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A STUDY OF SOME STUDENTS OF EXCEPTIONAL TALENT
HARDIN HIGH SCHOOL, 1944 TO 1955

by

CAROLYN REYNOLDS RIEBETH

A. B. Smith College, 1921

Presented in partial fulfillment for the degree

of

Master of Arts

MONTANA STATE UNIVERSITY

1955

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To her husband, Edwin W. Riebeth, and to her advisor for four years, Dr. W. R. Ames, the writer offers her thanks for sincere interest given and long hours spent in behalf of her work.

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CHAPTER I

THE PROBLEM

Most teachers have almost certainly enjoyed, at times in their careers, encountering a fine intelligence concealed in an unlikely looking head. Perhaps the owner of the head was in process of growing up in a shack, on a sagebrush flat, far from "advantages." The teacher, after such a discovery, might have been prompted to make a note on a permanent record card--"this is a very smart child"--if his school kept permanent records. In a city school, the natural course of events would introduce the child to tests which would yield further evidence of his ability. The interest of teachers in children of exceptional talent has led to many investigations of their kind, including this very limited study of some bright students of the high school in a small town.

Another circumstance helped set this study on its course. Citizens have been known to doubt the well-rounded character of children showing high scholastic ability. The brighter the student, the more dismal grows the doubt, so it seems. "Tell me, teacher, why these A students don't make good." "Wouldn't you rather have your child just normal than so smart that he is a nut?" Speaking of this time-honored attitude toward the brilliant, often amounting to a superstition, Paul Witty says:

Even today an unfortunate attitude persists to some extent, although the spread of knowledge concerning the actual nature of superior children is gradually changing the stereotyped concept. However, very few schools make adequate provision for gifted children.¹

Leta S. Hollingworth was so aware of the emotional rejection of very highly intelligent young people, even by business men and educators, that she felt it to be "often a disservice" to a boy or girl to mention the I. Q. in any sort of recommendation. She found that the child had a better chance of being accepted if she stated other, more understandable qualifications.²

Paul Witty's remark, quoted above, that few schools do enough for their gifted students, naturally turns the thoughts of an interested person toward his own school; and the idea is another reason for this study.

Purpose of the Study

This study had the following aims: (1) to find who were the students ranking near the top of each class (1944-1955) in scholarship; (2) to discover others of comparable ability, if there were others, in those classes; (3) to learn whether there were any gifted students in those classes;

¹Paul Witty, "Educational Provision for Gifted Children." School and Society 76:177-81; September 20, 1952. P. 177.

²Miriam C. Pritchard, "The Contribution of Leta S. Hollingworth to the Study of Gifted Children." The Gifted Child, Paul Witty, Editor. The American Association for Gifted Children. Boston: D. C. Heath and Company, 1951. Chapter 4. P. 77.

(4) to learn something of the backgrounds which produced all of these able students; (5) to find out what they had done since leaving high school; (6) to learn their views on the adequacy of their high school education, and what the deficiencies were, if there were any; (7) and to examine the whole picture presented by these young men and women, and each individual picture, to see whether there were any suggestions which might be valuable in improving the high school program of studies and activities.

Definition of Terms Used

"Exceptional talent," in this study, meant ability indicated by outstanding scholastic achievement, or by school records of intelligence which would place a child in the top ten per cent of the school population.

The study adopted Hollingworth's interpretation of the term "gifted," which designated those possessing I. Q. 130 or above,³ but kept in mind Hollingworth's desire that the term be broadened to include other talented children besides the highest one per cent in mental ability.⁴

Scope and Limitations of the Study

The study was concerned with the high school classes graduated during the years from 1944 through 1955. The only school records examined in Hardin pertained to those classes;

³Miriam C. Pritchard, op. cit., p. 51.

⁴Ibid., p. 80-81.

but, since the class of 1944 had entered the first grade in 1932, they carried the inquiry back twenty-three years in school. It actually went back a little farther.

Although the physical background of the investigation was principally the senior high school at Hardin, it went rather far afield, because it was concerned with individuals, some of whom had left Montana and were widely scattered at the time the study began. Colleges in other states sent data on some of the students, and questionnaires traveled as far as Hawaii.

All except one or two members of the group under investigation were graduates of Hardin High School, chosen mainly because of high grades, although results of intelligence and achievement tests, age at graduation, teachers' recommendations, school leadership, and subsequent accomplishments were taken into consideration.

Since the community was considered to be an influence on the development of the individuals studied, Big Horn County and the town of Hardin were examined briefly.

Importance of the Study

The idea of the study is of wide importance--the idea, that is, that any school should want to know how well it is serving its talented students and what becomes of these boys and girls out in the world.

The fate of talented children is certainly important to any country and of peculiar importance to a democratic

nation. Authorities on gifted children say that they are generally well adjusted and well behaved, but that a highly intelligent child can be warped by unwise treatment. Brains are not an absolute guarantee against bad behavior.⁵ Then, too, a child of 160 I. Q. or higher is likely to suffer socially, since his interests are more adult than those of his age group; it is sometimes hard for him to find a place in the world of people, and he needs help which often he does not receive.⁶ Robert M. Hutchins has been quoted as saying that in another fifty years man will be able to destroy the world.⁷ Who will attempt such destruction? If the attempt is ever made, might not its author be some warped genius? The world, working fast to save itself, must look for aid to its most intelligent people, and especially to those who, through education, have become most aware of the forces which seek dominance over our times.

Knowing who its ablest students are is the school's first step in educating leaders for the future of community and nation. The discovery and training of leaders is just

⁵Arno Jewett, J. Dan Hull, and Others, Teaching Rapid and Slow Learners in High Schools: the Status of Adaptations in Junior, Senior, and Regular High Schools Enrolling More Than 300 Pupils. Office of Education Bulletin 1954, No. 5. Washington: U. S. Government Printing Office.

⁶Harvey Zorbaugh, Rhea Kay Beardman, and Paul Sheldon, "Some Observations of Highly Gifted Children." The Gifted Child, op. cit. Chapter 5. P. 92.

⁷Douglas E. Scates, "On Our Research the Answers Hinge," The Phi Delta Kappan 30:120-23, December 1948. P. 120.

as important in Hardin, Montana, as it is anywhere else, for national leaders do not always come from great cities. Here are the words of James B. Conant:

In many high schools, the potential professional talent suffers the most from the present inadequacies. I wish some organization identified in the public mind with concern for all American youth would take some dramatic action to demonstrate a vigorous interest in the gifted boy or girl. This would serve as an encouragement to all teachers. The school would be stimulated in a direction which in some quarters has been rather spurned as being undemocratic and old-fashioned. A National Commission for the Identification of Talented Youth has been suggested by one group of educators; the sponsoring of this by public administrators and teachers would be the sort of thing I have in mind.⁸

Friends of young people are naturally hopeful that happiness and satisfaction in the life's work will result from education. These well-meaning people should note that high mentality is not necessarily a guarantee of success in just any field into which the boy or girl might be tossed by chance. Dorothy Canfield Fisher, in her book Our Young Folks, tells of an experiment performed by a "psychological specialist," M. R. Trabue, to discover qualities in which successful saleswomen differ from unsuccessful. She says:

A group of research psychologists gave extensive interviews and objective examinations to the saleswomen in a typical low-priced department store. The officials of the store made available the sales record of each of these saleswomen. . . . Judgments were also obtained from floorwalkers and personnel managers regarding their relative success. . . .

Other things being equal, high academic intelligence (I. Q.) may be something of a handicap to efficiency in selling goods over the counter. In sixteen different

⁸James Bryant Conant, "Education in an Armed Truce,"

departments, the best and the poorest saleswomen were both high school graduates. In only two departments, however, were the intelligence-test scores of the best saleswomen (in terms of sales efficiency) higher than the average scores of the poorest saleswomen. In other words, success in selling in that store was more likely to be found among the women who possessed less of the academic capacity measured by I. Q. tests, although practically all had graduated from high school and must therefore have had average intelligence.⁹

The same investigators then carried on the experiment in a store selling higher class goods, and one result was that a young woman of high I. Q. proved to be the best saleswoman. This was a development sufficiently startling to require further study. The woman of the high I. Q. was found to be more of a teacher than a saleswoman. She was in the fancy goods department, where her job was to teach knitting, crocheting, and needlework.¹⁰ The point is the importance of identifying superior intellects to save them from enslavement in dull jobs.

