.	4 (4%)	19 (20%)	19 (20%)
Maintain a straight "A" average over four years of college.	24 (25%)	13 (14%)	5 (5%)

TABLE 9

Important Considerations Which High School
Pupils Had in Mind When They Were Thinking
About Which College to Attend
Frequencies and (Percentages)

Considerations	Important	
	Yes	No
1. Low tuition costs and living expenses.	10 (12%)	32 (34%)
2. Closeness to home.	16 (17%)	26 (28%)
3. My parents' desires.	24 (26%)	18 (19%)
4. High educational standards.	42 (45%)	--
5. Course of study offered.	33 (35%)	9 (10%)
6. Ease of getting a degree.	9 (10%)	33 (35%)
7. Chances of getting a scholarship.	4 (4%)	38 (40%)
8. Religious character of the school.	--	42 (45%)
9. Chances of getting admitted.	38 (40%)	4 (4%)
10. Friends and acquaintances I knew who went to it.	42 (45%)	--
11. Attractiveness of extracurricular activities.	29 (31%)	13 (14%)
12. Members of my family or other relatives who went to it.	5 (5%)	37 (39%)
13. Small size of student body.	--	42 (45%)
14. Opportunities for part-time work	4 (4%)	39 (40%)
15. Other.	--	--

Students were asked to rank in order of importance things they would like to accomplish in college. Sixteen (17%) students thought that they would firstly prefer to be leaders in campus activities. Twelve (13%) students ranked this second, and fourteen (15%) ranked it third.

Completing a piece of research worthy of publication in a scholarly journal was ranked first by only four (4%) students. Nineteen (20%) ranked it second and nineteen (20%) ranked it third.

Maintaining a straight "A" average over four years was considered of prime importance to twenty-four (25%) students, thirteen (14%) ranked this accomplishment second and five (5%) ranked it third. Fifty-two (55%) did not answer this question.

Pupils were then asked whether there were important considerations in their thinking about which college to attend. Table 9 summarizes some of these considerations. It is evident that high educational standards and peer-group influence are of major importance to the forty-two (45%) students who answered this question. Equally unimportant to these forty-two (45%) students are the religious character of the school and the size of the student body. Other important considerations to twenty-four (26%) to thirty-eight (40%) students were parental desires, course of study offered, chances of getting admitted and attractiveness of extracurricular activities. Some considerations labeled unimportant by twenty-six (28%) to thirty-eight (40%) students were low tuition costs and living expenses, closeness to home, ease of getting a degree, chances of getting a scholarship, family members who went to it and opportunities

for part-time work.

Again the middle-class, relatively affluent influences of this sample population can be discerned through their responses. Money matters seem to be of little or no problem to these students.

Parental and peer group influence rather, seem to be quite significant.

Students were asked what they thought was the best way to get ahead in life. They had 6 choices:

1. Work hard
2. Have a pleasant personality and be likeable
3. Know the right people
4. Save your money
5. Get a college education
6. Be a person with a special talent such as an actor, good athlete, or singer.

Of the 42 (45%) students who responded to this question, 26 (28%) thought that the best way to get ahead was to get a college education; 13 (14%) chose knowing the right people; 2 (2%) students chose "Working hard" and 1 (1%) said that it was necessary to be a person with a special talent.

Students were asked whether or not they had participated in "good" or "bad" activities as described in Table (10) since they have been in school. As is evidenced from the table, most of the pupils seem to be "good kids". None have ever been arrested, sent to juvenile court or destroyed school property, but 40 (43%) have cut school at one time or another and 2 (2%) ran around with kids who got

TABLE 10
"Good" and "Bad" Activities
Since Being in School
Frequencies and (Percentages)

Activity	Participation and Involvement	
	Yes	No
1. Represented your school in a sports or athletic contest.	27 (29%)	15 (16%)
2. Been arrested.	-	42 (45%)
3. Had a part in a school play or program.	16 (17%)	26 (28%)
4. Sent to juvenile court.	-	42 (45%)
5. Cut school.	40 (43%)	2 (2%)
6. Helped a teacher after school.	29 (31%)	13 (14%)
7. Destroyed or defaced school property.	-	42 (45%)
8. Been elected to some office by the students in school.	26 (28%)	16 (17%)
9. Run around with kids who got into trouble with the law.	2 (2%)	40 (43%)

into trouble with the law. Many have done positive things in school. 27 (29%) represented the school in a sports or athletic contest, 29 (28%) helped a teacher after school, 26 (28%) have been elected to office by the students and 16 (17%) had a part in a school play or program.

Occupational Plans

One of the questions concerning occupational plans asked in this study was: "Which one of these things would you most like to be?":

1. Self-employed businessman
2. Airline pilot
3. Major of a city
4. Nationally famous athlete
5. Automobile mechanic
6. High-school teacher
7. Elementary school teacher
8. Other (e.g. actress, nurse, doctor, lawyer)

24 (26%) students most wanted to be nationally famous athletes, 19 (20%) wanted to be businessmen, the same number elementary school teachers and 29 (31%) chose the "other" category. 1 student chose being major of a city. Two students omitted this question.

Ranking 5 occupations according to desirability was done by 41 students. Table (11) lists the occupations and their appeal to the

TABLE 11
Occupations Ranked According to
Their Appeal to High School
Pupils in our Sample
Frequencies and (Percentages)

Occupation	Rank				
	1	2	3	4	5
Scientist	1 (1%)	1 (1%)	11 (12%)	14 (15%)	14 (15%)
Business executive in a large corpor- ation	3 (3%)	11 (12%)	6 (6%)	3 (3%)	18 (19%)
Physician	23 (24%)	15 (16%)	2 (2%)	1 (1%)	
College Professor	14 (15%)	8 (9%)	8 (9%)	10 (11%)	1 (1%)
Chemical Engineer	-	6 (6%)	14 (15%)	11 (12%)	10 (11%)

students.

Summarizing the above table, it can be seen that the majority 23 (24%) students ranked being a physician first, followed by a college professor (14 (15%)), business executive (3 (3%)), and scientist (1 (%)). High status occupations seem to impress these students, again most probably because of their family background.

42 (45%) students answered the question concerning what they would most like to get out of a job. 26 (28%) replied that they would most prefer a 'high income'. 14 (15%) students would most like work that was "important and gave a feeling of accomplishment" and 2 (2%) wanted 'chances for advancement' in a job.

It appears that although these students do not lack for anything materially, money is nevertheless an important aspect of their occupational choices and plans. Being used to all the comforts and luxuries that money can buy, most students appear to want to live in the "manner that they are accustomed to".

School Climate

Status in School: "The Leading Crowd"

Most pupils identified at least two groups in their school that seem to be always in the middle of things. 41 (45%) pupils thought that this was so, while 24 pupils (26%) thought that there was only one group which was always in the middle of things and running things among the students most of the time. Eighteen pupils (20%) said there

were three such groups in their schools while nine pupils (10%) identified more than three such active groups.

Seventy three pupils (78%) said they went around most often with their classmates and friends - the "nice kids". Eleven said they try to go around with the best students (12%) and eight pupils said they try to go around with the athletic types most often (9%). Two pupils (2%) said they "stick around" with kids in their school who are from the same neighborhood.

The pupils were shown a circle and told that the circle represented the activities that go on in their school. They were then asked to indicate their choice of five concentric circles positioning themselves in relation to the "center of things". Ten pupils did not answer this question while 10 pupils placed themselves at center (11%) and 46 pupils placed themselves close to center (49%). Seventeen pupils placed themselves near the outer circle while 11 pupils placed themselves near the periphery or outside of the circle.

Asked to indicate on the same circle where they would like to be, 10 pupils did not answer the question while 36 pupils indicated they would like to be at the center and 46 indicated their interest of being close to the center. Two pupils said they did not care at all. Generally speaking, to be "popular" is the most important trait to possess in order to get in with the "leading crowd" at school according to 35 pupils (38%) followed by "being good in sports" opted for by 24 pupils (26%). Eleven pupils chose material things and status symbols such as cars and money, and 12 pupils thought that it takes

a "good reputation" to belong to the leading crowd. Two pupils thought being friendly was important and one pupil thought "being trusted" was the key characteristic.

Asked if a girl or a boy came to their school and wanted to get in with the leading crowd, what boys or girls should he get to be friends with, 29 pupils indicated that he/she should pick the "cool/popular" types, 29 indicated as best choice the "nice ones". The following types were also indicated as best choices for the newcomer to school to be introduced into the leading crowd: "snobby", "intelligent/good student", "JAPs", "show offs", "happy", "ones that aren't tight" and "athletic types". Each of the above types was selected by four to eight pupils.

Seventy three pupils thought that they were part of the "leading crowd" in their school. Seven others expressed their desire to become part of the leading crowd while 14 said that they did not really care.

Status in School: "Popularity"

The pupils were asked their preference about eight different things in order to be popular in their school:

1. Be a good dancer
2. Have sharp clothes
3. Have a good reputation
4. Get good grades
5. Stir up a little excitement
6. Have money

TABLE 12
Important Things to do in Order
to be Popular in School
Frequencies and (Percentages)

Things to do	Degree of Importance	
	Important	Not so Important
1. Be a good dancer.	8 (9%)	89 (91%)
2. Have sharp clothes	47 (51%)	45 (49%)
3. Have a good reputation	80 (87%)	12 (13%)
4. Get good grades	21 (23%)	27 (77%)
5. Stir up a little excitement	25 (27%)	69 (73%)
6. Have money	55 (60%)	37 (40%)
7. Be a leader in extra-curricular activities	53 (58%)	39 (42%)
8. Know what's going on in the world of popular singers, T.V. and movie	53 (58%)	39 (42%)
9. Be a nice person	81 (88%)	11 (12%)

TABLE 13
Most Important Factor
to be Popular
Frequency and (Percentage)

Factors	No. of First Choice
1. Be a good dancer	0 (0%)
2. Have sharp clothes	1 (1%)
3. Have a good reputation	54 (57%)
4. Get good grades	12 (13%)
5. Stir up a little excitement	3 (3%)
6. Have money	5 (5%)
7. Be a leader in extra-curricular activities	15 (16%)
8. Know what's going on in the world of popular singers, T.V. and movie	3 (3%)
9. Other: Be a nice person	1 (1%)

7. Be a leader in extra-curricular activities
8. Know what's going on in the world of popular singers, T.V. and movie and other (choice mentioned "Be a nice person") (Table 12).

"Being a nice person" and "having a good reputation" were the preferred choices of 81 and 80 pupils respectively, followed by "having money" which was selected by 55 students. 53 pupils picked "being a leader in extra-curricular activities" as important and the same number of pupils selected "knowing what's going on in the world of popular singers, T.V. and movie" as the most important factor in popularity (Table 2)

In a forced choice situation, where the pupils had to pick only one of the nine factors mentioned, 54 pupils (57%) picked "having a good reputation" as the most important factor, followed by "being a leader in extra-curricular activities" chosen by 15 pupils (16%), and "getting good grades" which was picked by 12 pupils (13%). (Table 13)

Status in School: "Being Looked up to"

Being an athletic star or excelling in sports seems to be the most important characteristic to possess in order to be "looked up to" by the other students in the school since 46 pupils (49%) opted for this quality as the most important factor. Twenty pupils (21%) opted for it as the second most important factor. "Being a leader in activities" was the second most important factor overall since 29 pupils (31%) opted for it as the most important factor and 31 pupils (39%) chose

TABLE 14

Factors that Play an Important Role
in Making Student be "Looked up to"
by the Other Students in School

Frequencies and (Percentages)

Factors	Degree of Importance					
	1st	2nd	3rd	4th	5th	6th
1. Coming from the right family	1 (1)	13 (14)	1 (1)	7 (7)	18 (19)	54 (57)
2. Being leader in activities	29 (31)	31 (33)	13 (14)	7 (7)	12 (13)	2 (2)
3. Having nice clothes	2 (2)	12 (13)	29 (31)	26 (28)	13 (14)	12 (13)
4. Having high grades Being on Honor Roll	11 (12)	3 (3)	32 (34)	28 (30)	19 (20)	1 (1)
5. Being an athletic star or excelling in sport	46 (49)	20 (21)	16 (17)	2 (2)	4 (4)	6 (6)
6. Knowing a great deal about intellectual and school subject matter	7 (7)	15 (16)	4 (4)	22 (23)	27 (29)	19 (20)

TABLE 15

Feelings about Oneself

Frequencies and (Percentages)

Statements about respondent	Agree	Disagree
1. I am often not able to keep up with the rest	8 (9)	86 (91)
2. There are a few students who control things - this school, and the rest of us are out in the cold	57 (61)	37 (39)
3. I am not doing so well at school	12 (13)	82 (87)
4. If students want to be part of the leading crowd around here, they sometimes have to go against their principles	75 (80)	19 (20)
5. If I could trade, I would be someone different from myself	6 (6)	88 (94)

this characteristic as the second most important factor. (Table 14).

Status in School: Pupil/Teacher Perspectives

Most students seem to be happy with who they are as demonstrated by their response on the different factors concerning their personalities and themselves. (Table 15)

Furthermore, seventeen pupils think that their teachers would rate them as "A bright student" (18%) while 42 pupils think that their teachers would rate them as "An average student". Only two students think they would be classified as "poor students" by their teachers. Nineteen (20%) think that they would be described as "a student who works hard" by their teachers and nine see themselves being described by their teachers as "a student who doesn't work hard". Five pupils said that their teachers would describe them as "a quite bright student".

Getting good grades was more important to the pupils in the sample than they thought it was for other students in their school.

Twenty eight pupils (30%) said that getting good grades was extremely important for them while 66 pupils (70%) said that getting good grades was important to them. However 60 pupils said that they thought getting good grades was important to other students and only two students thought that it was extremely important to other pupils. Seven pupils (7%) did not think that this was an important issue for other students in the school. In the same way, 23 pupils (24%) thought that it was extremely important for them to derive satisfaction from working hard on their studies and 64 pupils identified this as being important for them. However, only seven pupils (7%) thought that this

was extremely important for their peers and 68 pupils (72%) thought that it was important. 19 pupils did not think this was an important aspect for their peers while only seven of the pupils who were responding to the questionnaire said that this was not important to them.

