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AN INVESTIGATION OF THE STATED INTERESTS OF STUDENTS
OF THE PREPARATORY SCHOOL OF THE
INTERNATIONAL COLLEGE

By

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ABSTRACT

This thesis is an investigation of the stated interests of the students of the Preparatory School of the International College of Beirut. Its main aim is to obtain information concerning the student interests and to suggest the implications of the findings for the improvement of the curriculum.

Teachers and educators strive hard to create a good learning situation that helps the child to achieve the best he can from the high school curriculum. In order to benefit much from the educational program the child needs to feel its important values. High school children are unable to obtain the full value of their schools' curriculum if they were not made interested in it. Teachers face the problem of finding the best means to motivate the students to learn and to seek knowledge.

The new trend in the psychology of education is to discover student interests which will contribute to the improvement of the good curriculum. Recent studies support the fact that finding out the interests of high school students is the first and basic step toward the improvement of our high school program.

The instrument used in this study is the Interest Finder which was devised by Jersild and Tasch. It was used by Jersild and Tasch in "Children's Interests", and by Sarhan in "Interest and Culture".

The results of both studies are compared with the results from the International College.

The sample of the study consists of one division out of each class of the six secondary classes in the Preparatory School. These divisions, chosen at random, make a total of one hundred and **sixty-eight** students. The age of the children studied ranges between 12-18 years.

The questionnaire was translated into Arabic for the younger children. The older children answered the questionnaire in English.

In analyzing the data of this study the categories devised by Jersild were applied. Children were divided into two groups according to age and grades.

A description of the Preparatory School is given in an attempt to provide better understanding of the results.

The important findings of this study are listed as follows:

First, there is a decline with age in educational interests. As the student grows in age and advances in grades he loses interests in school and related things. This decline with age in interest in education is noted in the results of all three groups, namely the American, the International College and the Egyptian.

Second, academic areas are mentioned frequently when children expressed "what they like best in school". Children in the three groups mentioned subject matter more frequently in relation to in-school items than to out-of-school items.

Third, there is a great increase with age in interests in

self improvement, vocational placement and educational opportunity. This interest in self-improvement was expressed by children in all three groups.

Fourth, high school students frequently mention people in their responses. A larger percentage of the International College students than the American or Egyptian mentioned negative attitudes toward people.

Fifth, sports and games were mentioned frequently and a decline with age is noticed. A greater decline with age is shown in mentioning recreational activities by International College students than by Egyptians or Americans.

Sixth, references to social activities increase with age. A larger percentage of the Egyptian than the Americans or International College students expressed negative interest toward recreational and social activities.

The findings of the thesis lead to two recommendations.

First, there should be a re-examination of the Preparatory School curriculum to improve it from the point of view of student interest.

Second, a vocational guidance service to help the student choose the right vocation should be established.

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CHAPTER I

INTRODUCTION

A. Purpose of the Present Study

One of the major concerns of teachers and educators is how to create a learning situation which causes maximum achievement.

The most serious problem that confronts teachers is the question of how to motivate the students and stimulate them to work hard. Motivating the students to work studiously and learn effectively is rather impossible unless students' interests are discovered.

The importance of children's interests to education was not recognized by early educators. The old concept of education was to fill the head of the child with information well-condensed and logically arranged, regardless of whether or not such information was interesting and satisfying to the learner. The main concern of educators was to produce the well-trained and efficient person.

In recent years persons planning the curriculum have shown greater emphasis upon students' interests. Many studies stress the importance of discovering these interests in order to be able to create a good learning situation. This learning situation which takes into consideration the interests of the students diminishes most of the disciplinary problems that occur in the classroom.

The following study deals with the Preparatory School of the International College. It is an attempt to investigate the interests

of the students of this college in and out of school.

The study is concerned with the students' interests, dislikes and likes. Its main aim is to obtain information concerning the students' interests and how to make good use of them in improving the curriculum of the Preparatory School.

B. Procedure

In conducting the study about students' interests, a review of the literature will try to bring out relationship of interests to the curriculum with particular attention to special investigations conducted by Jersild and Sarhan.

Jersild's Interest Finder was used in this study to identify the students' interests in the Preparatory School.

The "Springfield Interest Study" was conducted by Arthur Jersild and Ruth Tasch. The purpose of the study was to understand the nature of children's interests and the use to which they can be put in the classroom.

The authors felt that to be able to explore the children's interests, it is advisable to give children simple and open-ended items so that they can be free to answer these items in their own way. The study about "Children's Interests and What They Suggest for Education", does not give a clinical analysis of the motives underlying the children's expressions. It is a survey of children's expressed wishes, likes, dislikes and interests.

Sarhan's "Interest and Culture" is a comparative study of

interests, concerns, wishes, likes, dislikes and happiest day of Egyptian children. This study looks for evidence which suggests the extent to which the expressed interests are influenced by various cultural and environmental factors. Will the children living in Egypt under certain conditions that differ from those in the United States express the same kinds of interests?

Since one of the aims of Sarhan's study is to make a comparison between the expressed interests of American and Egyptian children, the instrument that was used is the Interest Finder, the same instrument that was used by Jersild in "Children's Interests."

The sample of the present study in the Preparatory School of the International College consists of one division out of each of the six secondary classes.

There is, in the study, a description of the International College Preparatory School, which includes historical background, philosophy of education, courses and activities.

A study of the relationship between the findings concerning interests and those concerning the curriculum will be carried out in the attempt to discover how much the curriculum satisfies the interests expressed.

A comparison is made between the findings of this study and two other studies: Jersild's "Springfield Interest Study" and Sarhan's "Interest and Culture". The purpose of this comparison is to find out some of the similarities and differences between the American and the Egyptian study on one hand, and the Preparatory School study on the

other hand.

C. Limitations

Investigation of interests is not a simple process. This will be a preliminary study of interests which is limited to one sex and one school.

This study proposes that interests of students if recognized as an important factor in the planning of the curriculum, insure the possibility of ^a good learning situation and cause disciplinary problems in the school to diminish.

CHAPTER II

THE ROLE OF INTERESTS

A. Place of Interests in Education

Definition of interest. Interest is a state of sustained curiosity, concern, or feeling for something which leads to purposeful activity that is of apparent and immediate worth to the individual. Evidences of the presence of an interest are attention, feeling, and concern for the stimulus, mental excitement, activity, persistent effort to overcome obstacles, and accompanying pleasure and satisfaction.¹

Interest is also an acquired motive which drives the individual to act in accordance with that interest. What interests the individual will acquire depend to a large extent upon his environment. It is the environment that offers the child the opportunity to develop certain interests and cut him off from the opportunities to develop other interests, which might prove to be satisfying to him. As the environment of the child broadens to include his school, his neighborhood, and his community, new opportunities are opened for him to acquire other interests. The child's interests are also influenced by his level of intelligence, sex, social and socio-economic status and

¹Thomas H. Briggs, *et. al.*, Secondary Education, New York, Macmillan Company, 1950, p. 88.

special abilities or disabilities which he may happen to have.²

The experiencing of successful achievement leads the child to seek a repetition of the satisfaction derived and arouses the expectation of similar results from related experiences. Mastery of a physical skill results in an attempt to master other physical skills, successful achievement along the given line of endeavor leads to attempts at further accomplishments in the same or related fields of learning. Thus, the development of an interest has its origin in successful adjustment to a situation and results in the desire to obtain similar satisfaction from similar situations. Interests though resulting from individual successful experiences, tend to expand progressively and to become the basis for still more and varied related experiences. Since the development of interests in a field of learning depends upon the opportunities for satisfying experiences in that field, it follows that in the absence of such opportunities the individual has no basis for becoming interested or for developing desired behavior patterns in that experience area.³ "

→ The Measurement of Interests. There have been many attempts using various procedures in the assessment of interest, but with perplexing outcomes. While one group of researchers finds unreliability and instability of interests in adolescence, showing application of interest tests impractical for predictive purposes; the other group

²Elizabeth B. Hurlock, Child Development, New York, McGraw-Hill Book Company, Inc., 1950, p. 471.

³Henry Beaumont, et. al., Psychological Factors in Education, New York, McGraw-Hill Book Company, Inc., 1949, pp. 88-91.

maintains that interest measures are reliable and also useful for some practical reasons.⁴

Generally speaking, the measurement of interests takes four different forms in accordance with the methods that have been applied in their assessment. These types consist of; expressed interests, manifest interests, inventoried interests and tested interests.⁵

Expressed interests are stated preferences. For example, an individual might express his interests in selecting a vocational career, or in making a stamp collection.⁶

Manifest interests are expressions translated into action through participation in activities. A girl may manifest her interests in music by joining the music club.

Inventoried interests are estimates of interests based on responses to a large number of questions concerning likes and dislikes, or concerning the order of preference for groups of activities. These responses are then summarized by statistical methods which yield a score for each of a number of occupations or types of activity widely used. Inventoried interests are used in the following areas; they help the individual assessing his own interests, they help in educational guidance, they are useful to the counselor to help the students choose the right occupation and the teachers depend on them as a means to

⁴Donald E. Super, The Psychology of Careers, U.S.A., Harper and Brothers, 1957, p. 218.

⁵Ibid., p. 219.

⁶Ibid., p. 219.

motivate students.⁷

Tested interests are nothing more than controlled measures of interests.

*Development of Interests. Interests are of vital importance to education. A real abiding interest can be employed in making the material of the school significant for the child. This can be done by studying carefully the life interests of children and providing in the schoolroom some opportunities for the expression of interests.⁸

Much has been done in recent years to catch and hold the interest of children in their school and in their subjects of instruction. Many educators have come to the conclusion that to send a child out from school heartily disliking any subject matter, so that he feels that never again will he look at a book is a crime. Attempts are made to study the life situations, especially those which affect the growing boy, then to bring into the classroom those which can be legitimately used without cheapening the educational process. When the child is provided with the right educational program he will have the chance to cultivate and develop his interests under the guidance and direction of the school.⁹

} Education should be interested, } then, not merely in the intelligent evaluation of the mores in terms of societal welfare, but also in the means of modifying them, of adopting the good ones so

⁷Ibid.

⁸A.M. Jordan, Educational Psychology, New York, Holt and Company, 1948, p. 58.

⁹Ibid., p. 155.

that they will more effectively satisfy human needs and furthermore in building up an emotionalized attitude of respect for those that are good.¹⁰

As civilization has extended for nearly all people the amount of leisure ~~time~~ at their disposal, the question of what they will do with it is of great importance. There is little advantage in having more leisure if it cannot be enjoyed. "The whole end and object of education", said Aristotle, "is the right use of leisure". Even if this statement is extreme, the truth in it emphasizes the importance of developing in all youth interests that enable them, ~~to~~ to enjoy and not be bored by the leisure that they have. To some degree, of course, the kind and extent of the child's interests are determined by nature. But obviously it is possible for education to multiply the number and to increase the variety.¹¹

Interests are important both as ends and as means. Education has been concerned with them as means. Dewey in his "Interest and Effort in Education" has presented a philosophic study of great influence. He shows that intrinsic interest causes activity that is abundant in proportion to the strength of the desire for the objective, that is intelligent because directed toward the satisfaction of a felt need and that is economical because, not divided, it is always contributory to a carefully made plan. Moreover, it develops the best kind of habit

¹⁰Briggs, op.cit., p. 336.

¹¹Ibid., pp. 363-364.

of work. Extrinsic interests are frequently used by teachers and are often assumed by them to be the only kind necessary to attain results.¹²

Some of the causes of extrinsic interests are fear of failure and punishment and hope for reward. Of course extrinsic interest is better than none, but it should work with and not against intrinsic interest. What children ought to learn is to adapt to the intellectual and practical needs which they can appreciate.¹³

Every person has a right to his interests because to him they are not only a priceless possession but also the living assets to which all other accumulations must be added. In fact, the sum of one's interests is one's intellectual self. It is only through interests that one learns. If they are extrinsic they may in a round about way prove effective; if they are intrinsic they directly prove effective.¹⁴

"The problem of interest in education is not whether the children shall learn with interest or without it; they will never learn without it. The real problem is what kind of interests should the students have. Educators should have great concern in introducing and nourishing valuable interests. These valuable interests are more likely related to things seen and experienced than things of which one has merely heard or read about.¹⁵

¹²Ibid., p. 369.