Educators and psychologists who have taken a special interest in talented children have something to say about retardation and the waste it causes. Ruth Strang says:

Undeveloped talent is expensive to society; it represents a lost contribution.¹¹

from his book Education in a Divided World, Harvard University Press. Atlantic Monthly 182:48-52; October 1948. p.51.

⁹Dorothy Canfield Fisher, Our Young Folks. New York: Harcourt, Brace and Company, 1943. p. 66-67.

¹⁰Ibid.

¹¹Ruth Strang, "Mental Hygiene of Gifted Children," The Gifted Child, op. cit., Chapter 7. p. 131.

E. L. Thorndike, making the point that a child of 150 I. Q. can master a trade as well as general education in high school, says:

We want them to progress rapidly to their life work, so that they can do more of it, and can afford soon to get married and produce children. . . . We do not want them to spend school days in ornamenting their minds with strings of cultural beads or scientific diadems unless they especially enjoy doing so.¹²

Terman and Oden say:

Because he is usually able to accomplish the ordinary school tasks without serious effort, the gifted child runs the risk of developing habits of intellectual slackness. He may come to take a certain pride in getting his lessons quickly or in making plausible recitations without adequate preparation.¹³

Terman and Oden also state:

Educationally, the average gifted child is accelerated in grade placement about 14 per cent of his age, but a three-hour achievement test of subjects in grades 2 to 8 showed that in mastery of the school curriculum he is accelerated about 44 per cent of his age. The net result is that the average gifted child is held back two or three full grades below the level which he has already attained in school subjects.¹⁴

The question of acceleration is important, too.

Whether the advantages are greater than the disadvantages, in advancing exceptionally talented children, is a matter on which there is disagreement among educators.¹⁵

¹²E. L. Thorndike, "Gifted Children in Small Cities," Teachers College Record 42:420-27; February 1941. p. 422.

¹³Lewis M. Terman and Melita H. Oden, "The Stanford Studies of the Gifted," The Gifted Child, op. cit., Chapter 3. p. 41.

¹⁴Ibid.

¹⁵Ibid., p. 42.

The present study aimed to contribute facts to show the high school achievements of Hardin High School's best students and to answer the question "What becomes of them?" The answer to that question, given in the study, is important to the school.

Plan of the Study

A group to be studied was first chosen. The original objective of the study was to identify the high school's gifted students of the last twelve classes; but the first careful survey of the records changed that goal, because they showed that not enough intelligence tests had been given. An individual intelligence test or two group intelligence tests are the very minimum proof to be used in arriving at an I. Q.¹⁶ No individual I. Q. test had ever been recorded. No student had ever had more than one group intelligence test, and most of them had had none. The changed plan then was to start with the complete school histories, taken from the permanent records, of the thirty-six boys and girls who had attained the three top places of honor, scholastically, in each of the twelve graduating classes. That restricted list, though, did not include some students whose group intelligence scores were among the highest shown, nor did it include others who had done well on achievement tests and still others who, while carrying staggering loads of activities, had maintained

¹⁶J. J. Munro, lectures in Education 148. Missoula, Montana: Montana State University; June 17, 25, 1954.

good grades. When these outcasts had been welcomed back, the list numbered sixty-six. The general rule had been to include a student whose record, if it did not show very high grades in secondary school, did show at least two other evidences of unusual ability. Group intelligence test scores, high achievement test scores, high elementary and junior high school grades, teachers' ratings, school leadership, an age of seventeen or younger at graduation, and accomplishments since graduation were all acceptable evidences of unusual ability.

Undoubtedly the list is imperfect. The incompleteness of the school records is shown by some notes made on 110 alphabetically conservative record cards when the study was in progress. Kinds of information given and the numbers of cards, of the total 110, showing such information were as follows: high school grades, 110; complete grades before high school, 14; junior high grades, 77; at least one test, achievement or group intelligence, 99; some health record, all before junior high, 42; any record of activities, 8; appraisal of personal qualities, 21; news of the student after high school (college, army, job, etc.), 13; other comments of teachers, 18; photographs, 19. Greatest reliance was placed on high school grades, because those were complete for every graduate, with class rank given.

The second major step in the study was the preparation of the questionnaire, a copy of which was sent to each

member of the group. A personal letter (not a form letter) accompanied each bulky questionnaire, further explaining the purpose of the study, and telling the reasons for the inclusion of that particular person in it--especially in cases where such inclusion might have seemed insincere, when grades were taken into account. Returning questionnaires were often accompanied by personal notes and, in at least one case, by photographs of the youngest generation. A volume of quite unplanned correspondence ensued.

The questionnaire was designed to reveal heredity back to the grandparents. It asked for an outline of each graduate's life history, with school, and especially high school, emphasized. The biographical information was in four parts: (1) childhood, preschool and elementary years; (2) middle grades and junior high school; (3) high school; and (4) after high school. The questionnaire asked pointedly for criticism and suggestions in the high school area. Known traits of gifted and exceptionally talented children had an influence on the choice of questions.

The third step was letters to colleges asking for records of Hardin High's graduates, whenever it was known what college had been attended. The high school records rarely gave such information.

The fourth step, interviews, was a minor one; there were some interviews with parents and former teachers, but not many.

The fifth step, a brief study of Hardin and Big Horn County, was taken to acquire a picture of the common home of all the young people in the group studied.

The sixth step was the use of data (1) to describe the community which was the background of the graduates' high school years, (2) to compose a portrait of each graduate from the bits of history contained in the questionnaire and in the school records, and (3) to tabulate traits and points of view.

The last step was the appraisal of the study's results and recommendations for the future of Hardin High School, as far as the requirements of boys and girls like those in this study are concerned.

CHAPTER II

REVIEW OF THE LITERATURE

Lewis M. Terman set out in 1904 to investigate the traits of mentally superior children. He was impelled by a suspicion of philosophy then current tending to minimize the precocious.¹ Many years later, in 1921, a grant from the Commonwealth Fund to Stanford University made possible the twenty-five year study on which Terman and others reported from time to time, until now the history of the whole experiment and its outcomes is to be found in a four volume work.² During the years of this experiment, the Revised Stanford-Binet test of intelligence was developed.³ The problem of the study was to investigate the degree of constancy of measurable childhood traits and the factors responsible for such changes as might be found in educational achievement, personality, social adjustment, and tested abilities. "It was lack of information that had made this region the darkest Africa of education," said Terman.⁴

¹Lewis M. Terman and Melita S. Oden, Genetic Studies of Genius. 4 Vols. Stanford, California: Stanford University Press, 1925-1948. Vol. IV, The Gifted Child Grows Up, p. 1.

²Lewis M. Terman and Melita S. Oden, Genetic Studies of Genius, op. cit.

³Ibid., Vol. IV, p. 6.

⁴Ibid., p. 4.

At the first Walter Van Dyke Bingham lecture at the University of California, 1954, Dr. Terman summarized his work:

My dream was realized in the spring of 1921 when I obtained a generous grant from the Commonwealth Fund of New York City for the purpose of locating a thousand subjects of IQ 140 or higher. More than that number were selected by Stanford-Binet tests from the kindergarten through the eighth grade, and a group mental test in 95 high schools provided nearly 400 additional subjects. The latter, plus those I had located before 1921, brought the number close to 1500. The average IQ was approximately 150, and 80 were 170 or higher (13).

The twofold purpose of the project was, first of all, to find what traits characterize children of high IQ and, secondly, to follow them for as many years as possible to see what kind of adults they might become. . . .