Sixty one of the pupils (65%) in the sample admire "brightness" in their fellow students very much and 27 pupils (29%) admire this characteristic a little. Six do not care for it at all. However, only 23 pupils thought that this trait was admired by their peers very much and 44 thought that their peers admired bright students a little. Twenty seven pupils thought that this trait was not admired at all by their peers.

Asked which one honor or achievement they would most like to win in elementary school, 47 picked "popularity". In the case of high school the majority vote went to "popularity" again, 29 pupils opting for it.

Asked to rank the teachers of different subjects, 33 pupils (35%) said that the teachers were about the same in all subjects, while 21 pupils (22%) picked out the English teachers as the best teachers. 14 pupils (15%) decided social studies teachers were the best, ten pupils (11%) opted for the foreign language teachers and six pupils chose the art and music teachers as the best choice. Family life teachers and "math and science" teachers received five votes each as the best teachers in the school from which the respondents came.

To be selected by a teacher as an assistant in the class was considered as something to be proud of by 62 pupils (66%) while 20

pupils (21%) said they would have mixed feelings about it and 12 pupils said that it was something they would not care for.

Furthermore, 43 pupils thought that if they agreed to be the assistant of the teacher, their friends would kid them about it but would still envy them, 39 pupils thought that their friends would not care one way or another while 12 pupils thought that their friends would envy them and look up to them.

In a forced choice of seven characteristics that fit teachers in their school:

1. Friendly
2. Too strict
3. Too easy with school work
4. Understands problems of students
5. Not interested in students
6. Bored with their job
7. Willing to help out in activities

63 pupils picked the friendly description (67%) and ten picked "willing to help out in activities" (11%). Six pupils described the teachers in their school as "understanding the problems of students" while two pupils said teachers in their school were "not interested in students" and seven pupils said that they were too strict. Six pupils opted for the "other category" and they said that some teachers were "nice" and some were "mean".

Ninety one of the pupils thought that the students in their school get a square deal from the teachers and principal while three did not

think so.

Students were also asked to rank the following four important considerations according to their importance in their life:

1. Pleasing my parents
2. Learning as much as possible in school
3. Living up to my religious ideals and
4. Being accepted and liked by other students

The results are summarized in table (16).

It is interesting to note that "learning as much as possible in school" was not marked as first in importance by any of the pupils, while "pleasing my parents" and "being accepted and liked by other students" were considered to be of prime importance for 60 (64%) and 33 (35%) of the pupils respectively. "Living up to religious ideals" was ranked as least important by 74 (79%) of the pupils.

The table above suggests that "brilliance" or the "bright-student" image is not too popular with the students. Another question which suggests this same view is the one in which students were asked who they would prefer to go to a party with, - "the boy or girl who was the "best student" in class or the "best looking" boy or girl in the class. The answer was almost unanimous - 93 (99%) students replied that they would choose the best looking boy/girl to go with. Only 1 (1%) chose the best student in class. Still consistent with this view, when asked which one of 3 things they would like to be remembered for at school, 48 (51%) students said that they would like to be the "most popular student", 29 (31%) chose being an "athletic star" and only

TABLE 16
Four Thoughts Ranked
According to Importance
Frequencies and (Percentages)

Thoughts	Level of Importance			
	1	2	3	4
1. Pleasing my parents	60 (64%)	28 (30%)	6 (6%)	-
2. Learning as much as possible in school		37 (39%)	45 (48%)	12 (13%)
3. Living up to my religious ideals	1 (2%)	3 (3%)	15 (16%)	74 (99%)
4. Being accepted and liked by other students	33 (35%)	25 (27%)	29 (31%)	9 (9%)

17 (18%) said that they would like to be remembered as a "brilliant student".

In their feelings about themselves, students seemed very positive. 93 (99%) said that they would like to stay very much the same, there would be very little that they would change about themselves. Only 1 (1%) student replied negatively stating that he/she did not like him/herself the way he/she was, and would like to change.

Asked about decision-making between themselves and the group, 46 (49%) students said that they usually go along with the group and 9 (9%) said that they always go along with the group, indicating the importance of peer group acceptance and the force of peer group pressure. 39 (41%) students replied that they usually decide for themselves. Only 2 (2%) were emphatic and replied that they always decide for themselves.

Asked about their time in school and how they would describe it, 41 pupils (44%) said that the time was "interesting and filled with hard work", while 25 (27%) indicated that it was "filled with fun and excitement" and 22 (23%) said that it had been fairly pleasant. Five thought that their time in school was somewhat dull while one did not answer this question.

In general it seems that the sample as a whole is above average in social and academic adjustment to the school climate. Therefore, it will be even more interesting to find out if there are any statistically significant differences between the different schools.

CHAPTER III

FINDINGS II: SOME SIGNIFICANT RELATIONSHIPS

INTRODUCTION: SCHOOL CLIMATES

Chapter II presented the preliminary results of the questionnaire. It was clear from these results that students differentiated between their own feelings and their description of the school climate on common points and problems. (For example see Q. 82-84 in Appendix and discussion in chapter II). In order to examine the significant differences in school climates as described by the students I prepared some cross tabulations using sex, grade level and type of school: private/public as the independent variables. For dependent variables I examined the statements dealing with a number of characteristics of high schools: kinds of courses emphasized, the traits of students, the activities and attitudes of students, etc. (Q. 94). I shall discuss the statistically significant results in the following pages.

Sex Differences in Description of School Characteristics

The results described on table 17 illustrate significant differences between male and female respondents about school climate characteristics. Females perceive the intellectual esthetic aspects of schooling as more important than males do. The most interesting difference between males and females is in relation to planning careers in science. About 70% of the

TABLE 17
Male/Female Differences in Describing
School Climate Characteristics?
Statistically Significant Relationship
(Percentages of Response in Each Category)

School climate characteristics	Sex of respondent			
	Sex	True	False	P
1. Many teachers stress the practical uses of their subjects in helping students to get a good job.	male	34.9	65.1	.08
	female	54.9	45.1	
2. Personality, pull and bluff get students through some courses here.	male	39.5	60.5	.01
	female	15.7	84.3	
3. This school doesn't offer many opportunities for students to know important works of art, music, drama.	male	79.1	20.9	.09
	female	60.8	39.2	
4. There is a lot of interest here on learning for its own sake, rather than just for grades or for graduation credits.	male	51.2	48.8	.01
	female	77.1	22.9	
5. Few students try hard to get on the honor roll.	male	69.8	30.2	.005
	female	38.8	61.2	
6. Many students are planning careers in science.	male	69.8	30.2	.004
	female	37.5	62.5	

TABLE 18
Elementary/High School Differences in
Describing School Climate Characteristics:
Statistically Significant Relationship
(Percentages of Response in Each Category)

	Level of Schooling	True	False	P
1. The student newspaper or magazine often carries stories and poems by students	elem. H.S.	68.6 100.0	31.4 0	.0002
2. Many teachers here stress practical uses of their subject in helping students to get a good job.	elem. H.S.	71.2 14.3	78.8 85.7	.0001
3. Students seldom get together on their own time to talk about things they have learned in class.	elem. H.S.	30.8 50.0	69.2 50.0	.09
4. If a student thinks out a report carefully teachers will give him a good grade even if they don't agree with them.	elem. H.S.	69.2 88.1	30.8 11.9	.05
5. It takes more than memorizing what's in the textbook to get an "A" in courses here.	elem. H.S.	87.2 57.1	12.8 42.9	.003
6. Personality, pull and bluff get students through courses here.	elem. H.S.	3.8 54.8	96.2 45.2	.0001

TABLE 18 (Cont'd)

	Level of Schooling	True	False	P
7. Students having trouble with their courses find it difficult to get help from teachers.	elem. H.S.	30.8 14.3	69.2 85.7	.10
8. This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	elem. H.S.	44.2 100.0	55.8 0	.0001
9. There is a lot of interest here in learning for its sake rather than just for graduation credits..	elem. H.S.	87.8 38.1	17.2 61.9	.0001
10. Teachers here often encourage students to consider careers in areas related to subjects they are teaching.	elem. H.S.	34.7 0	65.3 100.0	.0001
11. Teachers here often make cutting or sarcastic remarks to students in class.	elem. H.S.	24.0 64.3	76.0 35.7	.0002
12. Students here are not encouraged to take courses in such areas as arts, music or dramatics.	elem. H.S.	34.0 66.7	66.0 33.3	.003
13. Science teachers expect to get more work out of students than do other teachers.	elem. H.S.	22.0 45.2	78.0 54.8	.03

TABLE 18 (Cont'd)

	Level of Schooling	True	False	P
14. There is not much emphasis by teachers on preparing for college.	elem. H.S.	46.0 16.7	54.0 83.3	.005
15. Many students here are planning careers in science.	elem. H.S.	30.6 78.6	69.4 21.4	.0001
16. Outside of classes most teachers find time to chat with students.	elem. H.S.	55.1 100.0	44.9 0	.0001
17. Many of the students here don't do much except go to classes and study.	elem. H.S.	34.0 11.9	66.0 88.1	.02
18. The guidance counselors here most often recommend majoring in science in college.	elem. H.S.	10.3 45.2	89.7 54.8	.001
19. There is not much interest in science class among students here.	elem. H.S.	77.1 95.2	22.9 4.8	.03
20. Very few students here would be interested in a field trip to an art museum.	elem. H.S.	10.0 83.3	90.0 16.7	.0001

TABLE 18 (Cont'd)

	Level of Schooling	True	False	P
21. There is a lot of competition for grades here.	elem.	67.0	38.0	.0001
	H.S.	100.0	0	
22. Teachers here are really skillful at getting students to work to the limit of their ability.	elem.	94.0	6.0	.0001
	H.S.	4.8	95.2	
23. Students here are very much aware of the competition to get into college.	elem.	44.9	55.1	.0001
	H.S.	100.0	0	

of the male respondents thought that many students in their school are planning careers in science while only 38% of female respondents thought so. This may be an indication of a difference of peer group or reference group used by males and females. We shall see if there are other confounding variables by examining significant differences along level of schooling (elementary and high school) and type of school attended (private or public).

Elementary/High School Differences in
Describing School Climate Characteristics

A general glance at table 18 indicates a definite difference in the school climate characteristics at the elementary level. Items 1, 8, 12 and 20 refer to aestheticism characteristics. All high school students agreed that "The student newspaper or magazine carries short stories and poems by students" as opposed to 68.4% of the elementary level students. In the same way all high school students agreed that "This school doesn't offer many opportunities for students to get to know important works of art, music and drama" as opposed to 44% of the elementary level students. Sixty six percent of high school students said that "Students here are not encouraged to take courses in such areas as art, music and dramatics" as opposed to 34% of the elementary school students.

Furthermore 83% of the high school students thought that "Very few students here will be interested in a field trip to an art museum" as opposed to 10% of the elementary school students.

Therefore we can conclude that the elementary schools are much more oriented towards estheticism than the high school. The only item on which the high school was higher than the elementary school relates to publishing short stories and poems and there we can assume that age differences account mainly for the school level differentiation obtained on that particular item.

Examining the other items on table 18 where significant relationships were obtained we can see that the academic and intellectual characteristics of schooling are taken more seriously by the student at the elementary level, and on items related to "adolescent subculture" such as "Personality, pull and bluff get students through courses here", 96% of the elementary level students disagree as opposed to only 45% of the high school students.

On the aspect of "scientism" and interest in science related aspects of schooling, the high school students are more inclined to see items 13, 15, 18 and 19 (table 18) as characteristic of their school climate as opposed to the elementary school students.

It is interesting to note that there were statistically significant differences in describing 23 of the 54 school climate characteristics when our sample was divided between elementary and high school students. In the next section I shall examine differences if any between elementary school level pupils attending

private schools as opposed to public schools.

Private Elementary School / Public Elementary

School Differences in Describing School

Climate Characteristics

Table 19 details the seven school climate variables on which statistically significant variations were found between the responses of private elementary school pupils and public elementary school pupils. On all of these items the private elementary school is described as more academically oriented than the public elementary school. The private school students think that their science labs are poorly equipped - this may be due to higher expectations or may merely reflect a fact. It is expected that the public school labs are better equipped because of better funding by the school authorities.

TABLE 19

Private Elementary School / Public Elementary School
Differences in Describing School Climate Characteristics:
Statistically Significant Relationships.
 (Percentages of Response in Each Category)

School climate characteristics	Elementary Private/Public	True	False	P
1. Teacher requires that students work at home on problems which they cannot solve in class.	private public	66.7 93.9	33.3 6.1	.03
2. Science labs have poor equipment.	private public	78.6 44.8	21.4 55.2	.07
3. Few students try hard to get on the honor roll.	private	17.6	82.4	.009
4. Teachers do nothing more than report what's in textbooks in many classes here.	private public	29.4 63.6	70.6 36.4	.04
5. Science teachers expect and get more work out of students than do other teachers.	private public	0 33.3	100.0 66.7	.01
6. A student who is interested in art or music is likely to be regarded as a little odd by other students.	private public	17.0 0	87.4 100.0	.06
7. Some of the teachers treat questions in class as if students were criticizing them personally.	private public	5.9 33.3	94.1 66.7	.07

TABLE 20
Private High School / Public-High School Differences
in Describing School Climate Characteristics:
Statistically Significant Relationships
(Percentages of Response in Each Category)

School climate characteristics	Elementary Private/Public	True	False	P
1. Many classes here are boring.	private public	75.0 38.9	25.0 61.1	.04
2. Classes in history, literature and art are among the best liked here.	private public	58.3 16.7	41.7 83.3	.01
3. Science labs have poor equipment.	private public	75.0 16.7	25.0 88.3	.0006
4. Teachers do nothing more than repeat what's in textbooks in many classes here.	private public	50.0 16.7	50.0 83.3	.05
5. In this school teachers do not adjust assignments and projects to the individual student's interests.	private public	66.7 33.3	33.3 66.7	.06
6. The school library has a poor collection of science books and magazines.	private public	60.9 12.5	39.1 87.5	.007

Private High School / Public High School
Differences in Describing School Climate
Characteristics

The private high school is not well liked by the students the six points detailed on table 20. On these six items public high school pupils gave a much more positive description of their high school than the private high school students. The main complaint of the private high school students deals with poorly equipped labs and libraries as far as science subjects are concerned. Furthermore they find the classes to be boring and the teacher doing nothing more than repeating what's in textbooks.