¹³Ibid., p. 370.

¹⁴Ibid., p. 374.

¹⁵Ibid., p. 379.

B. Relationship of Interests to Curriculum

Interests contribute greatly to the achievement of certain goals. The greatest accomplishment and the hardest amount of work that has been continuously performed by any single individual is undoubtedly done through the stimulation of interests.

Students who are encouraged and inspired by teachers and parents to develop their growing interests will soon discover that the information acquired will turn to be valuable to them. In fact, an individual can only learn through interests. They are essential to the stimulation of students specially at the beginning of studying any subject of education. In other words development of interests should be the real aim of liberal education.¹⁶

The duty to present subject matter in an interesting manner to the students falls completely upon the shoulder of the school. It is the responsibility of the school to grow and maintain interests in its students. In this connection the school has limitless capacity; for interests being in existence within all individuals, offer the educator abundant possibilities.¹⁷

Teachers should play a vital role in guiding interests. It is not only desirable but also necessary to guide their rich experience in the direction of assisting students in the development and maintenance

¹⁶Ibid., pp. 370-379.

¹⁷Ibid., p. 388.

of their interests. To begin with, teachers must be prepared to discover interests in students through the observation of their activities. Teachers should give their appreciation and respect for the discovered interests in students, and put their utmost efforts to utilize them in their teaching.¹⁸

Once good interests are observed in a student, ways and means should be found to encourage their effective growth. Teachers, knowing the potentialities of students, should provide them with the essential time and necessary opportunities so that they may be able to explore and develop their interests.¹⁹ ^

✓ It is admitted by all educators that school experiences are needed for the development of the individual who is entitled to assume, in full, his responsibilities in his society. Educators are divided in opinion among themselves into three different groups concerning school experiences. The first group maintains that school experiences should be the direct result of students' expressed needs and interests. The second group takes into consideration the expressed needs, but they look forward to new ones, and at the same time, attempt to develop new interests and broaden understanding. The third group minimizes the role of the learner in this connection taking into consideration his immaturity. The learner; they hold, knows little about his future needs. The full responsibility of selecting and guiding his education

¹⁸Ibid., pp. 389-390.

¹⁹Stratemeyer B., et. al., Developing a Curriculum for Modern Living, New York, Bureau of Publications, Teacher College, Columbia University, 1950, pp. 300-301.

falls upon the shoulder of the adults.²⁰

The teacher should be completely acquainted with the general characteristic of learners and their developmental tendencies. At certain age level learners form new interests and need the utmost attention of teachers in guiding, directing and exploring them for the benefit of the individual and society. Through a deep clear understanding of the young children and knowing more about their behavior, teachers are able to gather more information about learners' needs and interests not only for the sake of helping them at present but also in the days to come.²¹

The observation of learner's growth effectively necessitates a maximum amount of coordination which should exist not only among teachers themselves but also among teachers and other agencies and institutions such as home, school, and community. These agencies and institutions perceive different aspects of the problem because each tackles it from a different angle. This necessitates the cooperation of the institutions in sharing their understanding of the learners with the findings of others. Parents at home, for example, see in their children what is almost impossible for teachers to see during their school attendance and vice versa.²²

The curriculum makers' first responsibility is the organization and planning of learning materials for the utilization of interests

²⁰Ibid., pp. 6-7.

²¹Ibid., pp. 383-384.

²²Ibid., pp. 419-442.

already developed. To this end, it is desirable to study the interests of the group for whom the curriculum is planned. But even though this be done, the teacher will find it profitable to discover individual interests of the various members of his class and utilize such interests in individualizing classroom work. The curriculum builders' obligation does not end with the utilization of interests already evident. The type and range of learning materials themselves should be a means of creating and developing new interests as the learner progresses in his subject. The extraordinary influence of environment in shaping interests provides a clue for their redirection and improvement. Pupils become interested in good learning materials if good materials are made available and if taste for them is cultivated through teaching.²³

It is the purpose of education to stimulate and guide the growth of the individual that will function in certain areas and activities of life upon which there is fairly general agreement among the careful students of education - vocation, home, citizenship, enjoyment of leisure and to possess a high degree of mental, physical health, vigor, skills and interests appropriate to most effective learning in the future.²⁴ *

Vocational Interests: Any contribution toward making our work into play is well worth while in terms not only of increased efficiency but of greater happiness. Anyone familiar with psychology

²³Harl R. Douglass, editor, The High School Curriculum, New York, The Ronald Press Company, 1947, pp. 56-57.

²⁴Ibid., p. 58.

of individual differences must recognize that equality is impossible; but we can strive for equality of opportunity so that each individual can find the place where he will have the best chance for happiness and success. The more happiness is stressed, and not mere efficiency, the more concern educators must have for interests; for they are indicators of the activities that bring satisfaction.²⁵

The selection of a future vocation is a real problem for all students. We may ask in this connection: What is the basis for such choice? Interest is the basis of choice. When students were asked why did they choose a certain occupation? ~~The~~ most commonly reported answer ~~is~~ "I like it". But the choice is also dependent upon many other factors - pressure of family, opportunity to settle soon, financial obstacles, lack of necessary ability and lack of information about occupations.²⁶

In guidance in connection with a future occupation the important points to note are those qualifications of the student that distinguish him from others. His superior qualifications indicate the direction he should go in and his inferior characteristics indicate the way he should not travel.²⁷

The curriculum must be the best possible selection and arrangement of stimuli to experience resulting in the maximum growth toward

²⁵ Edward K. Strong Jr., Vocational Interests of Men and Women, Stanford, Stanford University Press, 1948, p. 3.

²⁶ Ibid., p. 30.

²⁷ Ibid., p. 36.

that kind of a person who can function effectively in the areas indicated by a sound statement of the objectives of education.²⁸

C. Review of Important Studies

Many studies of interests have been done during the last two decades; it is impossible for this paper to describe all of them. This paper is confined to a review of Jersild and Sarhan's studies.

1. Children's Interests and What They Suggest for Education

by

Jersild and Tasch

The aim of this study is to obtain some information about children's interests and to find out what they mean for education. Some educators feel the necessity of having a more realistic view of children's interests than what has been prevailing in education.

The study was carried out upon the request of schools associated with the Horace-Lincoln Institute of School Experimentation. It is meant to deal not only with children's interests but also with likes, dislikes and wishes.

At the preliminary work carried out in Springfield, Missouri, a short form called Springfield Interest Finder was devised.

This Interest Finder consists of one page form which embodies the following eleven items:

²⁸Douglas, op.cit., p. 57.

1. My three wishes:
2. What I'd like to learn more about at school:
3. What I don't care to study about:
4. What I like best in school:
5. What I like best outside school (that is, away from school) when I am not at school:
6. What I like least at school:
7. What I like least outside school (that is, away from school, when I'm not at school):
8. What I want to be or do when I grow up:*
9. The most interesting thing I have done at school during the past week or so:
10. One of the places I especially like to go in:*
11. One of the happiest days in my life:

The Interest Finder represents only one way out of many ways of studying children's interests. The aim of using this form rather than a check list is to leave the child as free as possible to answer in his own way.

a. The sample studied

Children in grades 1-12 took part in this study. Information was obtained from public schools, private schools, Negro and white schools. The number of children who took part in this study is 3248.

*The answers to these items are not treated in the present report.

Children were classified in four groups according to age and grade:

1. grade 1-3 including children aged 6-9 years;
2. grades 4-6 including children aged 9-12 years;
3. grades 7-9 including children aged 12-15 years and
4. grades 10-12 including children aged 15-18 years.

b. Administration of the test

In the first three grades children were interviewed individually. Above the third grade, children wrote their responses.

The given instructions were simple. Children were told that the information they contribute is kept confidential.

c. Important findings of the test:

1. Children at all age levels are much preoccupied with people.
2. Children attach great importance to gifts.
3. There is much variation between interests of children in different schools and different classes.
4. Children's interests will change as they become older and abler and more mature.
5. There is an increase with age in interest in various forms of self improvement, vocational fitness, educational opportunity, and understanding of self and others.
6. There is a decline in interest in academic subjects and education shown as the child grows older.
7. Topics of social studies were mentioned unfavorably more often than favorably.
8. The study shows discrepancies between children's expressed interests and other evidences of needs in their daily lives.

d. The place of interests in a philosophy of education

The idea of making provision in the home, in the school and in the community for helping the child to acquire interests which suit him as a person gives new meaning to the role of interests in education. Interests should not be looked upon as aids or guides to learning but as experiences through which the child is able to discover and realize the resources of his nature. Interests are not simply a cluster of favored activities but they represent modes of life in which the child's well being is deeply involved.

The educational program should provide for variety of interests since children differ in their make up.

2. Interests and Culture

By

El-Demerdash - Sarhan

The aims of this study are: first, to describe the interests, wishes, likes and dislikes of Egyptian school children as expressed by themselves; second, to compare the interests of the Egyptian children with the interests of the American children of similar ages and grades; and third, to throw some light on the range of interests which children of a particular age level may be able to acquire when they are given the opportunity.

In this study a set of questions on interests, wishes, likes and dislikes are given to the Egyptian children. Since it is a co-operative study of American and Egyptian interests, the instrument

which is used in the American study is also applied in Sarhan's study. This instrument is called the Interest Finder - a one page form which contains eleven items. The various items of this form were originally written in English; they have to be translated into Arabic in order to suit Arabic speaking students.

a. The sample

Children in grades fifth, sixth, seventh, and eighth took part in this study. They presented rural as well as urban areas. The number of children was 700.

b. Administration of the test

Children were told that information was being sought from them and that their help would be appreciated. They were told that the information would be confidential.

The same categories that were used in the American study for analyzing the responses of the American children are used in the Egyptian study. These categories can be divided into six groups:

1. Material things
2. Recreational activities and places of recreation
3. Areas of study
4. Fine arts and hobbies
5. Self improvement
6. People.

A description of the Egyptian society was given by the author to show some of the social, educational, economic, religious and political

factors that influence the life of the children there. This cultural description was written before the Egyptian Revolution of July 1952. This fact is mentioned in order to indicate that since the revolution many changes are taking place in Egypt for the advancement of the society and the improvement and betterment of the life of the common man.

Egypt is considered one of the most densely populated countries in the world. Eighty three per cent of its population depend on agriculture in earning their livelihood. The national income of the country is relatively low. Eighty per cent of the people live in rural areas where the living conditions are not good. In contrast, life in cities of Western Europe. Classic Arabic is the official language in Egypt.

Education in Egypt is organized along traditional lines, giving major emphasis to subject matter rather than the needs and interests of the students. The educational system in Egypt is centralized. All schools are administered by the Ministry of Education.

The people living in the cities have more leisure than those in the rural areas. Up to the present time Egypt has not given serious attentions to recreational facilities.

c. Important findings of the study

1. Characteristics common to American and Egyptian children:

- a. There is a tendency which declines with age toward expressing interests in material things and academic work.
- b. A similar tendency exists, though, increases with age

toward interests in self improvement, happiness and benefits for self, crafts and mechanical arts, and out of school intellectual activities.

- c. Both groups expressed more interest in arithmetic and the national language than they did in science or social studies.
 - d. Both groups showed a marked preoccupation with people.
 - e. The interest of both groups seemed to be greatly self-centered in character.
2. Differences between American and Egyptian children:
- a. Larger percentage of American children than of Egyptian expressed interest in material things, living quarters, out-of-school activities, people outside family circle, vocations and arts and crafts out of school.
 - a. Larger percentage of Egyptian children than American expressed interests in social and religious values, relatives, school work, national language, health, independence for girls and patriotic wishes.

The findings suggest that a number of children's interests patterns are a reflection of cultural pressures. The common customs and the general standard of the community are important factors in shaping the interests of children.

The role of education is to encourage certain interests and to discourage others so that children might have a balanced diet of interests.

CHAPTER III

DESCRIPTION OF THE INTERNATIONAL COLLEGE

A. Historical Background of the International College

The International College began as a vocational high school in Izmir, Turkey in 1891 under the auspices of the American Board of Commissioners for Foreign Mission. In 1903 it received a charter from the Commonwealth of Massachusetts and became a recognized college.

In 1936 the college moved to its present site on the edge of the American University campus.

The present International College is the result of combining two famous educational institutions, one of these was the Preparatory Section of the American University of Beirut and the other was the International College, originally located in Izmir, Turkey.