The more important results, however, can be stated briefly: Children of IQ 140 or higher are, in general, appreciably superior to unselected children in physique, health, and social adjustment; markedly superior in moral attitudes as measured either by character tests or by trait ratings; and vastly superior in their mastery of school subjects as shown by a three-hour battery of achievement tests. In fact, the typical child of the group had mastered the school subjects to a point about two grades beyond the one in which he was enrolled, some of them three or four grades beyond. Moreover, the gifted child's ability as evidenced by achievement in the different school subjects was so general as to refute completely the traditional belief that gifted children are usually one-sided.⁵

The work of Terman and his associates inspired other psychologists and educators to study and write about mentally superior children. Likewise, the work of Leta S. Hollingworth had far-reaching influence. She was a psychologist

⁵Lewis M. Terman, "The Discovery and Encouragement of Exceptional Talent." Test Service Notebook No. 14. Yonkers-on-Hudson, New York: World Book Company, n.d. Reprinted, slightly abridged, from The American Psychologist Vol. 9, No. 6, 1954. p. 1, 2.

and teacher at Teachers College, Columbia University, when her interest in the gifted was aroused by the unexpected discovery that a small boy whom she was testing had an I. Q. of 187. She abandoned her work on mentally deficient children and devoted herself, for the rest of her life, to the superior. She was deeply concerned about finding a "proper education" for them, a matter which she discussed in her book Gifted Children: Their Nature and Nurture.⁶ In another book, Special Talents and Defects,⁷ Hollingworth presented her views regarding the significance to education of special aptitudes among children. She "admits the exploratory nature of the data and deductions drawn." She thought that rarely there might be "complete discrepancy in rank between performance in one task and performance in other tasks, with equal training."⁸ Other works of Hollingworth, and of Terman, are included in the forty-six page annotated bibliography⁹ compiled by Elise H. Martens for the book The Gifted Child, a publication of the American Association for Gifted Children.

⁶Leta S. Hollingworth, Gifted Children: Their Nature and Nurture. New York: The Macmillan Company, 1926.

⁷Leta S. Hollingworth, Special Talents and Defects. New York: The Macmillan Company, 1923.

⁸Elise H. Martens, "Annotated Bibliography on Gifted Children." The Gifted Child, Paul Witty, Editor. The American Association for Gifted Children. Boston: D. C. Heath and Company, 1951. Chapter 15. p. 280.

⁹Ibid., p. 277-323.

Although Hollingworth, in choosing children for her special elementary classes, usually required an I. Q. of 130,¹⁰ and Terman based his long study on children of I. Q. 140 and over,¹¹ some works listed in Martens' bibliography are concerned with superior children having I. Q.'s lower than 130. Teaching the Bright Pupil includes, in its classification, children of I. Q. 110 and over--the upper 20 per cent.¹² Goddard, writing in the NEA Journal, 1930, recommended that children of I. Q. 120 or above be placed in special classes.¹³ Trusler, in a 1949 article, was concerned with the acceleration of students of I. Q. 125 or above.¹⁴ The Iowa High School Survey studied, in 1930, the upper 10 per cent of high school graduates.¹⁵ Musselman studied children of I. Q. 120 or over.¹⁶ The literature included in Mar-

¹⁰Miriam C. Pritchard, "The Contributions of Leta S. Hollingworth to the Study of Gifted Children." The Gifted Child, op. cit., Chapter 4. p. 51.

¹¹Lewis M. Terman, "The Discovery and Encouragement of Exceptional Talent," loc. cit.

¹²Fay Adams and Walker Brown, Teaching the Bright Pupil. New York: Henry Holt & Co., 1930.

¹³H. H. Goddard, "The Gifted Child and His Education." NEA Journal 19:275-76; November 1930.

¹⁴H. W. Trusler, "Pupil Acceleration in the Elementary Schools." Grade Teacher 67:16-17, 96-98; October 1949.

¹⁵J. R. Geberich, "The Gifted Pupils of the Iowa High School Survey." Journal of Applied Psychology 14:566-76; December 1930.

¹⁶John W. Musselman, "Factors Associated with the Achievement of High School Pupils of Superior Intelligence." Journal of Experimental Education 11:53-68; September 1942.

tens' bibliography is listed in sections under the following headings, which suggest the breadth of the field covered by research: General or Overall Considerations; Philosophy and Objectives; Physical, Mental, Emotional, and Social Traits; Organization of Local Projects; Curriculum Adjustments; Evaluation and Follow-up Studies.¹⁷

The American Association for Gifted Children, whose aim is to provide encouragement and educational opportunities for the gifted, has distributed many articles and pamphlets and was the publisher of The Gifted Child, 1951, a book on which twenty or more specialists collaborated. "The Association was successful in securing the enthusiastic and generous cooperation of a number of outstanding educators, who prepared chapters," says Paul Witty, the editor.¹⁸ The April, 1948, issue of the magazine Understanding the Child was, under the auspices of the association, devoted to the problems of the gifted.¹⁹ Paul Witty was chairman of the association's publications committee at the time. He is a member of Northwestern University's faculty and is apparently a devoted spokesman for the gifted child. He wrote two

¹⁷The Gifted Child, op. cit., Index, p. xii.

¹⁸Paul Witty, "Progress in the Education of the Gifted," Ibid., Chapter I. p. 8.

¹⁹Understanding the Child, Vol. 17; April, 1948. Published four times a year by the National Committee for Mental Hygiene, Inc., Lancaster, Pennsylvania.

chapters for The Gifted Child²⁰ and has five entries in Martens' bibliography.²¹ A short article in Time magazine several years ago told of a talk given by Witty at the reunion of 235 Quiz Kids in Chicago. He pointed out that these young people were not "queer, eccentric misfits," that no "mental crackups" had occurred among them. He accounted as follows for the original five Kids on the show: one of the older boys had finished, cum laude, at Harvard Law School, where he was then returning on a teaching fellowship; a second boy had a PhD. in organic chemistry and was then engaged in research; one girl was a writer and college teacher, and the other was a concert singer; the third boy, and the youngest of the five, was still in college, majoring in music at James Milliken University.²²

The Report of the Harvard Committee, 1945, called attention to the inability of many superior students to extend education beyond high school:

How many young people able to do good college work do not reach college? A rough answer is possible on the assumption, generally accepted by college admissions officers, that the top 20 to 25 per cent of the total group can succeed in an average liberal college. This represents an I. Q. of 110 and above. From a study of young people of this intelligence made in Pennsylvania in 1936, it was found that 57 per cent of those whose means were

²⁰Paul Witty, op. cit. Also "Nature and Extent of Educational Provisions for the Gifted Pupil." Ibid., Chapter 9.

²¹Elise H. Martens, op. cit., p. 287, 298, 299, 317.

²²"The Kids: Quiz Kids," Time 60:59; July 7, 1952.

above average went to college, but only 13 per cent of those whose means were below average. . . . These findings are confirmed by a study of a still abler group--all of the highest 10 per cent in intelligence, of I. Q. 116 and over--who graduated from Milwaukee high schools in 1937 and 1938. Sixty-three per cent of them came from families whose income was under three thousand dollars and did not go to college. That is, over 6 per cent of the total age group had excellent ability but did not go to college for reasons which were at least partly financial.²³

In another place, the same report says this:

There seems no reason to believe that altogether exceptional artistic talent existed in ancient Greece or Renaissance Italy, or that scientific and executive gifts, to a degree far beyond all others, are inborn in Americans. Opportunity, rather, gives play to some gifts, repressing others, and a chief role of general education is precisely to check the too iron working of current forces, to the end of eliciting the varied powers innate in people, thereby enriching both them and the community.

Finally, there is a vastly important but equally obscure difference in will power and fidelity to purpose. Even the best intellectual gifts come to little without this virtue, and less than the best may go far with it. How will power is related to background is most uncertain. Neither extreme privilege nor extreme lack of privilege seems conducive to it, though an occasional person has conspicuously shown it in spite of--or perhaps, in some subtle way, because of--these handicaps. . . . But whatever its origin, this quality of will power is something different from intelligence, though in the long run it may help it. Hence any test of intelligence gives very incomplete grounds for judging a person, particularly a young person in his changing years, and knowledge thus gained must be augmented by some test of actual accomplishment and by the judgment of teachers. Nowhere is the insight of a good teacher so indispensable as in holding students to their best and in setting for each work matched to both his wits and his will.²⁴

²³General Education in a Free Society: Report of the Harvard Committee. Cambridge, Massachusetts: Harvard University Press, 1945. p. 87-88.