INTELLECTUALISM - ESTHETICISM AND SCIENTISM

Introduction

At the start of the project reported in this study there was an attempt to approximate a description of the school climates examined in terms of the six school climate factors developed by McDill and Rigsby (1973): Academic Emulation, Student Perception of Intellectualism, Estheticism, Cohesive and Egalitarian Estheticism, Scientism, Humanistic Excellence and Academically Oriented Student Status System.

The study reported here did not have enough specification and the sample was not large enough to be subjected to the same

kind of rigorous statistical analysis as reported by McDill and Rigsby. I shall however try to discuss two of these factors:

Student Perception of Intellectualism-Estheticism and Scientism.

There is enough data on these two factors to attempt some comparable analysis.

Student Perception of Intellectual-Estheticism:

McDill and Rigsby (1973) define this factor as follows:

This construct is composed of nine variables which with one exception are "press" scales based on students' perceptions of the environment. Only one of the nine deals specifically with achievement-competition, whereas four of them measure teacher and student pressures for intellectualism. A school with a high positive score on this factor has a climate which places an intrinsic value on the acquisition of knowledge.

Since I do not have the teacher's input in my sample, I have results related to this climate dimension in the form of five variables as follows:

1. Estheticism: Very few students here would be interested in a field trip to an art museum (F).
2. Intellectualism: There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits (T).
3. Competition-achievement: Few students try hard to get on the honor roll (F).
4. Intellectualism: Teachers here encourage students to value knowledge for its own sake, rather than just for grades (T).

5. Competition-achievement: It takes more than memorizing what's in the textbook to get an "A" in courses here (T).

Estheticism

The above five variables are those which have produced the most significant effects in statistical terms. However there are 20 intellectualism-estheticism variables in the questionnaire. The results are summarized in table 21. Items 3, 4, 8, 9, 14, and 16 are indicators of estheticism. The climates are positive in the estheticism direction only in relation to item 14: "A student who is interested in art or music is likely to be regarded as a little odd by other students". On the other items the majority of the pupils do not perceive the school climate as fostering estheticism. This negative result is obtained on the statistically significant variable as isolated by McDill and Rigsby: "Very few students here would be interested in a field trip to an art museum".

I shall therefore investigate if there are sex differences as well as school differences in these responses.

The only significant difference on estheticism dimensions along sex lines occurs on the item: "This school doesn't offer many opportunities for students to get to know important works of art, music and drama". (Table 22).

TABLE 21

Intellectualism-Estheticism Related Questions:

General School Climate Overall Description for Sample.

Frequencies and (Percentages)

School climate characteristics	True	False	Tendency Towards +/- score
1. If a student thinks out a report carefully teachers will give him a good grade, even if they don't agree with him.	80%(75)	20%(19)	+
2. Clear and careful thinking are most important in getting a good grade on reports, papers, discussions, and tests.	91%(86)	9%(8)	+
3. This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	68%(64)	32%(30)	-
4. Classes in history, literature and art are among the best liked here.	35%(33)	65%(61)	-
5. There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	63%(59)	36%(34)	+
6. Few students try hard to get on the honor roll.	52%(40)	47%(44)	+/-
7. Teachers do nothing more than repeat what's in the textbook in many classes here.	44%(41)	56%(53)	+/-

TABLE 21 (Cont'd)

School climate characteristics	True	False	Tendency towards +/- score
8. Students here are not encouraged to take courses in areas such as art, music, or dramatics.	49%(46)	51%(48)	+/-
9. Very few students here ever listen to classical music.	81%(76)	19%(18)	-
10. Most students here don't do much reading.	31%(29)	69%(65)	+
11. At this school students are seldom encouraged to undertake independent projects.	21%(20)	79%(74)	+
12. There is not much emphasis by teachers here on preparing for college.	32%(30)	60%(64)	+
13. Teachers here go out of their way to try to liberate the student from his prejudices and biases.	74%(70)	26%(24)	+
14. A student who is interested in art or music is likely to be regarded as a little odd by other students.	6%(6)	94%(90)	+
15. Teachers here encourage students to value knowledge for its own sake, rather than just for credits.	96%(90)	4%(4)	+
16. Very few students here would be interested in a field trip to an art museum.	43%(40)	57%(54)	+/-

TABLE 21 (Cont'd)

School climate characteristics	True	False	Tendency Towards +/- score
17. In this school teachers do not adjust assignments and projects to the individual student's interest.	41%(39)	59%(55)	-/-
18. Teachers here are really skillful at getting students to work to the limit of their ability.	11%(10)	88%(83)*	-
19. Students here are very much aware of the competition to get into college.	67%(61)	32%(29)	-
20. It takes more than memorizing what is in the textbook to get an "A" in courses here.	68%(64)**	77%(75)	-

*One no answer

**Five no answer

TABLE 22

Sex Differences in Estheticism Related Questions

(Percentage of Responses in Each Category)

	Sex	True	False	P
1. This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	male	79.1	20.9	.09
	female	60.8	39.2	
2. Classes in history, literature and art are among the best liked here.	male	27.9	72.1	.18
	female	43.1	56.9	
3. Students here are not encouraged to take courses in areas such as art, music, or dramatics.	male	58.1	41.9	.14
	female	40.8	59.2	
4. Very few students here ever listen to classical music.	male	86.0	14.0	.31
	female	75.5	24.5	
5. A student who is interested in art or music is likely to be regarded as a little odd by other students.	male	7.0	93.0	.79
	female	6.1	93.9	
6. Very few students here would be interested in a field trip to an art museum.	male	30.2	69.8	.39
	female	20.4	79.6	

Perceptions of estheticism climate varied more widely when comparison was made between elementary and secondary level students. The following three dimensions produced significant differences as illustrated in table 23:

1. "This school doesn't offer many opportunities for students to get to know important works of art, music and drama."
2. "Students here are not encouraged to take courses in areas such as art, music, or dramatics."
3. "Very few students here would be interested in a field trip to an art museum."

In all three cases the elementary school pupils described their school climate as more esthetically oriented as compared to secondary school students.

Are there differences between private and public schools? Tables 24 and 25 represent these results. We do not find statistically significant differences between private and public elementary schools pupils' perceptions of the estheticism climate of their schools, except on one item, "A student who is interested in art or music is likely to be regarded as a little odd by other students". This attitude seems to be most prevalent in the private elementary school. No student responded positively to this item in the public school.

On the estheticism climate dimension there was only one statistically significant score obtained in comparing private and public high schools (see table 25):

TABLE 23
Elementary/High School Differences
on Estheticism Related Questions
(Percentage of Response in Each Category)

School climate characteristics	Level	True	False	P
1. This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	elem. sec.	44.2 100.0	55.8 0	.0001
2. Classes in history, literature and art are among the best liked here.	elem. sec.	32.7 40.5	67.3 59.5	.54
3. Students here are not encouraged to take courses in areas such as art, music, or dramatics.	elem. sec.	34.0 66.7	66.0 33.3	.003
4. Very few students here ever listen to classical music.	elem. sec.	86.0 73.8	24.0 26.2	.22
5. A student who is interested in art or music is likely to be regarded as a little odd by other students.	elem. sec.	6.0 7.1	94.0 92.9	.83
6. Very few students here would be interested in a field trip to an art museum.	elem. sec.	10.0 83.3	90.0 16.7	.0001

TABLE 24

Private Elementary School v Public Elementary
School Differences on Questions Related
to Estheticism
 (Percentage of Response in Each Category)

School climate characteristics	Elementary	True	False	P
139 This school doesn't offer many opportunities for students to get to know important works of art, music, and drama.	private/elem. public/elem.	42.1 45.5	57.9 54.5	.95
140 Classes in history, literature and art are among the best liked here.	private/elem. public/elem.	31.6 33.3	68.4 66.7	.85
151 Students here are not encouraged to take courses in areas such as art, music, or dramatics	private/elem. public/elem.	23.5 39.4	76.5 60.6	.41
152 Very few students here ever listen to classical music.	private/elem. public/elem.	94.1 81.8	5.9 18.2	.44
160 A student who is interested in art or music is likely to be regarded as a little odd by other students.	private/elem. public/elem.	17.6 0	82.4 100.0	.06
168 Very few students here would be interested in a field trip to an art museum.	private/elem. public/elem.	17.6 6.1	82.4 93.9	.42

TABLE 25

Private High School /Public High School Differences

on Questions Related to Estheticism

(Percentage of Response in Each Category)

School climate characteristics	High School Priv./Pub.	True	False	P
139. This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	Private H.S. Public H.S.	100.0 100.0	0 0	 0
140 Classes in history, literature and art are among the best liked here.	Private H.S. Public H.S.	58.3 16.7	41.7 83.3	 .01
151 Students here are not encouraged to take courses in areas such as art, music or dramatics	Private H.S. Public H.S.	62.5 72.2	37.5 27.8	 .74
152 Very few students here ever listen to classical music.	Private H.S. Public H.S.	83.3 61.1	16.7 38.9	 .20
160 A student who is interested in art or music is likely to be regarded as a little odd by other students.	Private H.S. Public H.S.	0 16.7	100.0 83.3	 .14
168 Very few students here would be interested in a field trip to an art museum.	Private H.S. Public H.S.	79.2 88.9	20.8 11.1	 .67

"Classes in history, literature and art are among the best liked here."

The private high school was in general higher on estheticism measures than the public high school but not significantly so.

Intellectualism

The items related to the intellectualism dimension of school climates are summarized in table 26. These are: items 1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 15, 17, 18, 19, 20] Except for items 6, 7, 17 and 18, the school climates seem to be positive on the intellectualism aspect.

The four variables that produced statistically significant results in the McDill and Rigsby study and which were therefore retained by them for further analysis were the following: Table item 5, 6, 15, and 20. Investigating sex differences in perceiving the relative intellectualism climate of schools, we find statistically significant differences only for the following two items:

1. There is a lot of interest here in learning for its own sake, rather than just for grades or graduation credits. (Females agree with this statement more than do males).
2. Few students try hard to get on the honor roll. (Males agree with this statement more than females).

Therefore, females perceive their school climates as more

intellectually oriented on these two dimensions. This is true for most of the other items measuring the intellectualism dimensions of school climates although the tendencies there are not statistically significant (see table 27).

A comparison between elementary and high school students produces five statistically significant results: (Table 28)

1. If a student thinks out a report carefully teachers will give him a good grade, even if they don't agree with him.
2. It takes more than memorizing what is in the textbook to get an "A" grade in courses here. (Elementary school students more in agreement.)
3. There is a lot of interest here in learning for its own sake rather than just for grades or for graduation credits. (Elementary school students more in agreement.)
4. ~~There is~~ not much emphasis by teachers here on preparing for college. (Elementary school students more in agreement.)
5. Teachers here are really skillful at getting students to work to the limit of their ability. (Elementary school students more in agreement.)

Item 4 is really irrelevant for elementary school students. High school students are the ones who are really involved in this question. Otherwise it looks as if the elementary schools are

perceived as having more of an intellectualism oriented climate.

Comparing private and public elementary schools on the intellectualism dimensions we found only two statistically significant directions.

1. Few students try hard to get on the honor roll.

(Public elementary school pupils agreed more.)

2. Teachers do nothing more than repeat what's in the textbook in many classes here.

(Public elementary school pupils agreed more.)

This means that the private elementary school is higher on the intellectualism aspect of school climates and significantly so as compared to the public elementary school.

Statistically significant differences manifested themselves on two other dimensions of the intellectualism aspect of school climates at the high school level, and when comparisons were made between private and public high schools:

1. Teachers do nothing more than repeat what's in the textbook in many classes here. (This was more true in private high school.)

2. In this school teachers do not adjust assignments and projects to the individual student's interests. (This was more true in the private high schools.)

Intellectualism seems to be more emphasized in the public high school as compared to the private high school. (Table 29).