The new International College is affiliated with the American University of Beirut. The two schools share a common President.

The International College is made up of three schools, an Elementary School of 248 students and two secondary schools: The Preparatory Section of 753 students and the Section Secondaire of 590 students. In the Elementary School which consists of six classes the language of instruction is Arabic, English is taught from the first grade. In the Preparatory School there are seven classes. The languages

of instruction are Arabic and English. French is taught in the 3rd and 4th secondary classes. In the Section Secondaire the languages of instruction are Arabic and French. English is taught throughout. In both schools students are prepared for the government examination and/or to enter the Freshman or Sophomore classes of the American University of Beirut or other institutions.

The total enrollment of the College is 1591. Out of these 94% come from the Arab countries with 79% from Lebanon. The remaining 6% are non-Arab representing twenty-one nationalities. The student body represents a cross section of social and economic life of the Middle East.

The President, Principal, the Director of the Preparatory Section, the Director of the Boarding Department and five instructors are Americans. The remaining 72 teachers in the College are Arabs.

B. The Philosophy of Education of the International College

The purposes of the International College are as follows:

1. To prepare students academically. The main academic objective of the International College is to prepare students to be able to continue their education in the University. The College has to lay solid foundation upon which the University can build with success and hope our future leaders.

2. To develop each individual in body, mind and spirit, to take his place as a worthy citizen of society. Developing the good citizen is one of the important aims the College is trying hard to

achieve. The International College has many different nationalities. The student has opportunities to get in contact with students from other countries and to be able to understand their customs and traditions. The good citizen the College is aiming to develop is a worthy citizen of his country and the world.

3. To cooperate with the American University of Beirut, Department of Education in helping to train teachers for work in the Middle East. The Middle East is in a great need for good teachers who feel the importance of the message they have. Students who are preparing to become teachers use the College classes for observation, demonstration, and practice teaching.

4. To serve as a pilot school to help other schools in the area to improve their own educational work by showing what can be done. The International College with its very good reputation is serving as a model for other schools in Lebanon and other countries of the Middle East. Many schools look to the College as a standard of educational practice to which they can turn for the improvement of their own schools.

The College is taking a leading part in cooperating with other schools in the area to develop textbooks for the government Baccalaureat program, and to improve the government program and examination based upon it. At the same time the International College is cooperating with the Lebanese Ministry of Education in helping to improve the educational system of the country.

5. In addition the International College is concerned with

the all-round personality of the student. The student in this College have well prepared teachers, a library, assemblies, athletic activities, clubs and a good educational atmosphere. The life of the student outside school is of a great concern to the International College. The school is cooperating with the parents of the students in helping them to understand the new educational and psychological principles in order to be of greater help to their children. Parent-teacher nights are held each year to discuss the students' problems and the general policy of the school. Teachers present the subjects they teach and discuss the aim and the methods they use. Teachers and parents discuss some of the important problems they face in a panel form.

C. Courses Offered in the Preparatory School

Class	English	Arabic	Translation	Critism	French	Arithmetic	Algebra	Geometry	Combined Math	Gen. Science	Chemistry	Biology	Physics	Science Lab.	Hist. & Geog.	Civics	Workshop	Athletics	Military training	Total
6th Secondary - Prep.	5	4							4	2		2	2	4			2			25
6th Secondary - Scien.	5	6							5	2		3	2	4					2	29
6th Secondary - Lit.	5	6		2					5	2		2	2	4					2	30
5th Secondary - Prep.	4	4					2	2		2		2	1	4			2			23
5th Secondary - Bacc.	4	6	1				2	3		2		2	1	4					3	28
4th Secondary - Prep.	4	5			4		2	2			4			4	2		2			29
4th Secondary - Bacc.	4	5			4		2	2			4			4	2		2			29
3rd Secondary - Prep.	4	5			4		3	1	4					4	2	2	2			31
3rd Secondary - Bacc.	4	5			4		3	1	4					4	2	2	2			31
2nd Secondary - Prep.	6	5				3		1	3					4	2	2	2			28
2nd Secondary - Bacc.	6	6				3		1	3					4	2	2	2			29
1st Secondary - Prep	6	5				3		1	3					4	2	2	2			28
1st Secondary - Bacc.	6	5				3		1	3					4	2	2	2			28

D. Clubs and Activities in the Preparatory School

The students activities provide a very essential part of the education of the school. Students who are divided by language, nationality and social background find the possibility of being united in their desire to share responsibility and broaden their interests in the different clubs and societies. Working with other people from different parts of the world helps the student to understand more about the other countries and to be developed as a world citizen. The student is given the chance to choose the clubs or activities he is interested in.

At the present time there are sixteen clubs which are recognized officially in the Preparatory School. Fifteen of these clubs are primarily for students of the 6th, 5th, 4th years whereas one of the clubs is intended mainly for the 3rd, 2nd, 1st secondary years. Two clubs are limited to boarding students in the school. There are also a number of small informal interest groups. These are judo club and the tennis club.

Each of these clubs has a constitution on file with the Honor Society. The Honor Society serves as a clearing house between the clubs and the administration of the school. The clubs are supposed to have fifteen meetings during the year if they wish to remain as recognized activities in the Preparatory School. Clubs are asked to turn in financial reports during the year and an activity report at the end of the year. The balance of the clubs' funds are to be deposited with the school cashier. Here is a description of the different clubs

and societies.

1. Arabic Society .

This society started thirty years ago in the Preparatory School under the direction of the Arabic Department. The aim of the society is to help students appreciate the Arabic language and literature through discussion, outside readings, panel discussion, and all other means which help the creation of a positive free Arabic spirit among the students. The society meets regularly every week. Membership is limited to the 5th and 6th secondary classes. Membership fees are one Lebanese pound. Democratic parliamentary procedures are encouraged in this society.

2. Sout el Shabab

The only Arabic school magazine in the Arab World in which students from different schools and different Arab countries participate. Students are able to express their opinions through writing in this Arabic magazine. This magazine helps create healthy and friendly atmosphere between the Preparatory School and other schools

Students of the Preparatory School are responsible to keep this magazine carrying its message in strengthening the love and appreciation for the Arabic language, the mother tongue of the students. Two thousand copies are printed of every issue. Six issues are printed each year.

3. Chess Club

It is open to all students of the 4th, 5th, 6th secondary classes. Election to the cabinet of the club is carried out once at the end of the year. A meeting is held every week. There are fifty-five members in this club. Every member has to pay one pound a year. Fees collected used to buy new boards and sets and provide for other needs.

4. Folk Dance Club

The club meets weekly to teach the members folk dances from all parts of the world. Its members consist of sixteen couples. The decisions are taken by the executive committee. There are, however, different committees for other different things. Membership fee is three pounds. Most of the money is spent on buying records. The most important activity of the club is the participation in the folk dancing festival held at the A.U.B.

5. History Club

This club meets weekly. There are seventy members, the large majority is from the 6th secondary class. There are many activities in this club. Speakers from outside are invited to give speeches on different historical topics. Films are shown and trips to historical places are carried.

6. Honor Society

The aim of the society is to improve school's spirit, to encourage and recommend changes in school policy when agreed upon,

and to work more or less as a go-between between students and administration. Meetings are held once a week. The society operates on money collected from selling Prep. pins. There are eighteen members in the society.

7. International

It is the English school magazine. The aim is to encourage students to write in English. It also gives the editorial board instruction in newspaper work. Meetings are held when necessary. The membership is open to those who volunteer and the officers or editors are selected by the advisor. There are about twenty students who contribute to the magazine.

8. Photography Club

The Photography Club is somewhat different in that membership is limited to the number of boys who can satisfactorily use the dark room facilities. Members of the club take a number of pictures for publicity purposes and sponsor a final photography contest.

9. Science Club

The aim of this club is to spread and encourage the application of the scientific knowledge and to evoke the social and intellectual interests in science. The club meets once a week. There are forty members in the club. They listen to lectures, see films, arrange knowledge contests and go trips to industrial centers.

10. Scouts

This club is sponsored by the I.C. in name only. The leadership for the club is made up of former Prep. students now studying at the A.U.B. In I.C. there are now three separate scouting groups: Beirut I, Section Secondaire, Beirut IV, Prep. and Beirut VII is a mixture of Prep. and Section Secondaire.

11. Torch

Torch is the year book of the Prep. Section. Its purpose is to provide all students with a pictorial record of their year, and to honor the graduates. There is a small control staff consisting of the editor and assistant editors, small subsidiary staff of photographers, salesmen and advisor. The club meets weekly to discuss work and criticize pictures. The total staff is fifteen.

12. Ushers

The ushers are the traffic policemen of the Preparatory School. They are on duty every day of the week before, between and after classes, at assemblies, parent-teacher meetings, registration, and other events. The ushers are organized on a military basis; each member has a rank and must obey the orders of the officers above him. The officers meet weekly. There are fifty-two ushers.

13. English Club.

The aim of this club is to encourage students appreciate and practice the English language. They have these activities: Play reading, debating, dramatic production, choral speaking and the school

magazine. Membership is limited to the 5th and 6th secondary classes.

14. Good Citizen Club

This is the only club opened for the 1st, 2nd, 3rd secondary classes. The aim is to develop the good citizen and to prepare boys who later on will assume leadership in other clubs. They see films, have debates, go on trips and issue monthly bulletins. The club meets weekly. There are fifty-five members, most of them are from the 1st secondary.

15. Sage Hall Activities

These activities are limited to the boarders in school. Decoration Club - the aim is to decorate the building and to create a homely atmosphere. Movies Club - they show a film every Saturday. Music Club - they learn how to sing and hear music. Photography Club - limited to those who have cameras. Dramatic Club - they perform English and Arabic plays. Sports Club - skiing, football, swimming, hiking. International Club - three schools join this club: American School for Girls, American Community School and Sage Hall. They meet to discuss common problems of interest and to understand other cultures.

16. Thomson Hall Social Activities

These activities are limited to the younger boarders in school. Thomson Hall indoor games provide recreation inside the building. Movies Club - shows a film on Saturday. The Sport Club - practices the different sports. Dramatic Club - trains students to express themselves freely in front of public. Arabic Literary Club -

helps students appreciate the Arabic language. Thomson News - publishes a paper every week. Student Council - helps to keep order and solve problems. It trains in self-government.

CHAPTER IV

THE PRESENT STUDY AND ITS FINDINGS

Description of the Interest Study

The instrument used in this study was devised by Jersild for finding out the children's interests and is called an Interest Finder. It is a one-page form. It first asks for the child's age, grade and nationality. The child is then called to respond to the following items:

- "My three wishes":
- "What I'd like to learn more about at school:"
- "What I don't care to study about":
- "What I like best in school":
- "What I like best outside of school (that is, when I am not at school)":
- "What I like least at school";
- "What I like least outside of school (that is, away from school, when I am not at school)":
- "What I want to be or do when I grow up":
- "The most interesting thing I have done at school this year": . . .
- "One of the happiest days in my life":

The experience of Jersild and Sarhan shows that these questions readily elicit frank responses from children.

The sample of the present study consists of one division out of each of the six secondary classes in the Preparatory School. These divisions were chosen at random out of the other divisions in the secondary classes. The total of the students in the sample is one hundred and sixty-eight boys. The age of the students in the sample ranges between 12-18. Most of the students are Lebanese.

Since the form used in this study was originally written in English, it had to be translated into the Arabic language for the younger children in the sample. The translation was revised by some of the professors in the American University of Beirut. Each item was examined to be sure that it carried as nearly as possible the same meaning as the English item.

The upper classes 6th, 5th, and 4th secondary were given the test in English. The lower classes 3rd, 2nd and 1st were given the test in Arabic.

The questionnaire was administered by the writer of this thesis. Children were told "I am conducting a study about students' interests, likes, dislikes and wishes. As a part of this study I want you to answer some questions for me. This study has nothing to do with your grades. The answers will be confidential. Your frank and honest assistance is needed. Before you start to write your answers feel free to ask any question you want".

The time required to answer the questions varied from forty

to fifty minutes. The upper classes took more time to answer the questions than the lower classes.

For analyzing the data of the study the categories devised by Jersild were used. The children were classified into two groups according to age and grade. This classification is the same used by Jersild. Grades 1-3 secondary, including children aged 12-15 years. Grades 4-6 secondary including children aged 15-18 years.¹

The 1st secondary is equal to the 7th grade in the American system.