²⁴Ibid., p. 85-86.

How to fit school programs to the interests and abilities of the brightest children has been a matter of experimentation and a subject for writing. Albert I. Oliver has written of the problem from an administrator's viewpoint. He discusses various plans which he has observed in Maryland, Pennsylvania, and New York; problems of enrichment and acceleration; qualities necessary in teachers of the gifted; costs. Of the last, he says, "The gifted are worth it."²⁵ Lew Arthur, in Survey, tells the story of Hunter College Elementary School, where the aim is to locate the exceptionally talented early and give them the education they should have. I. Q. 130 is a minimum requirement.²⁶ Mosso writes of the program at Sewanhaka High School, Floral Park, New York, a school large enough to have a group of 250 students above 120 I. Q. On faculty recommendation, children of I. Q. 110 to 120 were also included in the two year plan, which, especially in the second year, permitted much freedom for personal projects, with a view to developing leadership.²⁷ Edward S. Jones, a member of its faculty, explains the University of Buffalo's plan for giving superior fresh-

²⁵Albert I. Oliver, "Administrative Problems in Educating the Gifted." The Nation's Schools 48:44-46; November 1951.

²⁶Lew Arthur, "School for the Gifted," Survey 87: 475-77; November 1951.

²⁷Asenath M. Mosso, "A Seminar for Superior High School Seniors, Sewanhaka High School, Floral Park, New York." School Review 53:464-70; October, 1945.

men college credit for courses taken in high school but not offered as part of the entrance requirement.²⁸

Among the titles of United States government pamphlets are "Education for the Talented in Mathematics,"²⁹ "Curriculum Adjustments for Gifted Children,"³⁰ and "Teaching the Rapid and Slow Learners in High Schools."³¹

In The Gifted Child, there is a chapter on the qualifications of those fitted to teach superior children.³²

The traits of mentally superior children are the center of all planning done for them, as well as the object of research. Since those traits were of special interest to this study, they are listed here, out of the literature.

Terman said that in his gifted group, the ratio of boys to girls was 116 to 100, whereas in the general popula-

²⁸Edward S. Jones and Gloria K. Ortner, "Advanced Standing for Superior Students." NEA Journal 43: 107-108; February 1954.

²⁹Kenneth E. Brown and Philip G. Johnson, Education for the Talented in Mathematics. Office of Education Bulletin 1952, No. 15. Washington: Government Printing Office, 1953.

³⁰Curriculum Adjustments for Gifted Children. U. S. Department of Health, Education, and Welfare Bulletin 1946, No. 1. Reprint, 1953.

³¹Arno Jewett, J. Dan Hull, and Others, Teaching the Rapid and Slow Learners in High Schools. Office of Education Bulletin 1954, No. 5. Washington: Government Printing Office, 1954.

³²M. Carson Ryan, Ruth Strang, and Paul Witty, "The Teacher of the Gifted." The Gifted Child, op. cit., Chapter 6.

tion the ratio of births, boys' to girls', is 108 to 100. However, some of the most brilliant of the group were girls.³³ On special talents, Terman said this:

There is some evidence to show that artistic talent does not develop as precociously as musical. It is said that in the history of New York City there has been only one exhibition by a child artist.³⁴

Harvey Zorbaugh and two colleagues from the New York University Counseling Center have made some generalizations concerning traits of the highly gifted (over 170 I. Q.), using their own and Dr. Hollingworth's observations. (1) In American children, origin varies as to racial stock. (2) Fathers are likely to be professional men, business men, or proprietors, not extremely wealthy or poor. (3) Age of parents at birth of these children does not seem to be a factor; there is a wide range. (4) Development is ahead of schedule, for the group, in all respects: walking, 7 to 14 months; talking in sentences, 6 to 19 months; reading at 3½ or 4 years. (5) General health is good and physique superior. (6) Early interest in origins and destinies is apparent (Hollingworth thought that questions in this field were symptomatic of superior intelligence). (7) These children show early intensity of feeling about moral issues of their society--shed

³³Lewis M. Terman and Others, Mental and Physical Traits of a Thousand Gifted Children. Genetic Studies of Genius, op. cit., Vol. I. Stanford: Stanford University Press, 1925. p. 560.

³⁴Ibid., p. 35.

tears over injustices to others. (8) Above 160 I. Q., they play little with others; congenial playmates are too hard to find. (9) They have some difficulty in finding school work which is hard enough to be interesting. (10) In ordinary schools, students of 140 I. Q. waste half their time; those of 170 waste all their time. (11) The highly gifted are likely to regard school with indifference or positive dislike. Lack of interest and lack of sympathy and understanding on the part of teachers can result in truancy. (12) In spite of school difficulties, about a third of these children show unusual creativeness. (13) There is slight chance of leadership development here; the gap in understanding between leaders and followers would be too great.³⁵

Terman, following up his group, found that two thirds of the girls of I. Q. 170 and over had become housewives and office workers. There was no relation between women's occupations and childhood I. Q.³⁶

Terman and Odin state:

If you are allowed only one method of locating the highest I. Q. in a classroom, your chance of getting the right child is better if you merely look in the class register and take the youngest rather than trust the teacher's judgment.³⁷

³⁵Harvey Zorbaugh, Rhea Kay Boardman, and Paul Sheldon, "Some Observations of Highly Gifted Children," The Gifted Child, op. cit., Chapter 5. p. 87-95.

³⁶Ibid., p. 95

³⁷Lewis M. Terman and Others, Mental and Physical Traits of a Thousand Gifted Children, op. cit., p. 6.

Traits of the children at Hunter College Elementary School have been recorded. (1) Some of them are highly creative and imaginative; they "concoct stories." (2) They are higher in reasoning than in computation skills and become impatient with the accuracy required by arithmetic. (3) Only a small per cent have a special talent like painting or composing, and this is true of most groups of high I. Q. children. (4) Their childish writings show a "real sense of democracy." (5) Higher developed social responses than in other children are apparent. They are interested in other people and in world affairs. (6) They seem happy. (7) They are observant and curious.³⁸

Of children having I. Q. 180 or above, Hollingworth found twelve in many years of searching. Such an intelligence occurs only once or twice in a million. If a child of that intelligence goes to college, his graduation with top honors can be "confidently predicted."³⁹

Mental learning is so easy for the gifted that sometimes they will quit if physical learning does not come as easily. They need to be taught sports and encouraged to take part.⁴⁰

³⁸Lew Arthur, "School for the Gifted,"loc. cit.

³⁹Miriam C. Pritchard, op. cit., p. 70

⁴⁰Rhea K. Boardman and Gertrude Hildreth, "Adjustment Problems of the Gifted," Understanding the Child, op. cit., p. 42

"Very few schools make adequate provision for gifted children," says Paul Witty.⁴¹ Pritchard says that, although Hollingworth set the arbitrary minimum of I. Q. 130 for her groups of gifted children, her conception of giftedness was broader than the requirement indicated. The instruments for measuring some facets of ability do not exist.⁴² Here Pritchard quotes Witty:

If by gifted children we mean those who give promise of creativity of high order, it is doubtful if the typical intelligence test is suitable for use in identifying them. For creativity posits originality, and originality implies successful management, control, and organization of new materials or experiences. . . . In aesthetic areas, it has never been thought that tests could be made. . . . It is the urgent duty of educators and psychologists to redouble their efforts toward developing new and better instruments for measuring creative aptitudes.⁴³

James B. Conant is quoted as saying that one per cent of the school population is greatly endowed, and that ten per cent are so gifted as to justify a high degree of training; that native talent is being wasted in the way that soil erodes.⁴⁴

"The problem of learning effectively to use its highly gifted citizens is a critical problem for democracy."⁴⁵

⁴¹Paul Witty, "Educational Provision for Gifted Children," School and Society 76:177-81; September 20, 1952. p. 177.

⁴²Miriam C. Pritchard, op. cit., p. 80.

⁴³Paul Witty, quoted by Pritchard, Ibid.

⁴⁴Lew Arthur, op. cit., p. 475.