TABLE 26

Sex Differences on Intellectualism Related Questions

(Percentage of Responses in Each Category)

School climate characteristics	Sex	True	False	P
131 If a student thinks our a report carefully teachers will give him a good grade, even if they don't agree with him.	male	76.7	23.3	.95
	female	78.4	2.16	
142 There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	male	51.2	48.8	.01
	female	77.1	22.9	
146 Few students try hard to get on the honor roll.	male	69.8	30.2	.005
	female	38.8	61.2	
148 Teachers do nothing more than repeat what's in the textbook in many classes here.	male	48.8	51.2	.57
	female	40.8	59.2	
153 Most students here don't do much reading.	male	37.2	62.8	.77
	female	24.5	75.5	
154 At this school students are seldom encouraged to undertake independent projects.	male	23.3	76.7	.12
	female	20.4	79.6	
156 There is not much emphasis by teachers here on preparing for college	male	41.9	58.1	.12
	female	24.5	75.5	
159 Teachers here go out of their way to try to liberate the student from his prejudices and biases.	male	72.1	27.9	.89
	female	75.5	24.5	

TABLE 26 (Cont'd)

School climate characteristics		Sex	True	False	P
170	In this school teachers do not adjust assignments and projects to the individual students' interests.	male	48.8	51.2	.33
		female	36.7	63.3	
172	Teachers here are really skillful at getting students to work to the limit of their ability.	male	46.5	53.5	.31
		female	59.2	40.8	
173	Students here are very much aware of the competition to get into college.	male	16.3	63.7	.77
		female	20.8	79.2	

TABLE 27

Elementary/High School Differences on Intellectualism

Related Questions

(Percentages of Responses in Each Category)

School climate characteristics	Level	True	False	P
131 If a student thinks out a report carefully teachers will give him a good grade even if they don't agree with him.	Elem. H.S.	69.2 88.1	30.8 11.9	.05
142 There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	Elem. H.S.	87.8 38.8	12.2 61.9	.0001
146 Few students try hard to get on the honor roll.	Elem. H.S.	46.0 61.9	54.0 38.1	.18
158 Teachers do nothing more than repeat what's in the textbook in many classes here.	Elem. H.S.	52.0 35.7	48.0 64.3	.17
153 Most students here don't do much reading.	Elem. H.S.	38.0 21.4	62.0 78.6	.13
154 At this school students are seldom encouraged to undertake independent projects	Elem. H.S.	18.0 26.2	82.0 73.8	.48
156 There is not much emphasis by teachers here on preparing for college.	Elem. H.S.	46.0 16.7	54.0 83.3	.0005
159 Teachers here go out of their way to try to liberate the student from his prejudices and biases.	Elem. H.S.	74.0 73.8	26.0 26.2	.82

TABLE 27 (Cont'd)

School climate characteristics	Level	True	False	P
170 In this school teachers do not adjust assignments and projects to the individual students' interests.	Elem.	34.0	66.0	.11
	H.S.	52.4	47.6	
172 Teachers here are really skillful at getting students to work to the limit of their ability	Elem.	* 94.0	6.0	.0001
	H.S.	4.8	95.2	
173 Students here are very much aware of the competition to get into college.	Elem.	14.3	85.7	.37
	H.S.	23.8	76.2	

TABLE 28

Private Elementary / Public Elementary School

Differences on Questions Related to Intellectualism

(Percentages of Responses Per Category)

School climate characteristic	Elementary	True	False	P
131 If a student thinks out a report carefully teachers will give him a good grade, even if they don't agree with him.	Priv. elem. Pub. elem.	63.2 72.7	36.8 27.3	.68
142 There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	Priv. elem. Pub. elem.	93.8 84.8	6.3 15.2	.66
146 Few students try hard to get on the honor roll.	Priv. elem. Pub. elem.	17.6 60.6	18.4 39.4	.009
148 Teachers do nothing more than repeat what's in the textbook in many classes here.	Priv. elem. Pub. elem.	29.4 63.6	70.6 36.4	.04
153 Most students here don't do much reading.	Priv. elem. Pub. elem.	41.2 36.4	58.8 63.6	.98
154 At this school students are seldom encouraged to undertake independent projects.	Priv. elem. Pub. elem.	17.6 18.2	82.4 81.2	.73
156 There is not much emphasis by teachers here on preparing for college.	Priv. elem. Pub. elem.	41.2 48.5	58.8 57.5	.84
159 Teachers here go out of their way to try to liberate the student from his prejudices and biases.	Priv. elem. Pub. elem.	82.4 69.7	17.6 30.3	.52

TABLE 28 (Cont'd)

School climate characteristics	Elementary	True	False	P.
170 In this school teachers do not adjust assignments and projects to the individual students' interests.	Priv. elem.	47.1	52.9	.27
	Pub. elem.	27.3	72.7	
172 Teachers here are really skillful at getting students to work to the limit of their ability.	Priv. elem.	88.2	11.8	.54
	Pub. elem.	97.0	3.0	
173 Students here are very much aware of the competition to get into college.	Priv. elem.	18.8	81.3	.82
	Pub. elem.	12.1	87.9	

TABLE 29

Private High School/Public High School Differences
in Questions Related to Intellectualism
 (Percentage of Responses per Category)

School climate characteristics	High School	True	False	P
131 If a student thinks out a report carefully teachers will give him a good grade, even if they don't agree with him.	private H.S. public H.S.	93.7 83.3	8.3 16.7	.73
142 There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	private H.S. public H.S.	33.3 44.4	66.7 55.6	.67
146 Few students try hard to get on the honor roll.	private H.S. public H.S.	54.2 72.2	45.8 27.8	.38
148 Teachers do nothing more than repeat what's in the textbook in many classes here.	private H.S. public H.S.	50.0 16.7	50.0 83.3	.05
153 Most students here don't do much reading.	private H.S. public H.S.	25.0 16.7	75.0 83.3	.78
154 At this school students are seldom encouraged to undertake independent projects.	private H.S. public H.S.	33.3 16.7	63.7 83.3	.38
156 There is not much emphasis by teachers here on preparing for college.	private H.S. public H.S.	15.5 17.2	87.5 77.8	.67
159 Teachers here go out of their way to try to liberate the student from his prejudices and biases	private H.S. public H.S.	79.2 66.7	20.8 33.3	.57

TABLE 29 (Cont'd)

School climate characteristics	High School	True	False	P
170 In this school teachers do not adjust assignments and projects to the individual students' interests.	private H.S.	66.7	33.3	.06
	public H.S.	33.3	66.7	
172 Teachers here are really skillful at getting students to work to the limit of their ability.	private H.S.	4.2	95.8	.60
	public H.S.	5.6	94.4	
173 Students here are very much aware of the competition to get into college.	private H.S.	16.3	83.3	.37
	public H.S.	33.3	66.7	

Scientism

According to McDill and Rigsby (1973) schools having a high positive score on this component exhibit a greater scientific emphasis than those with low scores. The three items used by McDill and Rigsby were also used in my questionnaire:

1. The teachers here encourage the students to take as many science courses as possible (T).
2. Many students here are planning careers in science (T).
3. In this school, teachers do not adjust assignments and projects to the individual student's interests (F).

In general, there is a negative perception of the scientism dimensions of school climates for the sample as a whole. (Table 30). In particular, on the question whether the teachers encourage the students to take as many science courses as possible, 88% of the sample felt that they do not do so. Therefore I did not pursue the analysis of this item any further. On the remaining two items, males are seeing more scientism in their schools on the question "Many students here are planning careers in science" as opposed to females. However on another question "In this school teachers do not adjust assignments and projects to the individual student's interests", females see their schools as more inclined towards "scientism". However, the students may have responded to the individual based approach of the school rather than the general implications of such an approach, to a scientism orientation. (Table 31).

TABLE 30

Scientism Related Questions:

General School Climates - Overall Description for Sample

Frequencies and (Percentages)

School climate characteristics	True	False	Tendency towards +/- score
1. The teachers here encourage the students to take as many science courses as possible.	11%(10)	88%(83)*	+
2. Many students here are planning careers in science.	51%(48)	48%(45)*	+/-
3. In this school, teachers do not adjust assignments and projects to the individual student's interests.	41%(39)	59%(55)	+/-

*One no answer

TABLE 31

Sex Differences on Scientism Related Questions

Percentages of Response per Category.

School climate characteristics	Sex	True	False	P
1. Many students here are planning careers in science.	male	69.8	30.2	.004
	female	37.5	62.5	
2. In this school, teachers do not adjust assignments and projects to the individual student's interest.	male	48.8	51.2	.33
	female	36.7	63.3	

TABLE 32

Elementary/High School Differences on Scientism

Related Questions

Percentage of Responses per Category

School climate characteristics	Level	True	False	P
1. Many students here are planning careers in science.	elem. H.S.	30.6 78.6	69.4 21.4	.0001
2. In this school, teachers do not adjust assignments and projects to the individual student's interests.	elem. H.S.	34.0 52.4	66.0 47.6	.11

TABLE 33

Private Elementary / Public Elementary Differences
in Scientism Related Questions
Percentages of Response per Category

School climate characteristics	Elementary	True	False	P
1. Many students here are planning careers in science.	Priv. elem. Pub. elem.	12.5 39.4	87.5 60.6	.11
2. In this school, teachers do not adjust assignments and projects to the individual student's interests.	Priv. elem. Pub. elem.	47.1 27.3	52.9 72.7	.27

TABLE 34

Private High School / Public High School differences
in Scientism Related Questions
Percentage Responses per Category

School climate characteristics	High School	True	False	P
1. Many students here are planning careers in science	Private H.S. Public H.S.	70.8 88.9	29.2 11.1	.30
2. In this school, teachers do not adjust assignments and projects to the individual student's interests.	Private H.S. Public H.S.	66.7 33.3	33.3 66.7	.06

High school students perceive their school climates more scientism oriented and significantly so as compared to elementary school students. (Table 32). There is no statistically significant difference between private and public elementary schools on the scientism climate although public schools tend more towards scientism and have better equipped science labs. (Table 33).

Public high schools are also more scientism oriented in their climates than private high schools and this tendency is statistically significant. (Table 34)

School Climate and Three Outcome Variables

I have examined school climate differences in the preceeding paragraphs. Differences do exist particularly between elementary schools and high schools. In the following paragraphs I shall examine the possible implications of such differences in relation to three questions:

1. If you could be any of the things below, which one would you most want to be? (Q. 38)
2. If you could be remembered here at school for one of the three things below, which one would you want it to be?
(Q. 77)
3. My time in the school has been filled with fun and excitement
..... unhappy (Q. 78)

If You Could be any of the Things Below, Which one Would You Most
Want to be?

The students had the following choices in answering this question:

1. Self-employed businessman
2. Airline pilot
3. Mayor of a city
4. Nationally famous athlete
5. Automobile mechanic
6. High-school teacher
7. Elementary school teacher
8. Other _____

As indicated by the results reported in the appendix, 20% opted for self-employed businessman, 26% opted for nationally famous athlete, 20% opted for elementary school teacher and 31% opted for "other" and mentioned the liberal professions such as lawyer, as well as actress, scientist etc. Examining differences of choice along sex lines I found statistically significant relationships (Table 35).

Males indicated a clear preference for self-employed businessman and athlete options while females opted for elementary teachers and other professions, mainly "nursing". This sample has a very traditional and conventional profile in this respect. All the females opted for elementary school teaching although they had the choice for high school teaching clearly indicated.

TABLE 35

Sex Differences in Choice of Career Options

Q. 38 (Appendix)

(Percentages)

Sex	Self-employed Businessman	Mayor	Athlete	Elementary School Teacher	Other	Total
Male	37.2%	2.3%	37.2%	7.0%	16.3%	47.8%
Female	6.4%	0%	17.0%	34.0%	42.6%	52.2%
Total	21.1%	1.1%	26.7%	21.1%	30.0%	100%

- $p \leq .0001$

- 4 missing observations

TABLE 36
Elementary/High School Differences in Choice of
Career Option. Q. 38 (Appendix)

Percentage

Elementary/High school	Self-employed Businessman	Mayor	Athlete	Elementary School teacher	Other "Profession"	Total
Elementary	16.7%	2.1%	33.3%	27.1%	20.8%	53.3%
High School	26.2%	0	19.0%	14.3%	40.5%	46.7%
Total	21.1%	1.1%	26.7%	21.1%	30.0%	100.0%

$p \leq .08$

4 missing observations

Statistically significant differences were also obtained when I compared elementary and high school pupil responses as indicated in Table 36. A high percentage of high school pupils opted for self-employed businessman as opposed to elementary school pupils. A higher percentage of elementary school pupils opted for athlete and elementary school teacher than high school pupils. A higher percentage of high school pupils opted for "other" professions than did elementary school pupils. There were no statistically significant differences in this respect between private and public schools.

If You Could be Remembered Here at School for One of Three Things Below, Which One would you Want it to Be? (Q. 77)

The student had the following choices:

1. Brilliant student
2. Athletic star
3. Most popular student

The preferences went to "Most popular student" as 51% opted for this. Thirty-one percent wanted to be remembered as "Athletic star" and only 18% wanted to be remembered as "Brilliant student". Statistically significant differences emerged between males and females on this item as illustrated in table 37.

Almost 50% of the males and the females still opted for the "most popular student" option. However 21.6% females wanted to be remembered as "brilliant" and another 21.6% wanted to be

TABLE 37

Sex Differences on How Students Want to be

Remembered in Their School

Percentages

Sex	Brilliant	Athletic	Popular	Total
Male	9.3%	46.5%	44.2%	45.7%
Female	21.6%	21.6%	56.9%	54.3%
Total	16.0%	33.0%	51.1%	100.0%

$p \leq .02$

remembered as "athletic stars". On the other hand 46.5% of males wanted to be remembered as athletic stars and only 4 male pupils (9.3%) preferred to be remembered as brilliant pupils.

In this respect, no statistically significant differences were found between elementary and high school pupils nor were there statistically significant differences between private and public schools.

Feelings About Time in School

Twenty-seven percent of the sample described their time in school as "Filled with fun and excitement, 44% opted for "Interesting and filled with hard work"; 23% thought their time in school was "Fairly pleasant" while 5% described it as "Somewhat dull". One student did not answer this question. (Q. 78 Appendix). There were no statistically significant differences between males and females but some differences were observed between elementary and high school level pupils as detailed on table 38.

Forty eight percent or almost half of the elementary school students thought that their time in school was interesting and filled with hard work. It is interesting to note that all those who thought that their time in school was "Somewhat dull" were elementary school students. There were no significant differences between private and public schools on this item.

TABLE 38

Elementary/High School Differences in
Feelings About Time in School

(Percentages)

Elementary/High School	No answer	Filled with Fun and Excitement	Interesting Filled with Hard Work	Fairly Pleasant	Somewhat Dull	Total
Elementary	1.9%	23.1%	48.1%	17.3%	9.6%	55.3%
High School	0	33.3%	38.1%	28.0%	0	44.7%
Total	1.1%	27.7%	43.6%	27.3%	5.3%	100.0%

$p \leq .10$

Summary of Important Findings and Suggestions for
Further Research

In chapters two and three, I have described the results of the questionnaire dealing with different aspects of school subcultures and school climates. The general conclusions will now be stated in terms of the principle objectives of this research project.

Objective #1

To describe school climates: social, academic and other as defined by Coleman (1957) and McDill and Rigsby (1973), more specifically to describe the existence of the educational and social climates of school by using the direct and systematic measures of a number of global yet specific dimensions of these climates as developed by McDill and Rigsby (1973).

Summary

It has been demonstrated (with the help of tables) throughout this project that social and educational climates definitely do exist in both the public and private sectors. Elementary school pupils, however, are more academically oriented than are high school students. In other words, "brilliance" or "ranking high on the honor roll" do not seem to be too important to high school students who are extremely "social conscious" and are influenced by peer group pressures and values. Belonging to the "in-crowd" and therefore adhering to its socially

acceptable behaviors' and standards is more highly valued than receiving an "A" grade on a class assignment.