Stated Interests of the Students in the Preparatory School

The tables in this chapter are some of the chief findings of the Interest Study in the Preparatory School. The more detailed information is found in the tables in Appendix A.

Table I
Children's Interests

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Self improvement, understanding and vocational placement	82.4	94.8
Benefits for self "general or specific"	51.0	51.6
Material things, specific object, toys, food, shelter	41.8	24.0
Serving the country	34.8	21.6

¹Jersild noted, the age-grade grouping is such that there is overlapping in age between the oldest in one group and the youngest children in the group next in order. These measures were taken in order to obtain an approximately typical or model age-grade grouping.

Table I (Continued)

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Miscellaneous places of recreation, parks, travel, camp	23.2	18.0
Sports, play, festivities	19.7	3.6
Areas of study, subject matter	19.7	3.6
Friends, characteristic of, companionship with	2.3	28.8

The above table denotes that the largest proportion of children expressed wishes relating to self-improvement, understanding and vocational placement. There is an increase with age in the wish for self-improvement as shown by the fact that 94.8 percentage of the group mentioned this wish while 82.4 percentage of the junior group did so. This shows that as the child grows older and advances in grades he thinks more seriously about the future. In the senior classes of the high school the student reaches a point where he has to decide about his future career. Faced by a serious decision he finds himself eager to learn skills and qualities that give him good preparation for the future.

Children at the high school level seem to be greatly interested in themselves and things that benefit them. In Table I we find that a large proportion of the children stated wishes for self benefits.

Wishes under the heading of material things, specific objects, toys, food, shelter, pets, and dress shows a marked decline with age.

Most of the objects children requested in their wishes for material things are objects that would be used in sports. They wish to obtain their sports equipment through gifts from parents and relatives.

A considerable proportion of the children wished to serve their country, fight for its independence and strive for its dignity. In Table I we notice a decline with age in the wishes for serving the country. 34.8 percent of the junior group expressed wishes for serving the country while 21.6 percent of the senior group stated such wishes. This decline noticed in such wishes does not indicate that as the child grows older he loses interest in his country. It rather means that as the child grows older he begins to understand deeply the problems facing his country and frees himself from the romantic feelings he used to have during his junior years. To find out that such a considerable proportion of the children mentioned national wishes leads us to understand more the influence of the environment upon the children's interests and wishes.

Children according to the result showed interest in sports and games. ~~Table I denotes~~ 19.7 percent of the juniors expressed wishes related to sports and games while 3.6 percent of the senior group showed such interests. It seems that as the child advances in grades and grows older he loses interest in sports and games and gains other interests outside the limited environment of the school. Children as they grow older they get to be more interest in people. Table I shows that there is a marked change with age in the wishes related to people. 28.8 percent of the senior group stated wishes to be with people

and to have girl friends while this percentage is only 2.3 in the junior group. There is an increased tendency with age toward independence and new interests outside the home and school circles. The child feels the need to discover the world outside school and find himself a place in it.

Table II
What I Like Best in School

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Areas of study, subject matter	110.2	61.2
Sports, games, gym, physical education	42.9	16.8
Art activity or appreciation	9.3	0
People	7.3	27.6
Miscellaneous school demands, privileges, comforts	5.8	13.2
Discussion, clubs, student council	5.8	9.6

Table II shows that a large proportion of children mentioned areas of study. At all age levels, academic areas are mentioned most frequently when children tell what they like best in school. A decline with age in the interests in academic subjects is noticed. In Table II we find 110.2 percent of the junior group mentioned subject matter as the thing they like best in school while 61.2 percent of the senior group expressed such interests.*

*This 110% is obtained as a result of children choosing more than one subject when stating what they like best in school.

The two academic categories that included languages and mathematics scored highest in popularity. Children consider arithmetic and languages as the standards for success in the future. The child who masters Arabic, his national language, and arithmetic is considered a very bright and intelligent child.

Social studies and natural science are among courses that were mentioned by children. Table II shows that 26 percent of the junior group believe that the social studies courses are liked best by them while only 6 percent of the senior group agree with them.

Art activity or appreciation was considered by 9.3 percent of the junior group as a subject liked best in school while none of the seniors mentioned art.

Interest in activities and clubs increases with age as shown in Table II. 5.8 percent of the juniors stated that clubs are the thing they like best in school while 9.6 percent of the seniors showed such interest.

Table III

What I'd Like to Learn More About at School

	<u>Percent choosing</u>	
	<u>In age</u> 12-15 N = 86	<u>In age</u> 15-18 N = 82
Areas of study, subject matter	116.4	90.0
Sports, games, gym, physical education	16.2	6.0
Art activity or appreciation	7.0	3.6
Self improvement, vocational placement or competence	4.6	19.2

Table III denotes that areas of study were mentioned by the largest proportion of children. A decline with age in interest in subject matter is shown. While 116.4 percent of the juniors mentioned areas of study as the thing they want to learn more about,* only 90.0 percent of the senior group stated the same interest. There is a decline with age in the interest in sports and games. 16.2 percent of the junior group stated that sports and games are the thing they like to learn more about at school. In the **senior** group only 6.0 percent mentioned sports.

Table III shows that while only 4.6 percent of the junior group expressed interest in self improvement, 19.2 percent of the senior group stated interest in self improvement and vocations.

Table IV

What I Like Best Outside School

	<u>Percent choosing</u>	
	In age 12-15 N = 86	In age 16-18 N = 82
Sports, play, games, outdoor activities	34.8	24.0
Radio, movies, theater	19.7	14.4
Areas of study, reading, school subjects	18.6	13.2
People	5.8	8.4
Sights "go and see activities"	4.6	8.4
Social activities, organization, parties, scouts	1.1	12.0

*This 116 is obtained as a result of children choosing more than one subject matter when stating what they like to learn more about.

When children were asked to write what they like best outside school, sports, games, and outdoor activities are most frequently mentioned. Table IV shows that 34.8 percent of the junior group and 24 percent of the senior group stated that sports are the most interesting thing they like best outside school.

A considerable proportion of children stated radio and movies as the things they like best outside school. In Table IV we find 19.7 percent among the juniors and 14.4 percent of the seniors mentioned radio and movies as things they like best.

Areas of study are also mentioned as things they like outside school. In Table IV we notice 18.6 percent of the juniors mentioned areas of study as the best thing they like outside school while 13.2 percent of the seniors stated the same interests as the juniors.

Another important change connected with age is the increase in interest in social activities. In Table IV only 1.1 percent of the junior group stated interests in social activities and parties while this proportion increases to 12 percent in the senior group.

Children at the senior level start to be more interested in the other sex. Interest in the other sex makes them like parties and social activities since they can mix with girls in these activities.

Table V
The Most Interesting Thing I Have Done at School during
the Past Week or So

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Areas of study, subject matter	34.8	44.8
Sports, games, gym, physical education	29.0	6.0
People	10.4	7.2
Go and see activities	5.8	2.4
Discussion, clubs, student council	3.5	9.6

Areas of study and subject matter are most frequently mentioned in Table V which indicates what children mentioned as the most interesting thing they have done in school during the past week. There is an increase with age in the mention of academic subjects as the most interesting thing done in school. In Table V 34.8 percent of the juniors stated interests related to areas of study while 44.8 percent of the senior expressed interests in areas of study as the most interesting thing done in school. The academic subjects that were mentioned more frequently are English, arithmetic and natural science. Local and world affairs was the subject mentioned least by the children.

The increase with age in the mention of areas of study is a contradiction to the other findings related to academic areas in the other tables. In tables I, II, III, IV we notice a decline with age in

the interest in areas of study while in Table V we notice an increase with age when children wrote about the most interesting thing done in school.

There is a decline with age in the mention of sports and games as the most interesting thing done in school. 29 percent of the juniors stated interests related to sports and 6 percent of the seniors stated such interests in sports and games.

Table V denotes that 10.4 percent of the junior group stated interests related to people while 7.2 percent of the seniors mentioned such interests.

The older children are more interested in clubs and activities than the younger children. Table V shows 3.5 percent of the junior group while 9.6 percent of the seniors expressed interests in clubs and student council.

Table VI

One of the Happiest Days in My Life

	<u>Percent choosing</u>	
	<u>In age</u> 12-15 N = 86	<u>In age</u> 15-18 N = 82
Miscellaneous places of recreation, parks, travel, camp, resort	20.9	21.6
People	17.4	25.2
Self improvement, understanding including vocational placement	16.2	8.4
Sports, play, festivities, every day games	13.9	7.2
Benefits for others, mankind	5.8	3.6

Table VI (Continued)

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
National occasions	3.5	9.6
Miscellaneous school demands, privileges, comforts, discomforts	2.3	4.8
Areas of study, subject matter	0	3.6

Children in writing about the happiest day in their lives (Table VI) mentioned most frequently places of recreation, parks, travel camp and resort. 20.9 percent of the juniors and 21.6 percent of the seniors stated that the happiest day in their lives was when they travelled to Europe, went to summer resorts or went on camping with the scouts.

People are mentioned relatively often in relation to the happiest day. 25.2 percent of the senior group and 17.4 percent of the juniors stated that the happiest day was when father returned from abroad or when friends came back after a long absence.

Occasions related to self improvement and understanding are considered the happiest day in the case of 16.2 percent of the juniors and 8.4 percent of the seniors.

National occasions were considered by some as the happiest day in their lives. Table VI denotes that 3.5 percent of the juniors and 9.6 percent of the seniors stated that when the United Arab Republic was formed is the happiest day in their lives.

Areas of study were mentioned in relation to the happiest day by 3.6 percent of the seniors and by none of the juniors.

Table VII

What I Like Least or Dislike Most Outside School

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Sports, plays, games, outdoor activities	19.7	4.8
People	17.4	15.6
Boredom, having nothing to do	13.9	24.0
Areas of study, reading, school subjects	10.4	18.0
Home discipline, rules, restrictions	9.3	3.6
Radio, movies, theater	8.1	6.0

Some of the activities that were mentioned positively when children wrote about things liked best are mentioned also negatively as things disliked.

Although sports and games were mentioned frequently as things liked, Table VII denotes that 19.7 percent of the juniors and 4.8 percent of the seniors mentioned negative interests toward sports.

A negative attitude toward people appeared when children stated things liked least outside school.

A very important finding in Table VII denotes that 24 percent of the seniors and 13.9 percent of the juniors dislike boredom and having nothing to do.

Areas of study are mentioned by 18 percent of the seniors and 10.4 percent of the juniors as things disliked most outside school.

Restrictions and home discipline are disliked most by the juniors than by the seniors. In Table VII we find 9.3 percent of the juniors disturbed by rules and restrictions while only 3.6 percent of the seniors agreed with them.

Table VIII

What I Like Least or Dislike Most at School

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Areas of study, subject matter	39.4	28.8
People	25.5	31.2
Sports, games, gym, physical education	18.6	3.6
Art activity or appreciation	17.4	1.2
Miscellaneous school demands, privileges, comforts, discomforts	8.1	25.2
Physical plant and facilities	5.8	3.6

In Table VIII a large proportion of children mentioned people negatively. 25.5 percent of the juniors and 31.2 percent of the seniors mentioned people negatively. The people that were mentioned are the teacher who does not feel with his students, and children who create troubles in class. The gateman was mentioned often as a person disliked by the students.

School demands were disliked by 25.2 percent of the seniors and 8.1 percent of the juniors.

In Table VIII 39.4 percent of the juniors and 28.8 percent of the seniors mentioned areas of study as things liked least in school.

Sports and games are disliked most by 18.6 percent of the juniors and 3.6 percent of the seniors.

Table IX

What I Don't Care to Study about

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 86</u>	<u>In age 15-18 N = 82</u>
Areas of study, subject matter	65.0	94.8
Art activity or appreciation	44.1	0
Sports, games, gym, physical education	16.2	0

94.8 percent of the senior group mentioned that areas of study are the things they do not care to study about at school. From the junior group 65 percent feel that subject matters are the things they do not care to study about.

Art activity or appreciation was mentioned by 44.1 percent of the junior group as things they do not care to study about.

Sports and games were mentioned as things children are not interested in and they don't care to study about by 16.2 percent of the juniors.