⁴⁵Harvey Zorbaugh, Rhea K. Boardman, Paul Sheldon, op. cit., p. 105.

CHAPTER III

THE LIVES OF THE STUDENTS ON WHOM THE STUDY IS BASED

I. THEIR COMMUNITY BACKGROUND

Town and County

The Hardin Tribune-Herald is published every Thursday.¹ Items on page one of the June 23, 1955, issue give a clue to Hardin's personality.² The importance of wheat-growing in Big Horn County is suggested by several headlines. The old-time cattle industry has not passed away; one article states that "grazing privileges on 40 range units on the Crow Reservation will be sold by sealed bids July 11." A Hardin minister is the district supervisor of the Christian Rural Overseas Program. There is a picture of the rodeo queen, a Hardin High School student; and a prominent headline proclaims, "Huge Hardin Rodeo Parade Attracts One of Largest Crowds Seen in Many Years." The Hardin Riding and Roping Club is mentioned, but so is the Big Horn County Community Concert Association. On page 13 is the wedding picture of the son of a Hardin Japanese family. Of

¹Masthead of the Hardin Tribune-Herald, June 23, 1955, p. 10.

²Ibid., p. 1.

thirty-eight arrests during the week, referred to on page one, twenty-six were of Crow Indians, recognizable by their Indian names. The issue of the week before displayed the photographs of fourteen rodeo queen contestants, only one of whom (not the winner, either) gave her address as Hardin.³ Six of these candidates were Indian girls. The queen is a ranch girl. A news item on the same page states that the Hardin High School Band was practicing for the parade, while a neighboring item reports on the drilling of five oil wells in the county.

Hardin's 1950 population was 2,306. Its gain, 1940-1950, was 420, while Big Horn County, population 9,824 in 1950, had lost 595. The next largest town in the county is Lodge Grass, with 536 people.⁴

Out West Magazine has these things to say about Hardin:

Hardin is the center of a vast agriculture area, both dry and irrigated land farming being the main agricultural activities. Much of the area is well irrigated. The livestock business is an ever increasing field of productivity. Cattle and sheep are fed and finished here in large numbers.

. . . A large part of the area is Indian land which is leased to a number of large farming operations for dry land wheat production. . . . Thomas D. Campbell, known as the World's Wheat King, has 50,000 acres under

³Hardin Tribune-Herald, June 16, 1955, p. 5.

⁴A Report of the Seventeenth Decennial Census of the U. S. Census of Population: 1950. Vol II, Characteristics of Population, Number of Inhabitants, General and Detailed Characteristics of the Population. Part 26, Montana. Prepared under the supervision of Howard G. Brunson, Chief, Population Housing Division. Washington: U. S. Government Printing Office, 1952. p. 9, Table VI.

lease. . . .

Another boost for the agricultural economy of Hardin came in 1937, when the Holly Sugar Corporation built a beet sugar refining plant in Hardin, one of the most modern in the United States.⁵

Hardin today is a modern city in every respect, with fine homes, a good shopping district, churches and one of the best public school systems in Montana. It is served by the Chicago, Burlington and Quincy Railroad. Their county airport is a great convenience to flying farmers as they have only two blocks to walk to town after landing.⁵

The homes of some Hardin High School students are in or near the villages of Crow Agency and St. Xavier, both of which are in the same school district as Hardin, District 17H.⁶ A Chamber of Commerce folder describes the two places:

Crow Agency is the executive headquarters for the Crow Indian reservation, and is located on the main line of the Burlington and on highway 87. Besides substantial offices and dwellings for its employees, many people engaged in private activities live in the attractive town. A most modern hospital is located there as is a grist mill that does custom grinding. Crow Agency has good schools and churches and is located about 13 miles south of Hardin and two miles from the Custer Battlefield, scene of Custer's last stand.⁷

St. Xavier is an old Crow Indian trading point. With the sale of a considerable portion of the irrigated land in the Big Horn valley south from Hardin to and above St. Xavier to the white man, this trading post has taken on the ways of the white man and now has mercantile stores and garages. It is located about midway between Hardin and the Big Horn mountains. Good schools, with bus service on the black-top highway up and down the valley, bring the children into a central school.⁸

[Sic.]

⁵"Hardin, Jewel of the Prairies," n.n., a reprint from Out West Magazine, December 1954, Vol. XV, No. 11. Helena, Montana: Treasure Publishing Co., Inc., 1954.

⁶Seventeenth Decennial Census, loc. cit., p. 5. Map.

⁷Big Horn County Facts and Figures. Hardin: Big Horn Chamber of Commerce, n.d. p. 4

⁸Ibid., p. 5.

The Census report delineates further the characteristics of the county people. It does not classify any of the people as "urban," but "non-rural farm" people comprise 57.4% of the population, and "rural farm" people 42.6%. "Non-white" make up 28.8% of the total. Of those who were 14-17 years of age in 1950, 77.1% were in school. In the case of persons 25 and older, median school years completed were 8.8 at the time of the census.⁹ White people predominate; the census showed 6,569 native whites and 422 foreign born. Of the foreign born, 313 were naturalized citizens.¹⁰

The Census table which gives the countries of birth for Montana's foreign born population shows that Big Horn stands third high among counties in the size of its group from the U. S. S. R., 148 people.¹¹ The Scandinavian group numbers 70, that from the British Isles 28 (and 48 from Canada, none of them French). From Germany the county acquired 27, from Mexico 26. There are other, very small groups, too.

Of the total non-white population in 1950, there were 2,707 Indians, 63 Japanese, and no Chinese.¹² As stated above, this whole group forms 28.8% of the county's people.

Forty-four counties have higher median incomes than

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12. ⁹Seventeenth Decennial Census, loc. cit., p. 20 Table
¹⁰Ibid., p. 58, Table 42.
¹¹Ibid., p. 62, Table 42a.
¹²Ibid., p. 74, Table 47.

that of Big Horn County. In 1950 there were, in the county, 2,170 families, 215 of which had annual incomes less than \$500. In the \$500 to \$999 bracket, there were 215 families; \$1000 to \$1499, 200; \$1500 to \$1999, 150; \$2000 to \$2499, 305 families. Toward the top, the table shows 55 families receiving \$6000 to \$6999, and 120 receiving \$7000 to \$9999. Showing incomes over \$10,000, there are 75 families.¹³

The Schools

Big Horn is a large county, 5,033 square miles.¹⁴ Hardin is the county seat and also the headquarters for a school district which covers an immense area, School District 17H.¹⁵ The population of this district, however, is only 6,442.¹⁶ Measured not by speedometer, but with a ruler on a map, the district is about 65 miles east and west by 72 north and south, its greatest widths, and from Hardin to the district's farthest corner is a straight line of about 60 miles. The area is panhandled, though, with District 27 crowding it on the southeast. Although the county is roughly quartered by highways, other all-season roads are few.¹⁷ The educational

¹³Ibid., p. 72, Table 45.

¹⁴Webster's Geographical Dictionary, p. 724. Springfield, Massachusetts: G. & C. Merriam Co., 1949.

¹⁵Seventeenth Decennial Census, op. cit., p. 9, Table VI.

¹⁶Ibid., p. 5. Map.

¹⁷Montana Highway Map, 1952. Published by the State

problems of families with children on remote ranches can be imagined, especially when one considers the rugged hills and deep ravines through which the crude trails wind.¹⁸ The map shows that the environs of Hardin are not a prairie, notwithstanding the title of Out West Magazine's eulogy.

From rural neighborhoods fairly near the schools at Hardin, Crow Agency, and St. Xavier, buses fetch the children daily.¹⁹ Bus routes extend many miles from Hardin but, of course, do not serve the whole district adequately.²⁰ The law comes to the rescue of remote families, however, and monthly payments of a certain amount per child (the amount depending on the distance of home from the nearest school) make it easier than it otherwise would be for a family to move into town, or send the children there alone. Older ranch children often live alone in Hardin rooming houses or apartments.²¹ A large proportion of the district's children ride to school by bus every day; and some of them have to ride or walk several miles to reach the bus route.²² The

Highway Commission, Helena, Montana. Prepared by Rand McNally & Company, Chicago, Illinois.