Objective #2

To determine whether these direct measures of various dimensions of school climates are only applicable to high schools or if they could be applied to elementary schools as well. More specifically, to describe the difference in school curricula emphasis and in extra-curricular and leisure activities at the elementary and secondary level as well as in the Jewish Day Schools and the public schools in relation to academic and occupational aspirations.

Summary

It has already been noted that elementary school students are more eager to "do well" academically than are high school students. Private elementary school pupils seem somewhat more interested in their schoolwork and the "acquisition of knowledge for its own sake" than do their public elementary school counterparts. This may be due to the fact that the Jewish Day Elementary schools are known to 'screen' their pupils in the primary grades. Those who are unable to cope with the pressures of a tri-lingual (and in some cases, a quadri-lingual) curriculum are transferred (by their parents) to either secular private schools or to schools in the public system. As the pupils progress through the elementary Day School to the high school, the pressures of having to "do well or

else..." are lessened, and so the interest and desire for excelling academically are not significantly different between the public and private high school students.

In the public high school, science is more favored than it is in the private system. Labs in the public sector are considered to be better equipped (perhaps due to more funding) and science materials in general more readily available to the students.

Objective #2a

Are there differences in expectations between parents who send their children to a Jewish Day School and those who send their children to a public school and what are the differences, if any, at the elementary and high school level?

Summary

Parents send their children to Jewish Day Schools as opposed to public schools for a variety of reasons. Through observation and discussion with various groups of parents, I have noted that many children are sent to the private sector to learn about "tradition and heritage". The importance of religion per se is minimal. Since, as has been mentioned in Chapter 1, Jewish Day Schools follow the same secular curriculum as the public sector, most parents who send their children to the private schools want to acquaint them with their Judaic background and the Hebrew language.

Some parents send their children to Jewish Day Schools because it is "fashionable" to do so and not because of any specific or general desires for them to learn about their Judaic past.

Still others say that they send their children to private day schools because of the confusion and instability in the public schools. They believe that their children will receive a "better" education in private schools.

Objective #2b

Are peer group influences and competitiveness more visible in either system and is it true that these will be more important at the high school level than at the elementary level?

Summary

Peer groups are extremely important to the majority of students in both systems at the elementary and high school levels, although peer group pressures appear to be more visible in the high schools. "Having" or "getting" the car, being a leader in extra-curricular activities, and having money and sharp clothes are things that are considered important by many high schoolers. Having a good reputation is considered highly important at both levels.

Competitiveness for grades and for entry into college is much more visible in the high schools than it is in the elementary schools, although elementary students take the academics of schooling more

seriously than do the high school students. Secondary students, because of their need to make decisions about their future plans, are more aware of the competition surrounding them than are elementary students who know that decisions about their future educational and career plans are still in the background.

Objective #2c

Is the student pressured more in the Jewish Day School or the public school to adopt higher levels of academic and occupational aspirations and is there similar pressure at the elementary school level as at the high school level?

Summary

It has already been mentioned that because of the "screening process" in the Elementary Jewish Day Schools, it appears that the students in these schools are more pressured to do well academically than are the students in the public elementary schools. There is little difference, however, in the pressure students feel in the high schools in either the private or public system. Perhaps this is due to the fact that the students attending the Jewish Day High Schools are accustomed only to this system, and so feel "pressure" no different from their public high school counterparts.

Objective #3

To focus on a search for the sources of school climate effects by considering factors which earlier research and speculative writings have suggested are important in accounting for the variations in the academic output of high schools: community characteristics, and formal organizational properties of the school.

Summary

The community in this research project has been chosen because of its homogeneity. Its characteristics are relatively constant with respect to religion; socioeconomic status and social background. We are dealing with students who come from middle to upper class families (90% or higher of which are Jewish); whose parents are educated - many are professionals (doctors, lawyers, professors, etc.), businessmen or skilled workers; and where education is highly valued and respected. The difference, therefore, between the students, their values, their academic output and their occupational aspirations is not as great, whether they attend the private or public school system, as it might be in a more heterogeneous community. Further studies, therefore, should be designed to examine the effects of public versus private schooling in a heterogeneous type of setting.

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APPENDIX

QUESTIONNAIRE

STUDY OF SCHOOL EDUCATIONAL CLIMATES

This questionnaire is part of a study being carried out in schools as part of my M.A. Thesis requirements in Educational Studies at Concordia University. The main purpose of the questionnaire is to learn about the interests and attitudes of high school and elementary school students in various kinds of school situations.

I think you will find the questions interesting to answer. Try to go through the questionnaire quickly, without spending too much time on any single question. Answer the questions in order, without skipping.

Feel free to answer exactly the way you feel, for no one in this school will ever see the answers. This is a CONFIDENTIAL questionnaire.

REMEMBER: This is a questionnaire and not a test. There are no right or wrong answers. Please answer exactly the way you feel.

THANK YOU FOR YOUR HELP

	Frequency	Percentage
1. Sex		
1. Male	43	46
2. Female	51	54
2. Grade		
1. Elementary	52	55
2. Secondary	42	45
3. Age at last birthday		
1. less than 12	26	28
2. 12-15	26	28
3. 16-17	42	45
4. Name of school		
1. United Talmud Torah	19	20
2. Westminster	33	35
3. Wagar	18	19
4. Herzleah	24	26
5. Bialik	--	--
6. Akiva	--	--
5. Name of teacher		
1. Mrs. Mendelsohn (U.T.T.)	19	20
2. Mr. Miller (Herzleah)	7	7
3. Mrs. Rosen (Wagar)	16	17
4. Mr. ? (Wagar)	2	2
5. Mrs. Slover (Westminster)	18	19
6. Mr. Smith (Westminster)	15	16
7. Mr. Jacobs (Herzleah)	17	18
8. Mrs. Akiva	--	--
6. THIS QUESTION IS FOR SECONDARY STUDENT ONLY. ELEMENTARY STUDENTS GO TO QUESTION 7.		
What program are you taking in school? (Check one)		
0. Elementary	52	55
1. Vocational	0	0
2. Commercial or business	0	0

Percentage

Frequency

6. Continued	3. General	4	4
	4. College preparatory	38	40
	5. Other (What? _____)	--	--
7. THIS QUESTION IS FOR ELEMENTARY STUDENTS ONLY. SECONDARY STUDENTS GO TO QUESTION 8.			
What program are you planning to take in high school? (Check one)	0. High School	42	45
	1. Vocational	1	1
	2. Commercial or business	10	11
	3. General	27	29
	4. College preparatory	14	15
	5. Other (What? _____)		
8. Which subjects do you like best in school? (<u>List only one subject</u>)	1. Humanities	1	1
	2. Science	28	30
	3. Social studies	6	6
	4. Mathematics	30	32
	5. French	14	15
	6. Language Arts (English, Reading, etc.)	4	4
	7. History	4	4
	8. Hebrew	6	6
9. If you had your choice of going to another school which one would you choose? (<u>Mention the school by name</u>)	1. Another private general	5	5
	2. Another private Jewish	45	48
	3. Public Protestant	44	47

Frequency Percentage

58
1
35

62
1
37

1. This size
2. Smaller school
3. Larger school

10. If you had you choice of going to another school the size of this one, to a smaller one, or to a larger one, which one would you choose?

Number of Sports

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5

11. During your years of elementary school, which one of the following sports, if any, have you gone out for? (Check as many as apply)

15
19
30
17
7
6

16
20
32
18
7
6

12. THIS QUESTION IS FOR SECONDARY STUDENTS ONLY. ELEMENTARY STUDENTS GO TO QUESTION 13.

Number of Sports

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6

Since you have been in high school, which of the following sports, if any, have you gone out for? (Check as many as apply)

47
10
14
5
9
6
3

50
11
15
5
10
6
3

Frequency Percentage

1. None or almost none
2. Less than half hour a day
3. About half hour a day
4. About one and a half hours a day
5. About two hours a day
6. Three or more hours a day
7. Other 45 minutes

9
25
23

20
16
--
1

10
27
24

21
17
--
1

13. How much time, on the average, do you spend doing homework outside school? (Check one)

1. Take a course of my own choosing
2. Athletics
3. Club or activity
4. Study hall, to study
5. Study hall to do something else.

11
56
27
--
--

12
60
29
--
--

14. Suppose you had an extra hour in school and could either take some course of your choice, use the hour for athletics or some other activity, or use it for study hall. How would you use it? (Check one answer only)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

1
--
7
22
29
33
2

1
--
7
24
31
35
2

15. About how many evenings a week do you spend at home? (Circle the right number)

		<u>Frequency</u>	<u>Percentage</u>
16. List the clubs or activities in which you are presently a member or participant here at school.			
1. 0	Basketball team	27	29
2. 1	Gym	25	27
3. 2	Art	29	31
4. 3	Football	--	--
5. 4	Hockey	2	2
6. 5	Ski	1	1
7. 6	Volleyball	8	9
8. 7	More than 1	2	2
9. 8		--	--
17. In how many of the organizations or activities mentioned in question 16 are you an officer or a monitor (Circle the right number)			
1. 0		83	88
2. 1		11	12
18. How many records have you bought in the last month? (Circle the number of records bought)			
1. 0		14	15
2. 1		18	19
3. 2		14	15
4. 3		27	28
5. 4		10	11
6. 5		5	5
7. 6		5	5
8. 7		1	1
19. Who is your favourite recording artist?			
1. 0	Bee Gees	41	44
2. 1	Barry Manilow	28	30
3. 2	Rod Stewart	10	11
4. 3	Andy Gibb	3	3
5. 4	Kiss	7	7
6. 5	John Travolta	1	1
7. 6	Olivia Newton John	2	2
8. 7	Tavares	2	2

		<u>Frequency</u>	<u>Percentage</u>
20.	What type of music do you like best? (check only one liked best)		
	1. rock and roll	39	41
	2. calypso	--	--
	3. popular music	--	--
	4. jazz	--	--
	5. classical or semi-classical	--	--
	6. folk	--	--
	7. western or country	--	--
	8. Other/What? <u>disco, hard rock</u>	55	59
21.	How often to you go to the movies?		
	1. Never, or almost never	6	6
	2. About once a month or less	33	35
	3. About once every two or three weeks	49	52
	4. About once a week	6	6
	5. About twice a week	--	--
	6. More than twice a week	--	--
22.	With whom do you go most often?		
	1. By myself	--	--
	2. With a friend	35	37
	3. With a date	24	26
	4. With other boys	--	--
	5. With other girls	1	1
	6. With other boys and girls	21	22
	7. with members of my family	13	14
23.	About how much time, on the average, do you watch T.V. during the school week?		
	1. None or almost none	7	7
	2. About half hour a day	--	--
	3. About one hour a day	13	14
	4. About one and a half hours a day	38	40
	5. About two hours a day	22	23
	6. About three hours a day	10	11
	7. About four or more hours a day	4	4

		<u>Frequency</u>	<u>Percentage</u>
24.	About how much time, on the average, do you spend on the telephone talking to friends, during the school week?		
	1. None or almost none	8	9
	2. About half hour a day	43	46
	3. About one hour a day	17	18
	4. About one and a half hours a day	15	16
	5. About two hours a day	11	12
	6. About three hours a day	--	--
	7. About four or more hours a day	--	--
25.	Here are some things that you have probably thought about. Just how important is each of these? (Rank them from 1 through 4. 1 for the highest in importance to you, 2 for the second highest, 3 for the third highest, and 4 for the lowest)		
	1. pleasing my parents	60	64
	1	28	30
	2	6	6
	3	--	--
	4	--	--
	2. learning as much as possible in school	--	--
	1	37	39
	2	45	48
	3	12	13
	4	--	--
	3. living up to my religious ideals	2	2
	1	3	3
	2	15	16
	3	74	79
	4	--	--
	4. being accepted and liked by other students	33	35
	1	25	27
	2	29	31
	3	7	7
	4	--	--

26. Below is a list of items for which some parents have rules for their children, while others don't. (Check each item for which your parents have definite rules		Frequency	Percentage
1. Time for being in at night for weekends	Have rules	43	46
	Have no rules	51	54
2. Amount of going out with friends or dating	Have rules	17	18
	Have no rules	77	82
3. Against going with a boy friend or a girl friend	Have rules	26	28
	Have no rules	68	72
4. Time spent watching T.V.	Have rules	35	37
	Have no rules	59	63
5. Against going around with other boys or girls	Have rules	16	17
	Have no rules	78	83
6. Time spent on homework	Have rules	29	31
	Have no rules	62	66
7. Eating dinner with the family	Have rules	66	70
	Have no rules	28	30
8. No rules for any of the above	Have rules	93	99
	Have no rules	1	1

Percentage

Frequency

27. Describe your favorite way of spending your leisure or spare time.	1. Loaf around/do nothing	15	16
	2. Reading	17	18
	3. Being with friends	20	21
	4. T.V.	3	3
	5. Sports	31	33
	6. Movies	3	3
	7. Playing instrument - guitar, piano, etc.	5	5
28. Do you have a hobby?	0. No answer	1	1
	1. No	45	48
	2. Yes - What?	48	51
	1. stamp	21	22
	2. skiing/sports	14	15
	3. coin collecting	2	2
	4. painting	1	1
	5. tennis	1	1
	6. piano	3	3
	7. photography	1	1
	8. gardening	1	1
	9. rug hooking	5	5
29. Do you do much reading other than what you do for your courses?	1. Yes, a great deal	3	3
	2. Yes, much	33	35
	3. Yes, some	52	55
	4. little or none	6	6
30. How much influence would you say you have in family decisions affecting yourself?	1. A lot of influence	40	43
	2. Some influence	54	57
	3. None at all	--	--