Arts was not mentioned at all by any of the senior group.

This is because they do not study arts in their senior years. Art is taught as drawing and painting in the junior years.

Table X

What I Want to Be or Do When I Grow Up

	<u>Percent choosing</u>	
	<u>In age 12-15 N = 36</u>	<u>In age 15-18 N = 82</u>
Engineer	36.6	36.0
Doctor	20.9	26.4
Pilot	11.6	3.6
Merchant	10.4	6.0
Politician	5.8	4.8
Captain in the army	2.3	3.6
Lawyer	2.3	3.6

In answering "what I want to be or do when I grow up", Table X denotes that 36.6 percent of the junior group and 36 percent of the seniors want to be engineers. To be a doctor was chosen by 20.9 percent of the juniors and 26.4 percent of the seniors.

Young children always like adventure. In Table X we find 11.6 percent of the juniors want to be pilots while 3.6 percent of the seniors chose this career. Being a merchant was considered a future profession by 10.4 percent of the juniors and 6 percentage of the seniors. Politics was chosen a career by 5.8 percent of the juniors and 4.8 percent of the seniors.

Most of the studies that have been done in this part of the world concerning professions have shown that engineer and doctor are the most liked and respected professions. Doctors and engineers have good social and economic prestige.

The chief finding in this study is the decline with age in the interest in education. When the child is young he likes the teachers and the life in school appeals to him. He is challenged by what the school's curriculum presents him to learn. The young child talks always about school. As the child grows older and advances in grades he becomes less eager about the things that belong to school. He is interested more in life outside school rather than inside it.

After finding this fact about decline in educational interest with age we have to re-examine the curriculum of our high school to find out if it is challenging the high school student.

CHAPTER V

COMPARISON BETWEEN THE FINDINGS OF THE PRESENT STUDY
AND THE AMERICAN AND EGYPTIAN STUDIES

TABLE I
PERCENTAGES OF CHILDREN MENTIONING AREAS OF
ACADEMIC STUDY IN RESPONSE TO VARIOUS ITEMS

Item	Egypt		International College		United States	
	Grades 6-7: Age 11-14 N = 100	Grade 8 Age 13-15 N = 50	Grades 7-9: Age 12-15 N = 82	Grades 10-12: Age 15-18 N = 82	Grades 7-9: Age 12-15 N = 282	Grades 10-12: Age 15-18 N = 159
Three wishes	12	6	19.7	3.6	11.1	3.6
Like best in school	51	48	110.2	61.2	44.4	41.3
Like to learn more about at school	79	78	116.4	90.0	61.3	58.2
Like best out of school	3	16	18.6	13.2	5.3	8.5
Most interesting thing done at school	18	14	34.8	44.8	27.5	27.7
Happiest day	0	0	0	3.6	.3	.6
Like least out of school	8	10	10.4	18.0	.7	.9
Like least in school	22	42	39.4	28.8	50.7	36.9
Don't care to study about	60	76	65.0	94.8	70.3	79.8

Table I gives a summary of the percentages of American, Egyptian and International College children mentioning areas of academic study in response to the different items in the Interest Finder.

The above table denotes that larger percentages of children in lower grades than in higher grades stated interests in academic studies. A decline with age in interest in academic studies as children advance in grades can be traced in all three different groups. In reporting about "what things liked best in school" 51 percent of the Egyptian sixth-seventh grades mentioned interest in subject matter while 48 percent of the eighth grade expressed the same interest. In the International College group 116 percent of the juniors and 61 percent of the seniors mentioned interest in academic studies. In the American group 44 percent of the juniors and 41 percent of the seniors mentioned areas of academic study in response to "What things liked best in school".

When children reported "What I don't care to study about" a negative attitude toward school increased with age. 60 percent of the sixth-seventh grades and 76 percent of the eighth grade expressed negative attitude toward subject matter. In the International College 64 percent of the juniors and 94 percent of the seniors stated that academic studies are the things "They don't care to study about". 70 percent of the American junior group and 79 percent of the senior group expressed the same negative attitude toward subject matter.

In answers "What things are liked least in school" large percentages of the three different groups mentioned academic studies.

Sarhan in his study "Interest and Culture" reported that to have large percentages of children mentioning academic study negatively and positively need not be taken as a sign of inconsistency in the results of the questionnaire, for what the person likes best might not be the same thing he wants to learn more about.

Very low percentages in the three groups mentioned academic studies in relation to the "happiest day in life".

Larger percentages of the International College than of the Egyptian or the American mentioned the academic studies in writing about "The most interesting thing done at school". Table I shows that while 34.8 percent of the juniors and 44.8 percent of the seniors in the International College mentioned academic studies in relation to "most interesting thing done" 27 percent of the Americans stated such interest. In the Egyptian group 18 percent of the sixth-seventh grades and 14 percent of the eighth grade stated interest in academic studies while writing about the most interesting thing done at school.

Larger percentages of the three groups mentioned subject matter in relation to in-school items than in relation to out-of-school items as it is shown in Table I. Few children of the three groups mentioned academic studies in writing about "three wishes", "Liked least out of school", "Liked most out of school", and "happiest day in life".

TABLE II
 PERCENTAGES OF CHILDREN EXPRESSING INTEREST
 RELATED TO SELF-IMPROVEMENT

Item	Egypt		International College		United States	
	Grades 6-7: Age 11-14: N = 100	Grade 8: Age 13-15: N = 50	Grades 7-9: Age 12-15: N = 86	Grades 10-12: Age 15-18: N = 82	Grades 7-9: Age 12-15: N = 282	Grades 10-12: Age 15-18: N = 159
Three wishes	83	88	82.4	94.8	53.2	70.9
Like best in school	20	30	0	0	0	5.4
Like to learn more about	6	8	4.6	19.2	1.6	17.3
Like best out of school	12	10	1.2	1.2	.8	18.1
Most interesting thing done at school	16	20	0	0	1.1	1.4
Happiest day	33	46	16.2	8.4	4.8	13.6
Like least out of school	29	18	0	0	16.8	13.3
Like least in school	7	10	0	0	0	1.4
Don't care to study about	8	8	0	0	1.2	2.2

Interests in self-improvement, self-understanding and vocational competence were mentioned more frequently in the "wishes" expressed by the International College, American and Egyptian than in their answers to the other items in the Interest Finder. Children seem to be ready to express wishes in self-improvement than to remember incidents in which they achieved self-improvement.

In examining the data in Table II it is noted that larger percentages of the older than of the younger children expressed interest in self-improvement. In stating their "three wishes" 83 percent of the sixth-seventh grades and 88 percent of the eighth grade of the Egyptian group, 82.4 percent of the juniors and 94.8 percent of the seniors in the International College and 53.2 percent of the juniors and 70.9 percent of the seniors of the American group stated interest in self-improvement.

Larger percentages of Egyptian and International College than of Americans expressed interest related to self-improvement. 88 percent of the eighth grade Egyptian group, 53.2 percent of the seventh-ninth American group and 82.4 percent of the International College group stated interest in self-improvement.

Table II indicates that a higher percentage of the Egyptians than of the American and International College group stated interests in self-improvement while writing about "Things liked best in school". 30 percent of the Egyptians and 0 percent of the Americans and International College group mentioned self-improvement while mentioning "things liked best in school".

On the whole larger percentages of the Egyptians than of the Americans and International College group expressed interest in self-improvement in relation to various items of the Interest Finder.

TABLE III
 PERCENTAGES OF CHILDREN EXPRESSING INTERESTS
 RELATING TO PEOPLE IN RESPONSE TO VARIOUS ITEMS

Item	: Egypt		: International College		: United States	
	: Grades 6-7: : Age 11-14: : N = 100	: Grade 8 : Age 13-15: : N = 50	: Grades 7-9: : Age 12-15 : N = 86	: Grades 10-12: : Age 15-18 : N = 82	: Grades 7-9: : Age 12-15 : N = 282	: Grades 10-12: : Age 15-18 : N = 159
Three wishes	18	20	4.0	33.6	13.1	26.5
Like best in school	15	20	7.0	27.6	4.1	6.0
Like best out of school	22	32	5.8	8.4	3.7	9.3
Most interesting thing done at school	7	12	10.4	7.2	.6	1.1
Happiest day	9	14	17.4	25.2	10.5	8.7
Like least out of school	13	16	17.4	15.6	9.1	12.0
Like least in school	12	12	25.5	31.2	9.3	24.2

Table III gives a summary of the percentages of the International College, American, and Egyptian group mentioning people in response to various items on the form.

Although the form used in this study did not ask for the mention of people, many children of the three different groups mentioned people in response to various items in the Interest Finder.

Larger percentages of older than of younger children mentioned interest in people. Table III shows a tendency of the older children

to express interest in people more frequently than the younger children do in the three groups.

Higher percentages of the Egyptians and International College group than the Americans mentioned people while writing about "The most interesting thing done at school".

Larger percentages of the International College group than the American or Egyptian children mentioned people while stating their "happiest day".

Larger percentages of International College group than of Egyptians or American stated negative attitude toward people. In writing about "What things liked least in school" 12 percent of the Egyptians, 24 percent of the Americans and 31 percent of the International College group expressed negative attitude toward people.

People were mentioned in response to various items by the International College more than the Americans or Egyptians. A larger percentage of the International College group than the other groups mentioned people both negatively and positively.

TABLE IV
 PERCENTAGES OF CHILDREN EXPRESSING INTEREST IN
 RECREATIONAL ACTIVITIES AND PLACES OF RECREATION

Item	Egypt		International College		United States	
	Grades 6-7; Age 11-14 N = 100	Grade 8 Age 13-15 N = 50	Grades 7-9 Age 12-15 N = 86	Grades 10-12 Age 15-18 N = 82	Grades 7-9; Age 12-15 N = 282	Grades 10-12 Age 15-18 N = 159
Three wishes	6	8	19.7	3.6	14.1	16.8
Like best in school	39	48	42.9	16.8	30.6	34.8
Like to learn more about	13	10	16.2	6.0	7.1	3.1
Like best out of school	46	52	34.8	24.0	56.4	56.9
Most interesting thing done at school	14	14	29.0	6.0	12.1	17.3
Happiest day	32	30	13.9	7.2	18.7	13.6
Like least out of school	11	4	19.7	4.8	7.4	4.2
Like least in school	25	24	18.6	3.6	2.4	2.0
Don't care to study about	17	10	16.2	0	0	0

The above table gives a summary of the percentages of American, Egyptian and International College children mentioning recreational activities in response to various items.

Large percentages of the three groups mentioned recreational activities when they wrote "The thing liked best in school". An increase with age in the interest in recreational activities is shown in the American and Egyptian groups, while a decline with age is shown

in the International College. Table IV shows that 42.9 percent of the juniors and 16.8 percent of the seniors in International College stated interests in recreational activities while stating "The thing liked best in school". 39 percent of the younger Egyptian group and 48 percent of the older group expressed interest in recreational activities. In the American group 30 percent of the juniors and 34 percent of the senior group feel that recreational activities are "The things they like best in school".

Large percentages of all three groups mentioned interest in recreational activities while answering what things they like best outside of school.

A greater decline with age is shown in the mention of recreational activities by the International College group than by the Egyptian or American children.

A larger percentage of the Egyptians than the Americans or International College group expressed interest in recreational activities in answers "The things they don't care to study about", and "Like least in school".

The findings in the 4 tables reveal some common trends among International College, Egyptian and American children in spite of the differences in their cultures. The differences among the three groups show the importance of the cultural pressures upon the interests of the children.

The following is a summary of the main differences and similarities among the three groups:

The Main Differences:

Larger percentages of the International College group than the Egyptians or the Americans mentioned academic studies in stating "The most interesting thing done at school".

Larger percentages of the Egyptians than the Americans and International College group stated interests in self-improvement.

Larger percentages of International College group than of Egyptians and Americans expressed negative attitude toward people.

Larger percentage of the International College group than the Americans or Egyptians mentioned people while writing about their "happiest day".

A greater decline with age is shown in the mention of recreational activities by the International College group than by the Egyptians or Americans.

A larger percentage of the Egyptians than the Americans and International College group expressed negative interest toward recreational activities in stating "The things they like least in school", and "Don't care to study about".

The Main Similarities:

A decline with age in interest in academic studies as children advance in grades can be traced in all three groups.