¹⁸ Ibid.

¹⁹ H. R. Salyer, Supt., District 17H, Hardin, Montana. Letter, July 25, 1955.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

bus schedule is strictly adhered to, not merely because of a contract with the drivers²³ but also because of the importance of parents' knowing almost exactly when to expect their children's bus at a certain stop. Waiting or walking in severely cold weather can be extremely dangerous. Whenever the administration is forced to change the bus schedule, as at the time of the early April storm, 1955, when schools were closed for a week, frequent announcements are made over the air from Billings radio stations.²⁴

Hardin High School is the only senior high school in District 17H and one of two in the county, the second and smaller one being at Lodge Grass.²⁵ Many Hardin High students come from outside the district. The number of students in the high school during the year 1954-55 was 239. In the year 1943-44, when the oldest boys and girls in this study were seniors, there were 142 in the high school, but the next year the number had risen to 155²⁶ The school is accredited by the Northwest Accrediting Association.²⁷ Its building was constructed in the early 1920's, but remodeling in recent years has provided it with a spacious band and re-

²³Ibid.

²⁴Ibid.

²⁵Ibid.

²⁶H. R. Salyer, Supt., interview, June 24, 1955.

²⁷H. R. Salyer, letter, loc. cit.

creation room, with a fine dance floor, as well as a new home economics department.²⁸ Combined with the study hall of the building, there is a library which numbered 2300 volumes (approximately) in May, 1955, after a severe pruning of obsolete and too technical adult books.²⁹

A perusal of The Bulldog, 1955, gives an idea of high school courses and activities at present. Photographs of classes in session show various English classes, physics, chemistry, mathematics (three years), bookkeeping, typing, shorthand, world and U. S. history, biology, Problems of American Democracy, business law, drafting and industrial arts, home economics, boys' and girls' physical education, and art courses.³⁰ Instrumental and vocal music and Spanish are also taught.³¹ In its extracurricular section, this annual includes student council, Future Homemakers of America, Future Farmers of America, Spanish Club, newspaper, dramatics, office secretaries and librarians (both groups receive minimum credit),³² Girls' Athletic Association, girls' drill team, chorus and related groups, and a fifty-member band with

²⁸Ibid.

²⁹Librarian's Report. Hardin High School, Hardin, Montana, May 20, 1955.

³⁰The Bulldog, 1955. Published by the Senior Class, Hardin High School, Hardin, Montana, p. 55-58

³¹H. R. Salyer, letter, loc. cit.

³²Ibid.

³³The Bulldog, 1955, op. cit., p. 59-80.

majorette. The importance of Boys' sports is shown by the seven pages devoted to them.³³ In the 1948 Big Horn, the annual for that year, one finds the same pattern of lessons and recreation.³⁴ The same teachers presided over musical activities then as now, and some of the present faculty were in charge of other departments then, too.³⁵ Snapshot pages in both annuals, and in all intervening ones, suggest the high school kids' interests in going steady, the out-of-doors, sociability, sports, and general foolishness.³⁶ In 1948, the Ornyx Club, a girls' club which had twenty-three members that year, was pictured for the last time; and F.F.A. along with F.H.A. and G. A.A. had not yet come upon the scene. No annuals were published by the graduating classes, 1944-1946, and, although the class of 1947 did publish a small, paper-bound one, copies of it were not available for consultation.³⁷

The Hardin community also offers some recreation to youth. One of the Chamber of Commerce leaflets mentions

³³The Bulldog, loc. cit.

³⁴The Big Horn. Published by the Senior Class of 1948, Hardin High School, Hardin, Montana.

³⁵Ibid., "Faculty." See also The Bulldog, op. cit.

³⁶See the following Senior Class publications, Hardin High School, Hardin, Montana: The Big Horn for the years 1948, 1949, 1950, 1951, 1952, and 1953 (no page numbers); and The Bulldog for 1954, p. 96, and 1955, p. 81-87.

³⁷H. R. Salyer, letter, loc. cit.

the Carnegie Library, the municipal swimming pool, the park and picnic ground, ice rinks, and the \$100,000 community bowling center.³⁸ In one issue of the local paper, there are three items about Junior Legion baseball.³⁹ In the same paper are eighteen church announcements (two for Crow Agency), two indoor (one at Lodge Grass) and one outdoor theater advertisement, an item telling of the departure of two high school girls for Girls' State in Billings, and the announcement of a 4H Club fair.⁴⁰ In another issue, there is a story telling that a Hardin High School girl had won the American Legion Auxiliary's state poppy poster contest, another item announcing swimming classes to be held at the local pool, and another giving the news that a softball league was being organized by the churches.

In these surroundings and among these activities, many Hardin High School graduates have grown up.

II. LIFE STORIES AND SCHOOL MEMORIES

Except where otherwise explained, the life stories of the young people in this study were taken from their questionnaires. Data on grades and class ranks, intelligence and achievement test scores, and certain other data pertaining to

³⁸Big Horn County Facts and Figures, op. cit., p. 4.

³⁹The Hardin Tribune Herald, June 16, 1955, op. cit., p. 15.

⁴⁰Ibid., June 23, 1955, p. 10, 2, 4, 1, 15.

school were obtained from the permanent record files of Hardin High School, and, in some cases, from colleges. The students have numbers, because they were assured when they received their questionnaires that they would not be named in this thesis.

Boy 1

This boy is the son of a ditchrider for the U. S. Indian Service. The facts which he gives about his family show very limited schooling for any of them, but his paternal grandmother was a teacher and "very religious." The family has an American background, with some English-German ancestors. His father finished the 8th grade in Missouri, and his mother the 9th in Wyoming. He says:

I started sharing the family responsibilities at a very early age. Since Mother couldn't walk, I had to climb all over the kitchen cabinets to get spices, sugar, etc., for her so she could do the family cooking and baking. As I grew older I carried coal and fuel oil for heating. In high school I raised chickens, mostly for meat and eggs for our family's use.

We did a good number of things as a family for recreation (and as a greater family). There were lots of picnics and short drives to visit friends and relatives. Quite often we visited my maternal grandparents, uncles, aunts and cousins who lived on farms in the _____ area. One labor day we made a three day trip through Yellowstone Park. This trip was the theme of English papers for several years.

I liked woodworking. I never made anything fancy, but great numbers of crude airplanes, ships, guns, and the usual run of things little boys make and collect.

Mother and Dad both read to me--Anderson's and Grimm's Fairy Tales, nursery rhymes, Charles Foster's Story of the Bible, and the Sunday comic strips.

About encouragements received during the early grades, and discouragements, he says:

The only thing I can remember is that in the second grade I made so many 100's in spelling that I thought something else would be nice for variety.

Yes, I enjoyed school and liked my teachers.

There was one boy who kept bullying me and sent me crying to the teacher several times.

I took violin lessons from the third to sixth grade, and tap dancing in the fourth and fifth.

His family did not visit school, in primary years.

In middle grades and junior high, he especially liked arithmetic, found geography boring and hard, but enjoyed school in general. He made a practice of doing homework, grades five to nine. There were no organized sports in school, but he belonged to the grade school band for two or three years and took part in plays for special occasions. He became active in Boy Scout work in the sixth grade and remained active during most of high school. He attended Sunday School occasionally, but church little. In seventh grade, he belonged to the 4H garden club. He did only a medium amount of reading, getting books at the branch library (of the Hardin library). During summers, he did "Lawn mowing, raking, weeding, washing windows," daily, to earn money, and during the entire year he had chores at home. His schooling was never seriously interrupted for any reason. He was disciplined in school, "justly," he says.

His entire high school course was taken in Hardin.

Later he regretted not taking typing in high school, but was grateful for experience received in dramatics and good training in grammar, speech, math., and science. Of the social life, he says:

I can't give the high school much credit in helping me with my social adjustments. As long as we had our lessons in on time that seemed to be the extent of our teacher's interest in us. I can recall only one lady teacher who tried to help at all.

When he joined the armed services, he was glad that he had learned how to march in "P. E."

He suggests:

Perhaps in a social science class, or even at assembly groups, students could be made acquainted with a variety of fields. Perhaps people who are working in these various careers could tell something of the work they do and of the training required to qualify for work.