Percentage

Frequency

<p>31. If a decision is made at home that you don't like, do you feel free to complain, do you feel a little uneasy about complaining or is it better not to complain?</p>	<p>1. Feel free 2. Feel a little uneasy 3. It is better not to complain</p>	<p>84 4 6</p>	<p>89 4 6</p>
<p>32. In general, how are decisions made in your family?</p>	<p>1. In general, father makes the decisions 2. In general, mother makes the decisions 3. Both parent decide together 4. Each parent acts individually</p>	<p>11 7 74 2</p>	<p>12 7 79 2</p>
<p>33. How much would you say your father knows about your work in school?</p>	<p>1. A great deal 2. A fair amount 3. Very little</p>	<p>40 39 15</p>	<p>43 41 16</p>
<p>34. How much would you say your mother knows about your work in school?</p>	<p>1. A great deal 2. A fair amount 3. Very little</p>	<p>54 38 2</p>	<p>57 40 2</p>
<p>35. How often would you say your father praises you for your accomplishments?</p>	<p>1. Very often 2. Quite often 3. Not too often 4. Almost never</p>	<p>35 45 11 3</p>	<p>37 48 12 3</p>

		<u>Frequency</u>	<u>Percentage</u>
36.	How often would you say your mother praises you for your accomplishments?		
	1. Very often	78	83
	2. Quite often	12	13
	3. Not too often	3	3
	4. Almost never	1	1
37.	What do your parents consider to be satisfactory grades or marks for you?		
	1. A passing grade or mark	5	5
	2. An average grade or mark	40	43
	3. An above average grade or mark	39	41
	4. One of the highest grades or marks in the class	10	11
	5. They don't really care much	--	--
38.	If you could be any of the things below which one would you most want to be? (Check only once choice)		
	0. No answer	2	2
	1. Self-employed businessman	19	20
	2. Airline pilot	--	--
	3. Mayor of a city	1	1
	4. Nationally famous athlete	24	26
	5. Automobile mechanic	--	--
	6. High-school teacher	19	20
	7. Elementary school teacher	--	--
	8. other - actress, model, doctor, lawyer, nurse	29	31
39.	Do you have a car of your own?		
	1. No	82	87
	2. Yes	12	13

Frequency Percentage

40. Can you use your parents' car?

0. No answer	17	18
1. Anytime I want it	--	--
2. Often	18	19
3. Sometimes	25	27
4. Never	34	36
5. My parents have no car	--	--

41. Rank the following five activities in the order that you best like doing them. (Rank from 1 through 5; 1 is for the activity you like best; 2 is for the activity you like second best...and 5 is for the activity you like least)

1. Enjoying art or classical music	1	--	--
2	--	--	--
3	1	1	13
4	12	13	86
5	81		

2. Listening to the radio or to popular records

1	39	41
2	36	38
3	16	17
4	2	2
5	1	1

3. Reading

1	21	22
2	23	24
3	26	28
4	21	22
5	3	3

4. Watching T.V.

1	24	26
2	28	30
3	24	26
4	18	19
5	--	--

Frequency Percentage

41. Continued	5. Dancing	11	12
	1	7	7
	2	27	29
	3	40	43
	4	9	10
	5		
42. In some schools there seems to be one group that more or less runs things among the students. What about at this school? Is there one group that seems to be always in the middle of things, or are there several groups like that? (Check one choice only).	1. One group	24	26
	2. Two groups	41	45
	3. Three groups	18	20
	4. More than three groups	9	10
43. What boys or girls here in school do you go around with most often?	1. The athletic types	8	9
	2. The best students	11	12
	3. Those who are from the same neighborhood	2	2
	4. Other/Who? -my friends, ones that accept me as a person, classmates, nicest ones, friendly, all of the above	73	78

		<u>Frequency</u>	<u>Percentage</u>
44. Among the group you go around with in school, which of the things below are important to do in order to be popular? (Check as many as apply)			
1. Be a good dancer	Important	8	9
	Not so important	84	91
2. Have sharp clothes	Important	47	51
	Not so important	45	49
3. Have a good reputation	Important	80	87
	Not so important	12	13
4. Get good grades	Important	21	23
	Not so important	71	77
5. Stir up a little excitement	Important	25	27
	Not so important	69	73
6. Have money	Important	55	60
	Not so important	37	40
7. Be a leader in extra-curricular activities	Important	53	58
	Not so important	39	42
8. Know what's going on in the world of popular singers, T.V. and movies	Important	53	58
	Not so important	39	42
9. Other/What? be a nice person, know what's going on	No	11	12
	Yes	81	88

		<u>Frequency</u>	<u>Percentage</u>
45. Which one of the above is most important in order to be popular? (Circle only one number)			
1. Be a good dancer.	1.	--	--
2. Have sharp clothes	2.	1	1
3. Have a good reputation	3.	54	57
4. Get good grades	4.	12	13
5. Stir up a little excitement	5.	3	3
6. Have money	6.	5	5
7. Be a leader in extra-curricular activities	7.	15	16
8. Know what's going on in the world of popular singers, T.V. and movies	8.	3	3
9. Other - be nice, not hurt people's feelings	9.	1	1
46. Do you go to socials? or do you date?			
1. No	1.	20	21
2. Yes, about once a month	2.	18	19
3. Yes, about once every two weeks	3.	4	4
4. Yes, about once a week	4.	17	18
5. Yes, about twice a week	5.	21	22
6. Yes, more than four times a week	6.	--	--
7. Other - every so often	7.	14	15
47. If yes to question 46, then do you go steady with one girl? or do you have one special boy-friend or girl-friend?			
0. No answer	0.	6	6
1. No	1.	55	59
2. Yes	2.	33	35

<u>Frequency</u>	<u>Percentage</u>
10	11
10	11
46	49
17	18
5	5
6	6
--	--

0. No answer
1. Center
2. Close to center
3. Outer circle
4. Periphery
5. Outside
6. I don't care

48. Suppose the circle below represented the activities that go on here at school. How far out from the center of things are you? (The center of the circle represents the center of things in school. Place a check where you are)

10	11
36	38
46	49
--	--
--	--
--	--
2	2

0. No answer
1. Center
2. Close to center
3. Outer circle
4. Periphery
5. Outside
6. I don't care

49. Now, in the circle below, place a check where you would like to be.

Frequency Percentage

50. If a girl or boy came here to school and wanted to get in with the leading crowd, what boys and girls should he get to be friends with? Describe these boys or girls.

0. No answer
1. Cool/popular
2. Nice
3. Snobby
4. Intelligent/good student.
5. JAPS
6. Show offs
7. Happy
8. Ones that don't fight
9. Athletic types

5
29
29
7
4
8
2
1
6
3

5
31
31
7
4
9
2
1
6
3

51. Would you say you are a part of the leading crowd in this school?

1. Yes
2. No

72
22

77
23

52. If you are not part of the leading crowd in this school, would you like to be part of the leading crowd?

0. No answer
1. No
2. Yes, I would like very much
3. I don't care

73
2
7
12

78
2
7
13

53. How good on the average are your grades?

1. In the top quarter of my class
2. In the second quarter of my class
3. In the third quarter of my class
4. In the lowest quarter of my class

22
32
30
10

23
34
32
11

	<u>Frequency</u>	<u>Percentage</u>
54. Are you		
1. An only child.	4	4
2. The oldest child in your family	42	45
3. The youngest child in your family	32	34
4. Between, the youngest and oldest	16	17
55. Where were you born?		
1. In this city	80	85
2. Outside this city but in Quebec	--	--
3. Outside this province but in Canada	1	1
4. Outside of Canada	13	14
56. If you were born in another country, indicate the number of years you have lived in Canada.		
0. No answer	6	6
1. Less than one year	--	--
2. one or two years	--	--
3. three or four years	6	6
4. five or six years	2	2
5. seven or more years	5	5
6. I was born in Canada	75	80
57. List the languages you speak well.		
<u>Number of Languages</u>		
1. 1	7	7
2. 2	41	44
3. 3	40	43
4. 4	6	6

		<u>Frequency</u>	<u>Percentage</u>
58. Where was your father born?			
1. In this city		63	67
2. Outside this city but in Quebec		--	--
3. Outside this province but in Canada		3	3
4. Outside of Canada		28	30
59. Where was your mother born?			
1. In this city		67	71
2. Outside this city but in Quebec		1	1
3. Outside this province but in Canada		2	2
4. Outside of Canada		24	26
60. How much formal education did your father have?			
1. Some grade school		--	--
2. Finished grade school		--	--
3. Some high school		--	--
4. Finished high school		26	28
5. Some college		15	16
6. Finished college		27	29
7. Attended graduate school or professional school or college		19	20
8. Don't know		7	7
61. How much formal education did your mother have?			
1. Some grade school		--	--
2. Finished grade school		--	--
3. Some high school		--	--
4. Finished high school		22	23
5. Some college		21	22
6. Finished college		35	37
7. Attended graduate school or professional school or college		3	3
8. Don't know		13	14

Frequency Percentage

62. What is your father's occupation?

1. Professional - lawyer, doctor
2. Big business/real estate
3. Small business
4. Ph.D. types - prof.
5. Teacher/nurse
6. Executive-accountant
7. Skilled
8. Unskilled
9. Other - artist, musician

11 12
10 11
25 27
10 11
2 2
23 24
5 5
-- --
8 9

63. What is your mother's occupation?

1. Professional - lawyer, doctor
2. Big business/real estate
3. Housewife
4. Ph.D. types - prof.
5. Teacher/nurse
6. Executive-accountant
7. Skilled
8. Unskilled
9. Other - artist, musician

5 5
1 1
69 73
-- --
12 13
1 1
5 5
-- --
1 1

64. Are your parents living?

1. Both living
2. Only mother living
3. Only father living
4. Neither living

65. Does your mother have a job outside the home?

1. No
2. Yes, full time
3. Yes, part time

65 69
12 13
17 18

Frequency Percentage

66. Are your parents divorced or separated?

1. No
2. Yes

84 89
10 11

67. Do you live with...

1. Mother and father
2. Mother and stepfather
3. Father and stepmother
4. Mother only
5. Father only
6. Other

84 89
8 9
-- --
2 2
-- --
-- --

68. What is your religious preference?

1. Protestant
2. Roman Catholic
3. Jewish
4. Other

15 16
-- --
79 84
-- --

69. How often do you attend religious services?

1. Every week
2. one to three times a month
3. less than once a month
4. Never

8 9
13 14
70 74
3 3

70. How many brothers and sisters do you have? (Circle the number)

1. 0
2. 1
3. 2
4. 3

4 4
38 40
40 43
12 13

71. Do you have any brothers or sisters going to university or other post secondary school?

0. No answer
1. Yes, older brothers
2. Yes, both older brothers and sisters
3. No
4. No, I have no older brothers and sisters

1 1
33 35
8 9
35 37
17 18

Frequency Percentage

72. During this school year,
how much do you work each
week outside the home?

1. Not at all
2. Less than 5 hours
3. 5 to 9 hours
4. 10 to 19 hours
5. 20 or more hours

62	66
21	22
9	10
1	1
1	1

73. Estimate the number of
books in your home.

1. None or few
2. One bookcase full
3. Two bookcases full
4. A room full - a library
5. Other - 3/4 bookcases

--	--
5	5
16	17
48	51
25	27

74. My family's total yearly
income is approximately:

1. Under \$2,500
2. 2,500-\$5,000
3. 5,001-10,000
4. 10,001-15,000
5. 15,001 plus
6. I don't know

--	--
--	--
--	--
--	--
24	26
70	74

75. How often do your parents
attend P.T.A. meetings?

0. No answer
1. They do not belong
2. Regularly
3. Occasionally
4. Seldom or never

4	4
19	20
2	2
42	45
27	29

76. Suppose you had a chance
to go to a party with the
boy or girl who is the best
student in the class, or the
best looking girl or boy in
class. Which one would you
prefer to go with?

1. Best student
2. Best looking

1	1
93	99

		<u>Frequency</u>	<u>Percentage</u>
77.	If you could be remembered here at school for one of the three things below, which one would you want it to be?		
	1. Brilliant student	17	18
	2. Athletic star	29	31
	3. Most popular student	48	51
78.	My time in the school has been (Check only one answer)		
	0. No answer	1	1
	1. Filled with fun and excitement	25	27
	2. Interesting and filled with hard work	41	44
	3. Fairly pleasant	22	23
	4. Somewhat dull	5	5
	5. Unhappy	--	--
79.	Check the category which comes closest to your feeling about yourself.		
	1. I don't like myself the way I am: I'd like to change	--	--
	2. There are many things I'd like to change, but not completely	1	1
	3. I would like to stay very much the same; there is very little I would change	93	99
80.	When you have to decide between yourself and the group		
	1. I always go along with the group	7	7
	2. I usually go along with the group	46	49
	3. I usually decide for myself	39	41
	4. I always decide for myself	2	2

Frequency Percentage

81. In general, do you think the students in this school get a square deal from the teachers and principal?

1. Yes
2. No

91 97
3 3

82. How important is it to you personally, and how important is it to other students in this school, to get good grades?

To You Personally

1. Extremely important
2. Important
3. Not important

28 30
66 70
-- --

To Other Students

1. Extremely important
2. Important
3. Not important

2 2
85 90
7 7

- 165 -

83. How satisfying is it to you personally, and how satisfying is it to other students in this school, to work hard on studies?

To You Personally

1. Extremely important
2. Satisfying
3. Not satisfying
4. Unpleasant

23 24
64 68
6 6
1 1

To Other Students

1. Extremely important
2. Satisfying
3. Not satisfying
4. Unpleasant

7 7
68 72
13 14
6 6

		<u>Frequency</u>	<u>Percentage</u>
84. How much do you personally admire students who are very bright in school, and how much do other students in this school admire students who are very bright?	<u>To You Personally</u>		
	1. Admire brightness very much	61	65
	2. Admire brightness a little	27	29
	3. Don't admire it at all	6	6
	<u>To Other Students</u>		
	1. Admire brightness very much	23	24
	2. Admire brightness a little	44	47
	3. Don't admire it at all	27	29
85. Which of the items below fit most of the teachers in this school?			
	1. Friendly	63	67
	2. Too strict	7	7
	3. Too easy with school work	--	--
	4. Understand problems of students	6	6
	5. Not interested in students	2	2
	6. Bored with their job	--	--
	7. Willing to help out in activities	10	11
	8. Other/What? Some nice/some mean	6	6
86. Which one honor or achievement would you most like to win in	<u>Elementary School</u>		
	0. No answer	37	39
	1. Popular	47	50
	2. Math award	2	2
	3. Scholarship	--	--
	4. Athletics	8	9
	<u>High School</u>		
	0. No answer	37	39
	1. Popular	29	31
	2. Math award	5	5
	3. Scholarship	6	6
	4. Athletics	17	18

Frequency Percentage

87. The best teachers in this school are:

1. English teachers
2. Foreign language teachers
3. Social studies teachers
4. Math and Science teachers
5. Art and music teachers
6. The teachers are about the same in all subjects
7. Other - family life

21	22
10	11
14	15
5	5
6	6
33	35
5	5

88. Bill and Ellen were doing very well in geography class, because their hobby was stamp collection. One day the geography teacher asked them if they would act as the assistants in the class. Bill and Ellen did not know whether this was an honor to be proud of or whether they would be the "teacher's pets". How would you feel - that it would be something to be proud of, or wouldn't it matter?