Large percentages of the three groups mentioned subject matter in relation to in-school items than in relation to out-of-school items.

Interests in self-improvement were mentioned more frequently in the "wishes" expressed than in answers to other items in the Interest Finder.

Larger percentages of the older than of the younger children expressed interest in self-improvement.

People were mentioned by many children in the three groups in relation to the various items.

CHAPTER VI

IMPLICATIONS OF THE FINDINGS

A. Implications for the Curriculum

Some findings of the study show evidence of decline in educational interests as children grow older and move upward in the grades. The young child is very much interested in school and in everything related to it. He is challenged by the educational program the school presents. But older children are less interested. This finding stirs up several questions in our minds and challenges us to re-examine our educational program. Why there is a decline with age in children's interests in school? Is the high school program satisfying the needs and interests of the child? What are the deficits in our high school program? How can we improve the educational program in our high school?

It seems likely that there is a gap between the child's wishes and what the school offers. This is noticed in connection with his wishes for self-improvement and for vocational competence, and his recognition of what the school offers to further his aspirations on the other hand. A large proportion of older children expressed wishes relating to self-improvement and understanding, while a very small percent of them expressed wishes related to areas of study. The older

child reveals in many ways that the high school program is less challenging, taking into consideration the interest he enjoyed in the earlier grades.

When the older child describes what he dislikes most outside school he is more likely to mention things that pertain to school, while the younger child seldom refers to such things.

A decline with age in interest in academic studies as children advance in grades can be traced in all three groups. In reporting about "Things liked best in school", 51 percent of the Egyptian sixth-seventh graders mentioned interest in subject matter while 48 percent of eighth graders expressed the same interest. In the International College group 116 percent of the juniors and 61 percent of the seniors mentioned interest in academic studies. In the American group 44 percent of the juniors and 41 percent of the seniors mentioned areas of academic study in response to "Things liked best in school".

The adolescent in the three different environments wants to achieve something that gives him prestige in his group. He needs to feel proud of doing something that is appreciated by his teachers and friends. Some of the findings in the three different studies suggest that the adolescent is unable to derive a sense of achievement from the present high school curriculum.

The high school student, being a sharp critic, fails to see the meaning of value of some subjects in the curriculum. His interests do not seem to coincide with what the school intends him to do. Such a result indicates that our high school program is somehow planned in

a way to meet mostly the point of view of the adults. The students in the senior years are taught certain materials largely prepared for them to pass the examinations and to succeed in their university work.

It is true that the high school has a definite program that should be completed, but this academic goal must not lead us to neglect some other important goals. Our educational aim should strive to develop the all round personality of the student and not only to transmit knowledge and information.

Although the high school student is very much interested in self improvement and vocational placement, he does not show a positive attitude toward the courses offered in the high school program which have vocational value. In answering, "What I want to be or do in the future" the largest proportion of the students preferred to be engineers and doctors. Medicine and engineering need good science foundation. Yet when students were asked "What thing they like best in school", or "Want to learn more about" a very small percentage mentioned science. This negative attitude toward science does not imply that the school and community underestimate the importance of science in a society where science is greatly needed to raise the standard of living and to solve some of the social, economic and health problems,

Since science is considered an important subject by the school and the community, it is advisable to examine the content of the science program and the methods of teaching science in our high school. Most of the material given in the science courses is a collection of

facts and information about the atmosphere, the earth, the plants and the animals. The presentation is almost solely verbal. The student reads science; he does not do it. The high school student is very active; he wants to think, to work, to discover and to feel that he is achieving things of value. He loses interest in a subject if he feels that its main purpose is the studying of a book. The courses on science should give the child a chance to develop his curiosity. The state of low popularity that the science courses are in necessitates the re-examining of the material and the methods of teaching.

The social studies, according to the findings of the three different studies, namely, that of the American, the Egyptian and International College, were among the courses that students dislike in school and are not interested to learn more about. The reasons for this unfavorable attitude toward social studies might be due to cultural pressures that encourages children to evaluate arithmetic and languages much more than other courses.

Such a negative attitude toward social studies may be due to the methods of teaching. To memorize facts and events from text books is not the way to motivate the child and cultivate his interests in social studies. The student would be very much more interested to work on a project or to visit the historical places than in memorizing facts. Good methods of teaching have a great deal to do in helping the students feel the importance of the social studies in improving the social relationship.

The Interest Finder used in the three different studies does

not call for the mention of people. Yet many children in the three groups mentioned people in response to various items in the study. In all three groups a larger percentage of older than of younger children mentioned people. In Table VIII "What I like least in school", 7 percent of the junior group and 27 percent of the senior group gave answers related to people. Also interests related to people were mentioned when children wrote about "The happiest day", and "The most interesting thing done in school". A larger percentage of the younger than the older children expressed interests in relatives.

People were mentioned negatively when children stated "What things they like least outside school", and "dislike most at school".

The school should discover the factors that lead children to hate people. The school's aim should not be confined to the life of the student in school, but it should be extended to his future life. Good social relationship should be encouraged in school in order to build the good citizen.

National consciousness and unity are best taught and practiced in school. The school is the place where students learn the true meaning of love and respect. In our present society, the most important role of the school is to help students understand and love each other in order to get rid of the social, economic, political and religious prejudices. The social studies should contribute to the elimination of these factors through the creation of an atmosphere of respect and understanding among students. Teachers of the social studies are challenged with the problem of discovering activities and projects

which have concrete meaning for children and at the same time represent some of the broader meanings which the social studies program seeks to convey in developing the good citizen.

Arithmetic ranked high among courses when children reported "What they like best in school", and "What they would like to learn more about at school". This expressed interest in arithmetic can be traced in the three groups. This interest can be attributed to the societal pressure that is exerted by community and school for mathematical training. Parents regard success in arithmetic as a sign of future success. As a result arithmetic is considered the standard for intelligence and success.

Methods of teaching might be responsible for leading the children to put a higher value on arithmetic than on the other studies. Children's experiences with arithmetic were perhaps more satisfying than their experiences with the social studies for reasons such as the following: In arithmetic there is a right answer. When the child has the right answer he has achieved something. He has a clear-cut experience of success. He can pretty well envisage his goals and know when this or that part of the job is finished.¹

It is a matter of prestige to master the Arabic language, the national language of the Lebanese, and to be able to read, write, and express oneself fully in it. To know a foreign language is a necessity

¹Jersild and Tasch, Children's Interests and What They Suggest for Education, New York, Bureau of Publications, Teachers College, Columbia University, 1949, p. 33.

to the Lebanese people due to the fact that Lebanon is a country where most phases of life, economic, social, educational, and cultural, require such knowledge. And so these two languages scored high among the academic subject matters.

B. For Vocational Guidance

One of the most important changes related to age is the appearance of a large proportion of responses showing a desire to learn more about self-improvement, self-understanding and vocational placement. In all three groups larger percentages of the older than of the younger children expressed interest in self-improvement. Children in the three groups seem to be ready to express wishes in self-improvement than to remember incidents in which they achieved self-improvement.

For example, children stated "I want to be a doctor", "I want to finish my high school education", "I wish to enter the University", and "I wish to pass the Baccalureat examination".

The increase with age of interest in self-improvement and vocational competence shows the importance of vocational motivation and guidance as the child grows in age and advances in classes. Vocational guidance, although practiced to a very limited extent in the Preparatory School, requires more attention and serious consideration on the part of the administration. The seriousness of this problem has been shown through the results in this study. Students have continuously expressed their needs for vocational guidance.

Selection of a future vocation is real problem for all students,

although most of them do not give it the kind of consideration that it deserves. Children, as a rule, do not consider their abilities in selecting their occupation. Their choice of occupation is based on many other factors rather than abilities.

Due to the fact that the Preparatory School ranks among the best educational institutions in the Middle East, it is of great importance to the welfare of the student and to the benefit of the society to establish an office dealing mainly with vocational guidance and related problems.

In answering "What I want to be or do when I grow up", 36 percent of the children stated that they wanted to be engineers and 26 percent chose to be doctors. It is impossible for such a large number to obtain training in these fields. This result develops certain questions marks in knowing what will happen to most of such students who will realize sooner or later that they are not able to achieve such professions. Most of the students will be greatly disappointed when they will face the many obstacles in their way for the selection of their future career.

Aside from considering the student's choice of his career, it is of great importance to meet the many urgent needs of the community. For it is necessary for a progressive society to have and develop all kinds of specialization in order to achieve its goals and maintain its standard. Therefore, the role of vocational guidance in the school is to help the student to choose the career that will take into consideration the needs of the society as well as his interests

and capabilities.

The present role of the high school is to show its students other important professions needed by the society. It is true, at present, that the chances for many technical professions are limited, but it is the school endeavor to clarify the point that such problems will be overcome in the near future when economic development takes place in the country.

With such a curriculum devised to meet the needs of the students and help develop and promote their interests, the school finds itself in pressing need for the establishment of centers for guidance. These centers would run smoothly and effectively when trained personnel are in charge of them, for they can extend a great help to the students through the different ways and means which help discover their interests.

Teachers need a special mention in this respect. Good professional training is an essential requirement and a must for them. Through such training and preparation, a teacher is not only able to discover the interests of the students and encourage them, but in addition will be able to create situations for them to satisfy and promote them.

C. For Extra-Curricular Activities

Sports, games, gym and physical education were mentioned frequently when children expressed their "three wishes", "What things they liked best in school", "What they like to learn more about",

"like best outside school", "most interesting thing done", and "One of the happiest days in my life". A decline with age concerning the interest in sports is noticed in most of the items. In the Egyptian and American studies there is an increase with age in the interest in recreational activities.

Interests in social activities increase with age. Its widespread development among the seniors is contributed to the many different existing clubs and activities. The younger children did not express much interest in clubs and social activities. This does not imply that the younger children lack interest in such activities. For example in our high school there is only one club for the juniors whose members are very active. A lot of their time is spent on discussing the club's activities. This fact denotes that young children are interested in clubs and activities if they were provided with the right kind of clubs and given the proper guidance.

The responsibility of the school is to encourage the formation of clubs and societies. The stress should be put on the quality and not the quantity of the clubs.

The extra-curricular activities play very important role in the life of the student. These activities help the development of the student's personality and at the same time strengthen the group spirit in the school.

CHAPTER VII

SUMMARY AND SUGGESTIONS

The main findings of this study are summarized in the following pages which include also some suggestions and recommendations.

These findings indicate a trend of decline with age in educational interests as the child grows older and advances in grades. The younger child is very much interested in school and related matters. The high school curriculum presents a challenge for him to work hard in order to benefit the most out of the various experiences that are provided by the educational program. "Usually the older students feel that the high school curriculum is somehow boring and unfit to meet their felt needs and expectations."

Students of adolescent age are more critical of the things around them. Being highly critical they fail to understand the meaning or value of some subjects in the curriculum. They try to compare their needs with what the curriculum presents and as a result, they feel a sort of gap between their needs and what is offered in school.

Academic areas were mentioned more frequently when children expressed "what they like best in school". Some of the academic categories that scored high are mathematics and languages. Due to cultural pressures exerted by school as well as by community, children

are feeling the importance of these courses.

The impact of the age of science confirms the parents' belief that arithmetic should be considered as the first basic step in the advancement of science. Therefore, the child is not only expected to like arithmetic, but also to achieve good result in studying so that he will be prepared for joining a professional school.

Mastering Arabic - the national Lebanese language - is considered an important achievement which contributes to the social prestige of the student in his community. It has been observed that students are eager to learn more about their national language as a mean for better understanding of their culture.

Many children also expressed their interests in the English language in response to the great importance that the community places upon the mastery of a foreign language as a preliminary step for future success. A foreign language, in so far as Lebanon is concerned, is a necessity required by the very nature of the country where various phases of life; economic, social, cultural and educational; ~~require~~ ~~its knowledge.~~

Social studies and natural sciences were some of the courses that are liked least by students in school. Such negative attitude might be due to the material and method of teaching.

The results of the findings indicate that our high school program is somehow planned in a way to meet in most cases the adults' point of view. The children in the senior years are pressed hard to study the high school curriculum that will enable them to pass the

Government Baccalureat examination and at the same time to be able to join the American University. Such academic preparation is very important to both students and school; this, however, should not lead us to neglect some other important goals such as the development of a well-adjusted and responsible citizen.