A home town clergyman, says Boy One, and the church itself, influenced him in his choice of the ministry as a career.

He is doubtful of the effects of high school training on citizenship. It did nothing, he says, to prepare him for marriage and parenthood. He credits the required reading of literature with helping him to form a philosophy of life.

He did not participate in sports, but he was an actor in both junior and senior plays, also working on stage sets.

In Boy Scouts, he was patrol scribe. He attained the rank of Eagle Scout.

He found high school easy and liked best science and math. Physical education was "a pain." "Only the star basketball players got to do anything. The rest of us sat on the bench a good deal of the time." It should be said that this boy was in high school during war years. Nowadays the

school has some intramural sports.^{4a} He did study, two or sometimes four hours per day, but not every day of the week. During high school he worked two to three hours daily, caring for chickens, delivering newspapers, and doing chores around home. About discipline, he says:

Mostly I was corrected for talking at the wrong time or for not paying attention in class. I remember once being called into the principal's office for throwing blackboard erasers in algebra class.

Of the faculty, he says, "As a whole I respected and admired them." In response to the invitation to say more about high school, he adds:

I can't remember high school being as helpful in making fundamental adjustments to life as was college. This may be partially because of the recency of the experience and of a more mature insight in college. Although this isn't a psychological study, this may be of interest and help. During my high school years I began to draw within myself (introversion) but college had the opposite effect. There are a good number of factors involved, and I cannot blame the high school for causing my introverted tendencies, but on the other hand I can recall nothing being done to be of help in making a better adjustment to life.

After service in the Navy, toward the end of the war, Boy One attended a small college and earned a B. S. degree. The G. I. Bill covered most of his college expenses there, but, when he attended theological seminary immediately after college, he paid his way by painting during summer vacations, and by acting as assistant superintendent of buildings and grounds at the seminary. For the first three years of seminary, he was a part-time pastor for a church in the neighborhood; and

⁴¹H. R. Salyer, letter, loc. cit.

during the following two years he was minister of music in a city church. He thanks his college music courses for opening this field to him. In college, he was a member of the choir for three years, soloist for two. In college, also, he was active in a fraternity, was on the paper staff for four years and editor of the yearbook for two. He acted in two plays. His college major was history and political science, in a way a preparation, he says, for his present career. His work is the kind which he would choose. He was married while still in seminary.

At high school graduation, this boy tied for first place, with a four-year average of 95.5%. There were 28 in the class. His age was 18 years, 2 months. In two Sones-Harry tests, given during high school, his total percentile ranks were 96 and 99. The Henman-Nelson Mental Abilities test, taken in grade seven, showed him to have I. Q. 132. That was the only such test that he took in the District 17H schools.

Boy 2

Boy 2's father is a sugar company employee who did not complete high school. His mother, a housewife, did not finish high school, either. The nationality background of the family is Irish, German, and Dutch, although, apparently, it has been American for several generations. About his childhood, he says:

During the greater part of my childhood, we lived in

Hardin and later moved to a farm outside of town. Farm work and livestock were my greatest interests then and always have been. I used to love to travel and we made two trips to Colorado, which were about my greatest thrills. I can remember nothing really exceptional or outstanding that happened during my early years.

Yes, my mother read a lot to me, but I can't remember exactly what. I think it was just mainly children's stories.

. . . School seemed to be very hard for me for the first two years. My third grade teacher, Mrs. Strand, made me realize that I could do the work as well as anyone else, and I had no further trouble in school.

. . . I took piano lessons from about the ages of nine to eleven.

Middle grade and junior high subjects were easy, all of them; but social studies and government were boring. History, English, and the science courses were enjoyable. From grades five through nine, this boy did not take part in activities. He experienced discipline in school, but says that it was just.

I'm sure that it was quite just. Discipline has always come very hard for me. In fact, I never really learned to respect rules and regulations until I came in the Navy.

In college, he found his mathematical knowledge to be lacking. "One year of advanced math was not enough for college work." But, "I've found that high school courses in science were more than enough for any work in college." High school English and history served him well, too; but

I think high school does very little to prepare a person for a happy social life.

In the Navy:

Just the general education of high school has been valuable in passing the rating tests. If I'd had some mechanical training, it would have been a great help, but it's my own fault that I didn't get it in high school.

I've always had a hard time doing mechanical work in the Navy. . . . When I was working as assistant chemist at the sugar factory, my knowledge of chemistry from high school was always an advantage and source of satisfaction to me.

This work as chemist was done two different years during college.

His work at home, on the farm, was the foundation of his present plan to engage in agriculture. The high school did nothing in particular to help him discover his own special abilities.

All the courses in history and government were very good, especially the course on U. S. government that was given in the freshmen year. Having practice ballots for the school during elections was good, too.

But:

For one thing, I think the school government was pretty poor. It should have made the rules of conduct in school and been able to enforce them. I think there was very little preparation for citizenship. . . . There was really no regulation in school that couldn't be broken without anything serious happening. . . . Somehow, I always managed to enjoy the privileges of freedom and avoid the responsibilities. It was my own fault and I was very wrong in my attitude.

In high school, this boy entered into activities to a limited extent. Of these, he says:

Football, senior year. This is something every boy in school should at least try for, because it gives a person a sense of confidence and pride in himself that stays long after school has been completed. . . .

History, English, and chemistry were his favorite high school subjects, and he liked sociology the least. He did not study very diligently, he says--about two hours per day. However, he did farm chores at home, about three hours per

day, for the four years of high school. Once he played hooky and was required to write a 5,000 word theme in expiation. He considers this punishment just. The faculty, as a whole, was very good, he thinks, but "of course there were a few weak points."

Boy 2 spent one year at Montana State College, entirely paying his way. He was then appointed to the United States Military Academy, and he went there in the summer after his freshman year. He did not like it there, and he left in September.⁴² At Bozeman, he was an active fraternity member.

At present he is in the Navy, "because of circumstances, and I definitely don't prefer it." He plans to be a farmer, although his only training for such a career has been experience. He does not plan to return to college.

Boy 3

This boy, son of a Hardin business man, did not return his questionnaire, and so nothing can be said of his early school days. His class annual shows that he was a very active high school student: in football two years, in band two, in a privately organized swing band for two years, in the clarinet quartet, and in dramatics. He had the leading boy's part in both major class plays; and he promoted and helped direct an assembly entertainment for his class

⁴²Interview with the boy's mother, Hardin, Montana, May, 1955.

when he was a sophomore. In his senior year, he was editor-in-chief of the class annual. He was an average student, but he went on to college and has finished two years there.⁴³

Boy 4

Boy 4's father is owner of a small business. The paternal grandfather was born in Scotland, the grandmother in England. The boy's mother is a teacher and business woman. Her father, a man with a music conservatory education, came from Sweden to settle in a small Nebraska town, where he became the "town musician." This man's wife, daughter of Swedish immigrants, grew up in Iowa. And so the boy is in the second generation removed from Scotland, England, and Sweden; and half of his blood is Swedish. He does not know what his father's education was. His mother went to college. He says:

I grew up in a stable Christian (First Christian was the denomination of both parents) home with parents whose love for each other I never doubted. Although family events were shared with the relatives of both my parents, I have always been closer to my mother's side of the large family (my earliest playmates were my maternal cousins), and so my background is largely Scandinavian as are most of the family traditions. I had a difficult time as an infant and small child and so was quite weak and frail compared to most of the children about me--a matter of no small embarrassment to me during those years. I was somewhat overprotected as a child. My parents included my sister and myself in almost all their activities. Trips were family affairs--especially the major ones to Denver and the West Coast. My schooling began as far back as I can remember--learning to read and play the piano at home. When I began kindergarten at five years of

⁴³Conversation with the boy, May, 1955. Hardin, Mont.

age, Mother was teaching the kindergarten. I grew up close to nature and was given a puppy of my own when I was quite small. Also I had my own garden and was allowed to keep the polliwogs, etc., I brought home.

Mother, as well as my maternal aunts, read to me as a child. Among the stories were 'Peter Cottontail,' The Five Little Peppers and How They Grew, Biblical stories.