1. Something to be proud of
2. Something I wouldn't care for
3. I would have mixed feelings

62	66
12	13
20	21

89. Suppose you decided to agree to be the assistant in geography. What would your friends think when they found out about it?

1. They would envy me and look up to me
2. They would kid me about it, but would still envy me
3. They would look down on me
4. They would not care one way or another

12	13
43	46
--	--
39	41

Frequency Percentage

90. Among the items below, what does it take to get to be important and looked up to by the other students here at school? (Rank from 1 through 6 from the most important to the least important.)

1. Coming from the right family

1	1
2	14
3	1
4	7
5	19
6	57

2. Leader in activities

1	31
2	33
3	14
4	7
5	13
6	2

3. Having nice clothes

1	2
2	13
3	31
4	28
5	14
6	13

4. High grades, honor roll

1	12
2	3
3	34
4	30
5	20
6	1

	<u>Frequency</u>	<u>Percentage</u>
90. Continued		
5. Being an athletic star or excellent in sports		
1	46	49
2	20	21
3	16	17
4	2	2
5	4	4
6	6	6
6. Knowing a great deal about intellectual and school subject matters		
1	7	7
2	15	16
3	4	4
4	22	23
5	27	29
6	19	20
91. Do you smoke?		
1. Yes, regularly	6	6
2. Yes, occasionally	24	26
3. No	64	68
92. Do you drink beer?		
1. Yes, regularly	2	2
2. Yes, occasionally	17	18
3. No	75	80
93. Do you drink liquor?		
1. Yes, regularly	--	--
2. Yes, occasionally	40	43
3. No	54	57

Frequency

Percentage

94. Below is a list of TRUE-FALSE statements about schools: the characteristics of teachers and courses, activities of students, etc. The statements may or may not be characteristic of your school because schools differ from one another in many ways. You are to decide which statements are characteristic of your school and which are not, and your answers should tell us how things really are here. Circle T when the statement is generally or mostly True of your school, and circle F when it is generally or mostly False. Give only one response to each item.

PLEASE DO NOT OMIT ANY ITEMS:

- a. The student newspaper or magazine often carries short stories and poems by students.
 0. No answer
 1. T
 2. F
- b. Many teachers here stress the practical uses of their subjects in helping students to get a good job.
 1. T
 2. F
- c. Students seldom get together in their own time to talk about things they have learned in class...
 1. T
 2. F

1	1
77	82
16	17
45	48
49	52
38	40
56	60

Frequency Percentage

94. Continued.

d.	If a student thinks out a report carefully teachers will give him a good grade, even if they don't agree with him.	1. T. 2. F.	75 19	80 20
e.	It takes more than memorizing what's in the textbook to get an "A" in courses here.	0. No answer 1. T 2. F	5 64 25	5 68 27
f.	Many classes here are boring.	1. T 2. F	49 45	52 48
g.	Students here value individualism; that is, being different from others.	0. No answer 1. T 2. F	1 24 69	1 26 73
h.	It is difficult to take clear and usable notes in most classes here.	1. T 2. F	9 85	10 90
i.	Clear and careful thinking are most important in getting a good grade on reports, papers, discussions, and tests.	1. T 2. F	86 8	91 9

Frequency Percentage

94. Continued.

j.	Personality, pull, and bluff get students through some courses here.	1. T 2. F	24 70	26 74
k.	Students having trouble with their courses find it difficult to get help from teachers.	1. T 2. F	20 74	20 79
l.	This school doesn't offer many opportunities for students to get to know important works of art, music and drama.	1. T 2. F	64 30	68 32
m.	Classes in history, literature, and art are among the best liked here.	1. T 2. F	33 61	35 65
n.	Many teachers here are more interested in practical applications of what they are teaching than in the underlying theory.	1. T 2. F	54 38	57 40
o.	There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.	0. No answer 1. T 2. F	1 59 34	1 63 36

Frequency Percentage

94. Continued.

p. Teachers require that students work at home on problems which they cannot solve in class.	1. T 2. F	75 19	80 20
q. Science labs here have poor equipment.	0. No answer 1. T 2. F	7 46 41	7 49 44
r. Teachers here often encourage students to consider careers in areas related to the subjects they are teaching.	0. No answer 1. T 2. F	1 17 76	1 18 81
s. Few students try hard to get on the honor roll.	0. No answer 1. T 2. F	1 49 44	1 52 47
t. Teachers clearly explain what students can get out of their classes and why it is important.	1. T 2. F	69 25	73 27
u. Teachers do nothing more than repeat what's in the text-book in many classes here.	1. T 2. F	41 53	44 56
v. Many students here want to take more courses in science than are required.	1. T 2. F	10 84	11 89

		<u>Frequency</u>	<u>Percentage</u>
94. Continued.			
w. Teachers here often make cutting or sarcastic remarks to students in class.	1. T 2. F	40 54	43 57
x. Students here are not encouraged to take courses in areas such as art, music, or dramatics.	1. T 2. F	46 48	49 51
y. Very few students here ever listen to classical music.	1. T 2. F	76 18	81 19
z. Most students here don't do much reading.	1. T 2. F	29 65	31 69
aa. At this school students are seldom encouraged to undertake independent projects.	1. T 2. F	20 74	21 79
bb. Science teachers here expect and get more work out of students than do other teachers.	1. T 2. F	30 64	32 68
cc. There is not much emphasis by teachers here on preparing for college.	1. T 2. F	30 64	32 68

Frequency Percentage

94. Continued.

dd. Many students here are planning careers in science.	0. No answer	1	1
	1. T	48	51
	2. F	45	48
ee. Outside of class most teachers find time to chat with students.	0. No answer	1	1
	1. T	70	74
	2. F	23	24
ff. Teachers here go out of their way to try to liberate the student from his prejudices and biases.	1. T	70	74
	2. F	24	26
gg. A student who is interested in art or music is likely to be regarded as a little odd by other students.	1. T	6	6
	2. F	88	94
hh. Many of the students here don't do much except go to classes and study.	1. T	23	25
	2. F	71	76
ii. Some of the teachers treat questions in class as if the students were criticizing them personally.	1. T	23	24
	2. F	71	76
jj. The guidance counsellors here most often recommend majoring in science in college.	0. No answer	12	13
	1. T	23	24
	2. F	59	63

Frequency Percentage

94. Continued.

kk. Teachers here encourage students to value knowledge for its own sake, rather than just for credits.	1. T	90	96
	2. F	4	4
ll. There is not much interest in science clubs among students here.	0. No answer	2	2
	1. T	79	84
	2. F	13	14
mm. The teachers here really talk with the students, not just at them.	1. T	63	67
	2. F	31	33
nn. Student discussions on national and international news are encouraged in class.	1. T	76	81
	2. F	18	19
oo. Very few students here would be interested in a field trip to an art museum.	1. T	40	43
	2. F	54	57
pp. There is a lot of competition for grades here.	1. T	75	80
	2. F	19	20
qq. In this school teachers do not adjust assignments and projects to the individual student's interests.	1. T	39	41
	2. F	55	59

Frequency Percentage

94. Continued.

rr. The teachers here encourage the students to take as many science courses as possible.

0. No answer
1. T
2. F
Frequency: 1, 10, 83
Percentage: 1, 11, 88

ss. Teachers here are really skillful at getting students to work to the limit of their ability.

1. T
2. F
Frequency: 51, 43
Percentage: 54, 46

tt. Students here tend to like science courses more than other courses.

0. No answer
1. T
2. F
Frequency: 1, 17, 76
Percentage: 1, 18, 81

uu. It doesn't matter who you are, at this school you are expected to be mature enough to handle your own problems.

1. T
2. F
Frequency: 54, 40
Percentage: 59, 43

vv. Teachers frequently urge students to consider the influence of history on current events.

1. T
2. F
Frequency: 56, 35
Percentage: 62, 38

ww. Students here are very much aware of the competition to get into college.

1. T
2. F
Frequency: 61, 29
Percentage: 67, 32

		<u>Frequency</u>	<u>Percentage</u>
94. Continued.			
xx. Most students here dress and act pretty much alike.	1. T 2. F	81 10	89 11
yy. When students get together they seldom talk about scientific topics.	1. T 2. F	77 13	85 14
zz. Teachers here often present more material than the students can handle.	1. T 2. F	31 60	34 66
aaa. A lot of students here are content just to get by.	1. T 2. F	51 39	56 43
bbb. The school library has a poor collection of science books and magazines.	1. T 2. F	27 60	30 66
95. Do you agree or disagree that:			
1. I am often not able to keep up with the rest:	1. Agree 2. Disagree	8 86	9 91
2. There are a few students who control things in this school, and the rest of us are out in the cold.	1. Agree 2. Disagree	57 37	61 39

		<u>Frequency</u>	<u>Percentage</u>
95. Continued.			
3. I am not doing so well at school.	1. T 2. F	12 82	13 87
4. If students want to be part of the leading crowd around here, they sometimes have to go against their principles.	1. T 2. F	75 19	80 20
5. If I could trade, I would be someone different from myself.	1. T 2. F	6 88	6 94
96. Of the teachers of this school whom you know, how do you think most of them would rate you as a student?	1. A bright student 2. An average student 3. A poor student 4. A student who works hard 5. A student who doesn't work hard. 6. Other/How? a "quite bright" student	17 42 2 19 9 5	18 45 2 20 10 5
97. What does it take to get in with the leading crowd in this school?	1. Material things (fancy car, money, etc.) 2. To be popular 3. Good marks 4. Good in sports 5. Good reputation 6. Friendly 7. Be trusted by them	11 35 -- 24 12 2 1	12 38 -- 26 13 2 1

Frequency Percentage

98. Are you planning to finish high school?

1. Yes 91 97
2. No 3 3
3. Undecided -- --

99. Are you planning to go to college?

1. No, never 7 7
2. Yes, but not right after high school 13 14
3. Yes, as a full-time student right after high school 62 66
4. Yes, as a part-time student right after high school 2 2
5. Undecided 10 11

- 180 -

100. How does each of your parents feel about your decision with respect to college?

Father
1. Strongly encouraged me to go 88 94
2. Wants me to go but has not strongly encouraged me 6 6
3. Does not care one way or the other -- --
4. Parent is not living -- --

Mother
1. Strongly encouraged me to go 91 99
2. Wants me to go but has not strongly encouraged me 1 1
3. Does not care one way or the other -- --
4. Parent is not living -- --

Frequency

Percentage

101. To what extent have you discussed going to college with the teachers or guidance counselors in this school?

0. No answer 5
1. Not at all 48
2. Some 46
3. Quite a lot 1

With Guidance Counselors

0. No answer 6
1. Not at all 41
2. Some 48
3. Quite a lot 4

102. Now, suppose that a student in this school who had planned to go to college suddenly decided not to go. What do you think would be the reaction of most teachers in this school to the student's change of plans?

0. No answer 13
1. They would be very disappointed and would strongly encourage the students to go to college 67
2. They would probably be disappointed but would not say anything to the student 14
3. They would not care whether or not the student attended college 4

103. Of the people your own age with whom you spend most of your free time, how many plan to go to college or are already going to college?

0. No answer 18
1. None 6
2. Few 4
3. Some 28
4. Most 38
5. All 40

Frequency Percentage

104. IF YOU ARE GOING TO COLLEGE OR ARE "UNDECIDED" CONTINUE TO ANSWER THIS QUESTION. IF YOU ARE NOT GOING TO COLLEGE SKIP TO QUESTION 120.

Check the highest level of education you expect to complete.		
0. No answer	19	20
1. Plan to attend a two year college	--	--
2. Plan to get a B.A. degree (4 years)(B.Sc.; B.Comm., etc.)	18	19
3. Plan to do one year of graduate study	1	1
4. Plan to obtain a professional degree (Medicine, Dentistry, Law)	31	33
5. Plan to obtain a Ph.D.	1	1
6. I have not made up my mind about my college plans	24	26

105. What are you planning to study in college?

00. No answer	28	30
01. Law	5	5
02. Health sciences	4	4
03. Medicine	11	12
04. Arts	12	13
05. Music	1	1
06. Psychology	14	15
07. Science	2	2
08. Physics	--	--
09. Business	4	4
10. Commerce	2	2
11. Undecided	7	7

Frequency Percentage

106. When did you make a decision on how much college training you expect to complete?

- 0. No answer
- 1. Before I entered high school
- 2. Since I entered high school
- 3. I have not yet decided how much college to complete

33 35
20 21
31 33
8 9

107. In thinking about how much college training you expect to complete, which of the categories of persons listed below have you talked to about it?

- 0. No answer
- 1. Parents
- 2. Brother or sister
- 3. Friends here in school
- 4. Friends or acquaintances attending college
- 5. Social studies teacher
- 6. Foreign language teacher
- 7. Mathematics or science teacher
- 8. English teacher
- 9. Other - more than one

34 36
45 48
-- --
3 3
-- --
-- --
-- --
-- --
12 13

108. Which one of the above persons encouraged you most to go on to college?

- 0. No answer
- 1. Parents
- 2. Brother or sister
- 3. Other - more than one

35 37
47 50
8 9
4 4

Frequency Percentage

109. Now, considering all the colleges in the country, if you could completely have your choice, what would be your ideal college?