This study necessitates the examination of the educational program in regard to both the content and method of teaching. The curriculum re-examination might help administrators and educators to discover its weaknesses for the purpose of the curriculum's improvement.

The best way to improve the weaknesses of any high school program is to study and find the interests of the students which is of great necessity for educators to create the educational program that meets their needs and aspirations. The good program is the one that deals with the various phases of the student life whether educational, economic, social, physical, intellectual or moral.

The findings show a great increase with age in interest in various forms of self-improvement, vocational placement and educational opportunity. This finding suggests the importance of vocational guidance and occupational information in high school.

Due to the fact that the Preparatory School is a pilot school in the Middle East, it is of vital importance to both students and community to work on the establishment of an office for vocational guidance. For this office helps high school students to choose the right profession that fulfills their needs and meets their capabilities, together with the demands of their community. The task of establishing

such a center is not an easy process; some various factors should be taken into consideration, namely the financial cost, availability of trained personnel, staff cooperation and parents attitudes. Yet these factors need not be of obstacles so severe that they would hinder the development of a vocational guidance center. Within a few years the school may find itself obliged to create such a center to be able to meet the demands of the community.

The findings of this study stress the point that children are personally interested in people. A larger percentage of older than of younger children expressed this feeling. Children mentioned people both positively and negatively in response to the various items. Their attitude toward people confirms the importance of the human relations in the lives of the students.

To build good citizens is one of the vitally important aims of the Preparatory School. The achievement of such an aim is rather impossible unless measures are taking to create an atmosphere of respect and understanding among students. It is the school responsibility to discover the factors that make children hate other people, and to try to cure them.

Citizenship can be taught and practiced in the high school. The good citizen the high school is trying to develop is the person who loves and respects others in spite of the social, political, religious and economic differences. The social studies are the high school courses that help to develop the good citizen. Through teaching history, geography and civics national consciousness and unity are learned in

school. Social studies help the students to develop the objective attitude in their judging of other people. Once such an attitude is developed it is very easy for the student to understand and respect others.

Sports and games were mentioned frequently when children answered certain various items. A decline with age concerning interests in sports is noted. This might be due to the fact that the high school senior has a great variety of interests which lessen his interests in sports.

Interest in social activities and organizations increases with age. Its widespread development among seniors has contributed to the many different existing clubs and activities. The younger children did not show much interest in societies and clubs because of the absence of established clubs for them. In the Preparatory School there is only one club for the juniors whose members are very active. The findings stress the fact that children's interest could be learned. The child will develop new interests and cultivate others if he is provided with the right opportunities. It is not possible to expect the child to be interested in something he does not know.

In comparing the results of the three studies on interests namely that of Egypt, United States and International College, one can see both differences and similarities.

A. The following are the main similarities.

1. A decline with age in interest of academic studies as

children advance in grades.

2. Large percentages of the three groups mentioned subject matter in relation to in-school items than in relation to out-of-school items.

3. Interests in self-improvement were mentioned more frequently in the "wishes" expressed than in answers to other items in the Interest Finder.

4. Larger percentages of the older than of the younger children expressed interest in self-improvement.

5. People were mentioned by many children in the three groups in relation to various items.

B. The following are the main differences.

1. Larger percentages of the International College than the Egyptian or the American students mentioned academic studies in stating "The most interesting thing done at school".

2. Larger percentages of the Egyptians than the Americans and International College students stated interests in self-improvement.

3. Larger percentages of International College students than of Egyptians and Americans expressed negative attitude toward people.

4. Larger percentage of the International College than the American or Egyptian students mentioned people while writing about their "happiest day".

5. A greater decline with age is shown in mentioning recreational activities by International College students than by Egyptians or Americans.

6. A larger percentage of the Egyptian than the American and International College students expressed negative interest toward recreational activities in stating "The things they like least in school", and "What they don't care to study about".

The findings of the study show that there are gaps between the interests children acquire and those they might acquire. It is very important for the child to be provided with the opportunities that will cultivate interests that enable him to realize his varied potentialities. The richer the opportunities, the more likely it is that the person will find a way of acquiring interests which are best suited to develop his potentialities.¹

The child's education should reach deep in his life through the cooperation of home and community in providing the right kind of environment for the cultivation of his interests.

The high school curriculum should supply children with as many opportunities as possible in order to help them discover and cultivate their interests.

The Preparatory School being a model school in the Middle East should be concerned with the future as well as the present life of the student. Helping the student to discover and cultivate his interests is a great service to be done to the individual by way of helping him in using his leisure time at present and during the days to come.

¹Jersild and Tasch, op.cit., p. 85.

APPENDIX

TABLE I
MY THREE WISHES

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Material things, specific objects, toys, food, shelter, pets, dress	41.8	24.0	38.2	37.2
Toys, specific objects	23.2	14.4	30.5	29.3
Money	7.0	7.2	8.9	11.0
Living quarters and related comforts	1.2	2.4	6.5	6.4
B. Sports, play, festivities	19.7	3.6	14.1	16.8
Everyday games, athletic activities	17.4	2.4	10.6	12.1
Miscellaneous activities	2.3	1.2	.3	.6
C. Miscellaneous places of recreation, parks, travel, resort	23.2	18.0	12.0	12.9
D. Radio, movies, theater, comics	2.3	0	1.9	0
E. Social activities, organization, parties, scouts, dances	1.2	0	1.7	0
F. Sights "go and see" activities	0	0	.7	0
G. Areas of study, subject matter	19.7	3.6	11.1	3.6
Positive	17.4	3.6	7.1	3.6
Negative	0	0	4.0	0
English usage	1.2	0	2.6	.5
Positive	1.2	0	0	0
Negative	0	0	1.4	2.5
Natural study, natural science, social studies	1.2	0	0	0
H. Art activity or appreciation	2.3	2.4	3.4	2.6
Positive	1.2	0	3.4	2.6
Negative	0	0	0	0
Music	1.2	2.4	2.7	2.6
Positive	1.2	2.4	2.7	2.6
Negative	0	0	0	0
J. Crafts, mechanical arts	0	0	4.1	5.4

TABLE I
MY THREE WISHES "Continued"

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
M. Self improvement, understanding, vocational placement	82.4	94.8	53.2	70.9
Positive	82.4	94.8	52.5	69.3
Negative	0	0	.7	1.6
Intellectual self-improvement	22.0	19.2	12.8	14.2
Educational opportunity	7.0	8.4	15.5	22.6
Personal and physical qualities	0	1.2	5.9	5.3
Independence positive	1.2	2.4	10.0	16.2
Negative	0	0	0	0
Vocation positive	48.7	63.6	29.8	37.2
Negative	0	0	.7	1.6
Vocation positive	48.7	63.6	29.8	37.2
S. Miscellaneous school demands	1.2	6.0	17.0	6.2
Positive	0	3.6	1.2	1.1
Negative	1.2	2.4	15.9	5.1
W. People	7.0	33.6	13.1	26.5
Positive	0	1.2	12.4	25.6
Negative	0	0	.7	.9
Teachers	1.2	0	1.1	20.0
Positive	1.2	0	1.1	20.0
Negative	0	0	.3	.9
Friends, characteristics of, companionship with	2.3	28.8	7.6	12.5
Positive	2.3	0	7.6	12.5
Negative	0	0	.3	0
Y. Residing in particular community	0	1.2	5.1	1.7
Positive	0	1.2	5.1	1.7
Negative	0	0	0	0
BB. Benefits for self "general or specific"	51.0	51.6	5.7	11.9
CC. Benefits for other mankind	7.0	8.4	3.0	3.6
DD. Miscellaneous	4.6	2.4	1.0	.5
EE. Unintelligible, no answers	1.2	3.6	15.7	8.9
*FF. To serve my country	34.8	21.6		

* This item is added to the list

TABLE II
WHAT I LIKE BEST IN SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Physical plant and facilities	5.8	2.4	.7	0
B. Sports, games, gym, physical education	42.9	16.8	30.6	34.8
Games, sports, physical education	40.6	10.8	30.0	33.1
Recess, free time	2.3	6.0	2.1	3.6
D. Movies, theater	1.2	0	.7	0
E. Parties, dances	1.2	1.2	.8	.6
G. Areas of study, subject matter	110.2	61.2	44.4	41.3
Number, mathematics	24.4	14.4	24.3	14.5
Spelling	0	0	4.2	0
English, writing, reading	24.4	9.6	10.1	10.8
Arabic usage	18.6	9.6		
Natural study, natural science	15.1	12.0	7.4	20.7
Social studies	26.7	6.0	7.1	8.5
Miscellaneous	1.2	9.6	1.6	.9
H. Art, activity or appreciation	9.3	0	10.0	16.2
J. Crafts, mechanical art	0	0	19.8	15.5
M. Self improvement	0	0	0	5.4
Q. Discussion, clubs, student council	5.8	9.6	1.0	3.6
R. Monitor duties	0	2.4	0	0
S. Miscellaneous school demands	5.8	13.2	.7	0
Home work	1.2	0	.7	0
Rules, facilities	4.6	13.2	1.0	0
U. Assembly	2.3	0	1.3	2.1
W. People	7.0	27.6	4.1	6.0
Pupils	4.6	10.8	2.8	6.0
Teachers	2.3	16.8	1.2	0
EE. Unintelligible	1.2	8.4	4.0	2.0

TABLE III
WHAT I'D LIKE TO LEARN MORE ABOUT AT SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
B. Sports, games, gym, physical education	16.2	6.0	7.1	3.1
E. Parties, dances, etc. =	0	0	0	0
G. Areas of study, subject matter	116.4	90.0	61.3	58.2
Number, arithmetic, mathematics	48.7	27.6	24.0	15.8
Spelling	0	0	2.0	0
English usage, writing, reading, library	46.4	9.6	12.9	7.1
Natural study, natural science	25.5	26.4	18.2	19.2
Social studies	32.5	13.2	11.8	11.1
Arabic	19.7	9.6		
Miscellaneous	0	1.2	1.6	1.7
H. Art - activity or appreciation	7.0	3.6	5.8	11.2
Drawing and painting	5.8	1.2	4.9	1.1
Music, dramatics, dancing	1.2	2.4	.9	10.1
J. Crafts, mechanical arts	3.5	6.0	25.8	20.5
M. Self improvement, vocational placement	4.6	19.2	1.6	17.3
Q. Discussion, clubs, student council	0	0	0	.6
R. Monitor duties	0	0	0	0
S. Miscellaneous school demands, privileges, comforts	0	0	0	0
Home work	0	0	0	0
Rules, facilities, going to school	0	1.2	0	0
W. People	0	1.2	.3	1.8
Pupils	0	0	0	0
Teachers	0	1.2	.3	2.1
DD. Miscellaneous	0	1.2	0	.6
EE. Unintelligible, no answer	1.2	7.2	7.7	8.9

TABLE III
WHAT I'D LIKE TO LEARN MORE ABOUT AT SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
B. Sports, games, gym, physical education	16.2	6.0	7.1	3.1
E. Parties, dances, etc. =	0	0	0	0
G. Areas of study, subject matter	116.4	90.0	61.3	58.2
Number, arithmetic, mathematics	48.7	27.6	24.0	15.8
Spelling	0	0	2.0	0
English usage, writing, reading, library	46.4	9.6	12.9	7.1
Natural study, natural science	25.5	26.4	18.2	19.2
Social studies	32.5	13.2	11.8	11.1
Arabic	19.7	9.6		
Miscellaneous	0	1.2	1.6	1.7
H. Art - activity or appreciation	7.0	3.6	5.8	11.2
Drawing and painting	5.8	1.2	4.9	1.1
Music, dramatics, dancing	1.2	2.4	.9	10.1
J. Crafts, mechanical arts	3.5	6.0	25.8	20.5
M. Self improvement, vocational placement	4.6	19.2	1.6	17.3
Q. Discussion, clubs, student council	0	0	0	.6
R. Monitor duties	0	0	0	0
S. Miscellaneous school demands, privileges, comforts	0	0	0	0
Home work	0	0	0	0
Rules, facilities, going to school	0	1.2	0	0
W. People	0	1.2	.3	1.8
Pupils	0	0	0	0
Teachers	0	1.2	.3	2.1
DD. Miscellaneous	0	1.2	0	.6
EE. Unintelligible, no answer	1.2	7.2	7.7	8.9