0. No answer
1. Ivy League - Harvard, MIT
2. McGill
3. Concordia

47
7
31
5

50
17
33
5

110. Approximately what percentage of your college education do you expect that your family or relatives will pay for?

0. No answer
1. None
2. 25%
3. 50%
4. 75%
5. 100%

46
4
1
10
15
18

49
4
1
11
16
19

111. Approximately what percentage of your college education do you expect to pay from summer earnings and part-time jobs?

0. No answer
1. None
2. 25%
3. 50%
4. 75%
5. 100%

46
18
15
14
1
--

49
19
16
15
1
--

112. Students goint to college have different ideas about the main purposes of a college education. Some ideas on this topic are listed below. Rate them according to their importance to you by checking one of the three possible answers in each case:

1. Provide vocational training that is, develop skills which are directly applicable to your work.

0. No answer
1. High importance
2. Medium importance
3. Low importance

51
35
8
--

54
37
9
--

112. Continued.

		<u>Frequency</u>	<u>Percentage</u>
2. Help develop your abilities to get along with different kinds of people.	0. No answer	51	54
	1. High importance	31	33
	2. Medium importance	12	13
	3. Low importance	--	--
3. Help develop your knowledge and interests in community, national, and world problems.	0. No answer	51	54
	1. High importance	13	14
	2. Medium importance	30	32
	3. Low importance	--	--
4. Help develop your morals and values.	0. No answer	51	54
	1. High importance	13	14
	2. Medium importance	30	32
	3. Low importance	--	--
5. Prepare you for a happy marriage and family life.	0. No answer	51	54
	1. High importance	3	3
	2. Medium importance	31	33
	3. Low importance	9	10
6. Develop skills which will enable you to earn a high income.	0. No answer	51	54
	1. High importance	35	37
	2. Medium importance	4	4
	3. Low importance	4	4
7. Develop your understanding of the principles of science.	0. No answer	51	54
	1. High importance	7	7
	2. Medium importance	26	28
	3. Low importance	10	11

Frequency

Percentage

112. Continued.

8. Develop your understanding of the principles underlying human behavior.	0. No answer	51	54
	1. High importance	14	15
	2. Medium importance	24	26
	3. Low importance	5	5
9. Develop your understanding of such subjects as philosophy, art, literature, and music.	1. No answer	51	54
	2. High importance	1	1
	3. Medium importance	19	20
	4. Low importance	22	24
10. Provide social and athletic activities.	0. No answer	51	54
	1. High importance	31	33
	2. Medium importance	9	10
	3. Low importance	--	--
113. Which one of the above mentioned goals is of <u>most importance</u> to you?	00. No answer	51	54
	01. 1	10	11
	02. 2	7	7
	03. 3	--	--
	04. 4	--	--
	05. 5	1	1
	06. 6	19	20
	07. 7	--	--
	08. 8	6	6
	09. 9	--	--
	10. 10	--	--

		<u>Frequency</u>	<u>Percentage</u>
114.	What colleges have you applied to for admission?	0. No answer 1. CEGEP - Vanier, Dawson	57 61 36 39
115.	How many college scholarships have you applied for?	0. 0 1. 1	92 98 2 2
116.	Please indicate the source of your scholarships if any have been received.	0. No answer	94 100
117.	Did you take the College Entrance Examination Board Tests?	0. No answer 1. Yes 2. No	69 73 2 2 23 24
118.	What were the important considerations you had in mind when you were thinking about which college to attend?	0. No answer 1. Academic prestige 2. Acceptable marks 3. Ease of entry	52 55 35 37 4 4 3 3
119.	In what order would you prefer to have accomplished the things below when you complete college?		
	put 1 in front of the thing you would most like to have accomplished, a 2 in front of the thing second in importance to you, and a 3 in front of the least important.		
1.	Be a distinguished leader in campus activities.	0. No answer 1. 1 2. 2 3. 3	52 55 16 17 12 13 14 15

Frequency Percentage

119. Continued.

2. Complete a piece of significant research worthy of publication in a scholarly journal.	0. No answer	52	55
	1. 1	4	4
	2. 2	19	20
	3. 3	19	20
3. Maintain a straight "A" average over four years of college.	0. No answer	56	60
	1. 1	23	24
	2. 2	11	12
	3. 3	4	4

120. IF YOU ARE NOT PLANNING TO GO TO COLLEGE ANSWER QUESTIONS 120 TO 123. OTHERS GO TO QUESTION 124.

What is the most important reason for your decision not to go to college?	0. No answer	94	100
---	--------------	----	-----

121. What colleges have you applied to for admission? List the colleges on the lines below in order of your preference. For each college, check whether you have been admitted (ADM), rejected (REG), or do not yet know (DK).

	Number of Admitted	94	100
	0. No answer		
	Number of Rejected	94	100
	0. No answer		

122. How many college scholarships have you applied for? (Circle the number).

	0. No answer	94	100
--	--------------	----	-----

Percentage

Frequency

123. How many college scholarships have you received? ("Scholarship" is defined here as any financial grant to a high school student which does not involve repayment by the student.) (Circle the number you have received).

0. No answer

94

100

124. Please indicate the source of your scholarships. (Circle as many as apply).

0. No answer
1. I have received none

73

78

21

22

125. Did you take the College Entrance Examination Board Tests? (College Boards).

0. No answer
1. Yes
2. No

55

59

--

--

29

41

126. What were the important considerations you had in mind when you were thinking about which college to attend? (Check all the things that were important to you).

a. Low tuition costs and living expenses.

0. No answer
1. Yes
2. No

52

55

10

11

32

34

b. Closeness to home.

0. No answer
1. Yes
2. No

52

55

16

17

26

28

126. Continued.

		<u>Frequency</u>	<u>Percentage</u>
c. My parents' desires.	0. No answer	52	55
	1. Yes	24	26
	2. No	18	19
d. High educational standards.	0. No answer	52	54
	1. Yes	42	45
	2. No	--	--
e. Course of study offered.	0. No answer	52	55
	1. Yes	33	35
	2. No	9	10
f. Ease of getting a degree.	0. No answer.	52	55
	1. Yes	9	10
	2. No	33	35
g. Chances of getting a scholarship.	0. No answer	52	55
	1. Yes	4	4
	2. No	38	40
h. Religious character of the school.	0. No answer	52	55
	1. Yes	--	--
	2. No	42	45
i. Chances of getting admitted.	0. No answer	52	55
	1. Yes	38	40
	2. No	4	4
j. Friends or acquaintances I knew who went to it.	0. No answer	52	55
	1. Yes	42	45
	2. No	--	--

Frequency Percentage

126. Continued.

k. Attractiveness of extra-curricular activities.	0. No answer	52	55
	1. Yes	29	31
	2. No	13	14
l. Members of my family or other relatives who went to it.	0. No answer	52	55
	1. Yes	5	5
	2. No	37	39
m. Small size of student body.	0. No answer	52	55
	1. Yes	42	45
	2. No		
n. Opportunities for part-time work.	0. No answer	52	55
	1. Yes	4	4
	2. No	38	40
o. Other	0. No answer	90	96
	1. Other	4	4
127. Which one of the above was most important to you? (Circle the letter corresponding to the consideration which was most important to you.)	00. No answer	90	96
	01. a	--	--
	02. b	2	2
	03. c	--	--
	04. d	2	2
	05. e	--	--
	06. f	--	--
	07. g	--	--
	08. h	--	--
	09. i	--	--
	10. j	--	--
	11. k	--	--

	<u>Frequency</u>	<u>Percentage</u>
12. l	--	--
13. m	--	--
14. n	--	--
15. o	--	--

127. Continued.

128. During the time you are going to college, about how much time do you expect to work per week at a paying job?	0. No answer	53	56
	1. None	24	26
	2. Less than 20 hours per week	17	18
	3. 20 hours or more per week	--	--

129. In what order would you prefer to have accomplished the things below when you complete college? (Put a 1 in front of the thing you would most like to have accomplished, a 2 in front of the thing second in importance to you, and a 3 in front of the least important.)

a. Be a distinguished leader in campus activities.	0. No answer	53	56
	1. 1	13	14
	2. 2	8	9
	3. 3	20	21
b. Complete a piece of significant research worthy of publication in a scholarly journal.	0. No answer	53	56
	1. 1	1	1
	2. 2	19	20
	3. 3	21	22

129. Continued.

c. Maintain a straight "A" average over four years of college.

	Frequency	Percentage
0. No answer	53	56
1. 1	24	26
2. 2	11	12
3. 3	5	5

IF YOU ARE NOT PLANNING TO GO TO COLLEGE, ANSWER QUESTIONS 130 THROUGH 139. OTHERS SKIP TO QUESTION 140.

130. Check the important reasons why you are not going to college. (Check as many as apply).

	Frequency	Percentage
0. No answer	94	100
1. I can't afford it	--	--
2. I decided to get married	--	--
3. I don't need a college education for my intended occupation	--	--
4. I decided to enter a noncollege, training course	--	--
5. My grades aren't high enough	--	--
6. I couldn't get admitted to the college I wanted to attend	--	--
7. My school wouldn't give me a good recommendation	--	--
8. I prefer to work rather than take time out for college	--	--
9. Most of my friends are not going to college	--	--

Percentage

Frequency

130. Continued.

10. My parents haven't encouraged me to go. --
11. Other --

131. Suppose you were to change your mind and decide that you would like to go to college. How would your family react to this? (Check one)

0. answer 94 100
1. They would be happy and encourage me --
2. They would think I was doing the wrong thing and would discourage me. --
3. They wouldn't care one way or the other. --

131. The BEST way to get ahead in life is to: (Check only one)

0. No answer 52 55
1. Work hard 2 2
2. Have a pleasant personality and be likeable --
3. Know the right people 13 14
4. Save your money --
5. Get a college education 26 28
6. Be a person with a special talent such as an actor, good athlete, or singer 1 1

132. Rank the following five occupations in terms of their desirability for you. (Rank from 1 through 5 - 1 is most desirable, 5 is least desirable.)

132. Continued.

		<u>Frequency</u>	<u>Percentage</u>
a. Scientist	0. No answer	53	56
	1. 1	1	1
	2. 2	1	1
	3. 3	11	12
	4. 4	14	15
	5. 5	14	15
b. Business executive in a large corporation	0. No answer	53	56
	1. 1	3	3
	2. 2	11	12
	3. 3	6	6
	4. 4	3	3
	5. 5	18	19
c. Physician	0. No answer	53	56
	1. 1	23	24
	2. 2	15	16
	3. 3	2	2
	4. 4	1	1
	5. 5	--	--
d. College professor	0. No answer	53	56
	1. 1	14	15
	2. 2	8	9
	3. 3	8	9
	4. 4	10	11
	5. 5	1	1
e. Chemical engineer	0. No answer	53	56
	1. 1	--	--
	2. 2	6	6
	3. 3	14	15
	4. 4	11	12
	5. 5	10	11

		Frequency	Percentage
133.	Among the possibilities listed below, which one would you most prefer in a job? (Check only one)		
	0. No answer	52	55
	1. High income	26	28
	2. No danger of being fired	--	--
	3. Short working hours and lots of free time	--	--
	4. Chances for advancement	2	2
	5. The work is important and gives a feeling of accomplishment	14	15
134.	How do you feel about leaving home when you finish school? (Check one)		
	0. No answer	51	54
	1. Look forward to it eagerly	2	2
	2. I have mixed feelings about it	40	43
	3. I don't want it to happen	1	1
135.	Is it easier or harder for you to get along with your parents now than it was two or three years ago?		
a.	0. No answer	51	54
	1. Much easier	--	--
	2. Somewhat easier	13	14
	3. Somewhat harder	8	9
	4. Much harder	1	1
	5. No change	21	22
135.	Some young people think their parents are somewhat old fashioned or out of step in their ways of looking at things. Are your parents like this? (Check one)		
b.	0. No answer	51	54
	1. Almost always	--	--
	2. Quite often	1	1
	3. Once in a while	42	45
	4. Never	--	--

Frequency Percentage

136. Have you done any of the following since you have been in school?
(Check as many as apply)

a. Represented your school in a sport or athletic contest.	0. No answer 1. Yes 2. No	52 27 15	55 29 16
b. Been arrested.	0. No answer 1. Yes 2. No	52 -- 42	55 -- 45
c. Had a part in a school play or program.	0. No answer 1. Yes 2. No	52 16 26	55 17 28
d. Sent to juvenile court.	0. No answer 1. Yes 2. No	52 -- 42	55 -- 45
e. Cut school.	0. No answer 1. Yes 2. No	52 40 2	55 43 2
f. Helped a teacher after school	0. No answer 1. Yes 2. No	52 29 13	55 31 14
g. Destroyed or defaced school property.	0. No answer 1. Yes 2. No	52 -- 42	55 -- 45
h. Been elected to some office by the students in school.	0. No answer 1. Yes 2. No	52 26 16	55 28 17

Frequency Percentage

136. Continued.

i. Run around with kids who get into trouble with the law.

0. No answer
1. Yes
2. No

52 55
2 2
40 43

137. How would you rate the guidance and counseling program in this school?

0. No answer
1. Outstanding
2. Excellent
3. Fair
4. Poor

52 55
-- --
-- --
42 45
-- --

Now, for each of the topics listed below, indicate whether you would rather discuss the topic with a teacher at this school, a guidance counselor at this school, your parents, or your friends. (Check one person for each topic.)

138. Planning your high school program.

0. No answer
1. Teacher
2. Counselor
3. Parents
4. Friends

51 54
1 1
1 1
37 9
4 4

139. School grades.

0. No answer
1. Teacher
2. Counselor
3. Parents
4. Friends

51 54
2 2
-- --
8 9
33 35

140. Personal problems.

0. No answer
1. Teacher
2. Counselor
3. Parents
4. Friends

51 54
-- --
-- --
4 4
38 40

141. Career plans.

- 0. No answer
- 1. Teacher
- 2. Counselor
- 3. Parents
- 4. Friends

<u>Frequency</u>	<u>Percentage</u>
52	55
--	--
5	5
36	38
1	1

142. Attending college.

- 0. No answer
- 1. Teacher
- 2. Counselor
- 3. Parents
- 4. Friends

52	55
--	--
--	--
42	45
--	--