TABLE IV
WHAT I LIKE BEST OUTSIDE SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Material things, specific objects, toys, pets, dress	4.6	0	3.1	3.6
B. Sports, play, games, outdoor activities	34.8	24.0	56.4	56.9
Games, athletic activities	17.4	12.0	34.2	22.0
Swimming, skating, skiing, sleighing	4.6	0	7.0	11.2
Bicycling, horseback riding	8.1	0	4.7	4.2
Driving car	4.6	12.0	1.0	3.6
Spectator at games	0	0	.7	1.1
C. Miscellaneous places of recreation, parks, travel, camp	0	0	5.2	7.4
D. Radio, movies, theater	19.7	14.4	9.8	8.9
E. Social activities, organization, parties, scouts	1.2	12.0	1.3	3.2
F. Sights "go and see" activities	4.6	8.4	.3	1.1
G. Areas of study, reading, school subjects	18.6	13.2	5.3	8.5
Reading, going to the library	17.4	13.2	3.0	5.9
Science	1.2	0	1.3	2.6
H. Art "activity or appreciation"	1.2	6.0	2.4	4.6
J. Crafts, mechanical arts	1.2	4.8	4.5	11.3
K. Miscellaneous hobbies	0	0	3.0	.6
M. Self improvement, understanding, vocational competence	1.2	1.2	.8	18.1
R. Chores, duties, everyday routine	0	0	2.2	.6
S. Miscellaneous school demands, privileges, comforts	6	0	.7	0
Homework	0	0	0	0

TABLE IV
WHAT I LIKE BEST OUTSIDE SCHOOL (Continued)

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
W. People	5.8	8.4	3.7	9.3
Non-relatives	3.4	6.0	2.4	7.3
Relatives	2.3	2.4	1.3	2.9
BB. Benefits for self	3.5	0	0	.6
CC. Benefits for others	0	0	0	0
DD. Miscellaneous	1.2	3.6	0.	1.5
EE. Unintelligible	1.2	2.4	5.0	4.0

TABLE V
 THE MOST INTERESTING THING I HAVE DONE AT SCHOOL THE
 PAST WEEK

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Physical plant and facilities	0	0	0	0
B. Sports, games, gym, physical education	29.0	6.0	12.1	17.3
Recess, free time	0	0	0	0
D. Movies, theater	1.2	2.4	4.0	2.6
E. Parties, dances	1.2	1.2	3.1	.5
F. Go and see activities	5.8	2.4	.3	.9
G. Areas of study, subject matter	34.8	44.8	27.5	27.7
Number, arithmetic, mathematics	2.3	9.6	4.0	2.0
Spelling	0	0	.6	0
English usage, writing and reading	9.3	12.0	4.4	8.4
Natural study, natural science	9.3	7.2	11.9	11.2
Local and world affairs	1.2	0	5.7	5.6
Arabic	5.8	7.0		
Miscellaneous	7.0	8.4	1.4	1.6
H. Art activity or appreciation	1.2	2.4	9.5	15.4
Music	0	0	3.6	6.1
Dancing, dramatics and painting	1.2	2.4	6.9	9.2
J. Crafts, mechanical arts	0	0	10.7	10.5
M. Self improvement, understanding, vocational placement	0	0	1.1	1.4
Q. Discussion, clubs, student council	3.5	9.6	2.4	2.0
R. Monitor duties	1.2	0	2.2	0
S. Miscellaneous school demands, privileges, comforts	1.2	2.4	1.2	3.3

TABLE V
 THE MOST INTERESTING THING I HAVE DONE AT SCHOOL
 THE PAST WEEK (Continued)

	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
Homework	0	0	.3	0
Rules, facilities, going to school	0	0	1.0	.6
Positive	1.2	0	0	0
Negative	0	2.4	0	2.7
U. Assembly	3.5	0	0	0
W. People	10.4	7.2	.6	1.1
Pupils	9.3	6.0	0	0
Teachers	1.2	1.2	.3	0
Friends, dating	0	0	.3	1.1
DD. Miscellaneous	2.3	2.4	2.8	0
EE. Unintelligible, no answer	4.6	4.8	19.5	24.2
*FF. Nothing	0	12.0		

* This item was added to the list

TABLE VI
ONE OF THE HAPPIEST DAYS IN MY LIFE

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Materials things, specific objects, toys, food, shelter	2.3	0	10.1	5.6
Toys, specific objects	0	0	9.1	5.6
Money	0	0	1.0	0
B. Sports, play, festivities, everyday games	13.9	7.2	18.7	13.6
Athletic activities	8.1	3.6	2.9	5.5
Holidays, festive occasions	5.8	3.6	6.3	.6
C. Miscellaneous places of recreation, parks, travel	20.9	21.6	9.7	30.2
D. Radio, movies, theater, comics	1.2	0	0	.5
E. Social activities, organization	2.3	2.4	.5	1.1
F. Sight "go and see" activities	0	0	1.3	.6
G. Areas of study, subject matter	0	3.6	.3	.6
Number, arithmetic, mathematics	0	3.6	0	0
H. Art activity	0	2.4	.7	1.4
M. Self improvement, understanding, vocational placement	16.2	8.4	4.8	13.6
S. Miscellaneous school demands, privileges	2.3	4.8	14.0	7.0
Positive	2.3	3.6	1.4	1.1
Negative	0	1.2	12.6	5.6
W. People	17.4	25.2	10.5	8.7
Positive	0	0	10.5	8.2
Negative	0	0	0	.6
Teachers positive	0	0	0	0
Negative	1.6	0	0	.6
Friends characteristics of, companionship with	4.8	18.0	1.4	3.4
Relatives characteristics of, companionship with	10.4	7.2	10.0	8.1

TABLE VI
 ONE OF THE HAPPIEST DAYS IN MY LIFE (Continued)

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
Y. Residing in a particular community	0	0	.9	1.4
BB. Benefits for self "general or specific"	2.3	3.6	.8	2.9
CC. Benefits for others; mankind	5.8	3.6	2.2	7.9
DD. Miscellaneous	1.2	3.6	8.9	6.0
EE. Unintelligible, no answer	11.6	3.6	15.9	37.6
*FF. When the U.A.R. was formed	3.5	9.6		

* This was added to the list

TABLE VII
WHAT I LIKE LEAST OR DISLIKE MOST OUTSIDE SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Material things, specific objects, food, pets	3.5	1.2	0	1.1
B. Sports, plays, games, outdoor activities	19.7	4.8	7.4	4.2
C. Miscellaneous places of recreation, parks, travel	0	0	.3	0
D. Radio, movies, theater	8.1	6	.6	.3
E. Social activities, organization, parties, dances	2.3	9.6	.3	1.4
G. Areas of study, reading, school subjects	10.4	18.0	.7	.9
Reading, going to library	1.2	2.4	.7	.9
Others	9.3	15.6	0	0
H. Art "activity or appreciation"	1.2	0	2.0	2.0
M. Self improvement, understanding, vocational placement	0	0	16.8	13.3
R. Chores, duties, everyday routines	0	0	21.1	14.7
S. Miscellaneous school demands, privileges				
discomforts	0	0	9.0	18.1
Homework	2.3	2.4	8.7	17.6
T. Home discipline, rules, restrictions	9.3	3.6	0	2.5
W. People	17.4	15.6	9.1	12.0
Non-relatives	11.6	14.4	6.9	12.0
Relatives	5.8	1.2	2.0	0
Y. Residing in particular city	0	0	.3	0

TABLE VII
 WHAT I LIKE LEAST OR DISLIKE MOST OUTSIDE SCHOOL
 (Continued)

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
AA. Miscellaneous annoyances	4.6	6.0	2.3	2.2
BB. Benefits for self	0	0	1.8	.6
CC. Benefits for others	0	0	.7	0
DD. Miscellaneous	5.8	2.4	.6	1.1
EE. Unintelligible	2.3	4.8	25.9	30.5
FF. Boredom, having nothing to do	13.9	24.0	2.4	16.5

TABLE VIII

WHAT I LIKE LEAST OR DISLIKE MOST AT SCHOOL

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Physical plant and facilities	5.8	3.6	.5	2.2
B. Sports, games, gym, physical education	18.6	3.6	2.4	2.0
Recess, free time	4.6	0	1.0	0
D. Movies, theater	0	0	0	0
E. Parties, dances	0	0	0	0
G. Areas of study, subject matter	39.4	28.8	50.7	36.9
Numbers, mathematics	10.4	10.8	13.9	6.8
Spelling	0	0	2.3	.9
Nature study, natural science	4.6	7.2	7.2	5.9
English usage, writing, reading	4.6	2.4	12.5	13.4
Arabic	3.8	3.6		
Local and world affairs, social studies	16.2	4.8	12.6	14.2
H. Art "activity or appreciation"	17.4	1.2	10.4	1.7
Drawing, painting	17.4	0	5.8	1.1
Music	0	1.2	4.6	.5
J. Crafts, mechanical art	0	0	1.5	1.4
M. Self improvement, understanding, vocational placement	0	0	0	1.4
O. Discussion, clubs, student council	0	3.6	.8	0
R. Monitor duties	1.2	0	0	0
S. Miscellaneous school demands, privileges, discomforts	8.1	25.2	12.3	18.3
Homework	7.0	19.2	5.0	10.1
Rules, facilities, going to school	1.2	6.0	7.3	8.2
U. Assembly	0	0	.7	.6
W. People	25.5	31.2	9.3	24.2
Pupils	12.8	9.6	3.7	8.9
Teachers	12.8	21.6	5.6	14.4
DD. Miscellaneous	4.6	4.8	.3	0
EE. Unintelligible, no answer	2.3	3.6	14.9	16.5

TABLE IX
WHAT I DON'T CARE TO STUDY ABOUT

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
B. Sports, games, gym, physical education	16.2	0	0	0
E. Parties, dances, etc.	0	0	0	.5
G. Areas of study, subject matter	65.0	94.8	70.3	79.8
Number, arithmetic, mathematics	3.9	9.6	2.1	6.4
Spelling	0	0	2.9	.5
English usage, writing, reading	5.8	10.8	22.1	31.0
Library	0	0	0	0
Nature study, natural science	7.0	14.7	13.4	15.1
Health	0	0	1.2	0
Local and world affairs, social studies	33.6	34.8	18.5	38.3
Miscellaneous	5.8	6.0	4.6	0
Arabic	9.3	16.8		
H. Art activity or appreciation	44.1	0	13.6	4.5
Music	4.6	0	8.9	3.1
Drawing	38.3	0	5.1	.6
Dancing and dramatics	1.2	0	.3	1.4
J. Crafts, mechanical arts	1.2	3.6	2.1	2.0
M. Self improvement, understanding, vocational	0	0	1.0	2.2
Q. Discussion, club, student council	0	0	0	0
S. Miscellaneous school demands	0	0	.3	0
Homework	0	0	.3	0
Rules, facilities, going to school	0	0	0	0
W. People	0	0	0	1.4
Pupils	0	0	0	0
Teachers	0	0	0	1.4
DD. Miscellaneous	0	0	.3	0
EE. Unintelligible, no answer	3.5	6.0	13.2	.6
FF. Nothing	7.0	19.2		

TABLE X
WHAT I WANT TO BE OR DO WHEN I GROW UP

Category	Percent choosing			
	International College		United States	
	Age 12-15 N = 86	Age 15-18 N = 82	Age 12-15 N = 282	Age 15-18 N = 159
A. Engineer	33.6	36.0		
B. Doctor	29.9	26.4		
C. Pilot	11.6	3.6		
D. Merchant	10.4	6.0		
E. Politician	5.8	4.8		
F. Captain in the army	2.3	3.6		
G. Lawyer	2.3	3.6		
H. Learned man	2.3	2.4		
I. Judge	2.3	2.4		
K. Teacher	0	2.4		
L. Sociologist	0	2.4		
M. Farmer	1.2	0		
N. Psychiatrist	2.3	0		
O. Historian	1.2	0		
P. Painter	1.2	0		
Q. Dentist	1.2	0		
R. Musician	0	1.2		
S. Biologist	0	1.2		
T. Pharmacist	0	1.2		
U. Scientist	0	1.2		
V. Nothing	1.2	0		

This item was not analyzed in Jersild's study

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