When he started to school:

I was able to read simple sentences and words and knew the alphabet. I was able to play simple tunes on the piano and could carry a tune vocally.

From the age of seven years on I was allowed to, and expected to, share in the care of my younger sister. I also had the responsibility of certain household chores.

My chief humiliations were related to my light weight and frail build at that time--being the one who always ended up on the bottom side of any wrestling match, etc. I do remember my humiliation and bitterness at being made to stand in the hall once in the second grade when the teacher caught me defending myself. The boy who sat behind me was jabbing me in the back with his pencil.

Without too much effort, I was able to achieve consistently good grades. I believe that I received both conscious and subconscious approval from most of my teachers, which made me strive to do even better than the majority of my classmates. Mrs. Strand did much to encourage my interest in singing.

He enjoyed his primary years. Outside of school, he started piano lessons in the second grade and clarinet in the third. Both parents were very interested in his school progress.

Literature was always a favorite school subject. He particularly liked Latin, physics, biology, and math. in high school. Piano and clarinet lessons continued, as well as religious instruction. During summers, he attended church camps.

In junior high, besides taking part in neighborhood and playground sports, swimming, Boy Scout hikes and camps,

and family camping trips, he engaged in intramural track. From the early grades, he was in musical activities--band and orchestra from the fourth grade on. He took part in operettas and small skits. He was forging ahead in Boy Scouts and about to become a First Class Scout, when "leadership fell to a low ebb;" but he was a junior patrol leader and scribe of his troop. At church camp, he had offices and committee responsibilities. He always had chores around the house, and, as he grew older, he helped at the store.

In speaking of his high school courses, he says that he was given excellent instruction in math., Latin, and music.

Time and again I've found my instruction in Latin to be valuable.

. . . I received an excellent introduction to the world of music from Mrs. Russell (piano) and from Mr. Hegre and Mr. Carter (clarinet and band). Music has been and is my favorite avocation. I received a one year course in "Art" in the 8th grade. Now I often wish I had a better background in painting and paintings.

He thinks, though, that although most of his high school instruction was good, some of it was poor. The Hardin schools were the only ones he attended until college.

He has "no comment" on his life in the armed services.

The high school made him aware of his special abilities, and so did several townspeople. His preparation for citizenship, so far as an appreciation of representative government is concerned, is something for which "I must thank the American Legion, school, and Boy Scouts, in that

order." He thinks that the high school did well in disciplinary training and that student self-government was a good thing. His home life gave him a good idea of what marriage should be. On philosophy of life:

Outside my own family, I owe a great deal to two individuals for the development of my philosophy--Mrs. Russell and Rev. England. It is interesting that all three of these sources were outside the school sphere.

His activities during high school years were: swimming, hiking and playing baseball with the Boy Scouts, the DeMolay basketball team, fishing, hunting, and chess. "Small town life encouraged development of outdoor sports." Everything in the field of music was of interest to him, and he also participated in dramatics and special assembly programs. During senior high he acted as delivery boy for his father part of every day and all day Saturdays. He tells about being disciplined in high school:

Twice, I guess. One time I had to stay after school for awhile several days to make up time for being tardy. Another time I was reprimanded for deliberately playing hooky with 3 other senior boys. This resulted in embarrassing me, as the other fellows were punished and I was not!

Of high school in general:

Comparing my high school background with that of other people whom I have known in the service, college, and elsewhere, I have realized that Hardin High School, as well as the entire educational system in Hardin, offers excellent schooling, and social experiences.

Boy 4 financed all but one year of college "with the aid of the G. I. Bill." He joined a fraternity in college, took part in sports (swimming, handball, tennis, canoeing,

fraternity volley-ball team). He helped publish the Pilgrim Fellowship Lenten Devotion Booklet. His musical activities: choir of a Minneapolis church; German Club German Band (clarinet); male quartet (later octet), Pilgrim Foundation; fraternity chorus. He took part in the production of "Our Town" by the Pilgrim Foundation. He had several chairmanships for various organizations. Besides his fraternity, the Pilgrim Foundation, and DeMolay, he became a member of Phi Beta Kappa.

In 1950, he received the B. A. degree, magna cum laude, at the University of Minnesota, and was honored at the Court of Honor Banquet given by the Minneapolis Chamber of Commerce. His B. S. degree was conferred in 1953 by the University of Minnesota Medical School. The M. D. was granted that year, too. He received his internship certificate in Seattle and has also been in residence in a California hospital. He is just beginning his career in medicine.

I did not plan to study medicine prior to the time I enrolled in the University of Minnesota. While in high school I planned to study music, or botany and horticulture, or possibly law, as my life's work. While in the service I seriously considered entering the ministry, but I finally decided to study dentistry and I obtained an entrance appointment to the University of Minnesota with this intention. However, on the day I presented [myself] at the University for class registration, I decided to change to pre-med., and so I found my way into the field of medicine.

At high school graduation, Boy 4 tied with Boy One for first honors. He stood at the 99th percentile, total in the Sones-Harry test for two years in succession. His

His music teacher has said that Boy 4 was a conscientious piano student, who practiced diligently, and that he was a "fine boy!"⁴⁴

Boy 5

The father of this boy is a retail merchant with a high school education. The boy's mother has been a teacher; her schooling included some college work. The family has German and English blood, but at least one branch of it has been in America for a long time; the mother is active in the Daughters of the American Revolution. Of his childhood, Boy 5 says:

I remember my home life, while still in grade school, to be centered very much about the family group. I worked with Dad in his woodworking shop, while some friends made a practice of seeing the show. We (Dad & I) hunted together every fall. F___ and I were both included in the folks' vacations, regardless of where they were going. I especially remember a trip to Chicago when I was about 13 years old for a Legion convention. I liked very much to get out with Dad to hunt and fish.

He entered the Hardin schools in grade two and went clear through to high school graduation. In the middle grades and junior high, he engaged in "sandlot baseball and basketball every year." He was in Boy Scouts, went to Sunday school, and was in the grade school drum and bugle corps. Summers and after school, when he became old enough for the work, he was truck driver and yard man for the family business. He was once butcher's helper at the meat

⁴⁴Mrs. Bessie Russell, interview. Hardin, Montana, January 23, 1955.

The early grades were interrupted by illness. Before the fifth grade, "I had missed as much as one out of every three school days during one year."

In high school, he liked music and drafting; and later he was grateful that he had learned to type. He did not learn to study in high school, though, and he learned little socially. His reward came for his study of music when he became a member of an army band early in his military life.

In that capacity I was with a higher educated group of men. We traveled more. All in all, the life was better because I was able to qualify for the band.

About other advantages or shortcomings of high school:

I lacked chemistry when I went to college. . . . I believe this is the fault of the school. Rather than have the biology, which is not necessary for an engineer, I could have had the chem.

I have found much satisfaction in my work. I credit the lion's share to my folks. A lot I thank J. N. Thompson and a few of my teachers for. I strongly feel that it was the individuals rather than the school that helped me most. A blanket vote for the school would include some individuals who I don't believe helped either myself or my classmates. I believe my drafting has always been a little better than the average. This I thank Mr. Goller for.

He became acquainted early with the field of work that appeals to him, thanks to his parents. Good grades in high school math. and science contributed to his plan to become an engineer. He enjoyed "responsible freedom" when he was excused from afternoon study halls to work at the lumber yard, and he thinks that the plan was good--that it, along with "the confidence my parents placed in me," was a step toward the development of good citizenship. His high school

activities were these: B squad basketball; referee for grade school basketball (senior year); drummer in the band, in a dance orchestra (senior year), and for the Oronyx Club drill squad; reporter on the school paper; actor in the junior play; class officer. The only thing about English that he liked was public speaking. He did not like biology, and physics was hard; the other courses were easy. All math. and drafting were a pleasure. Boy 5 did not study very hard in high school, he says, spending very little home time on lessons. He carried the Billings Gazette to Hardin subscribers, though, and worked for his father. He tells of his experience with school discipline:

About my first year a guy tripped me and I swatted him back and the teacher saw me. I got a slap across the face that bent my glasses. I was also evicted from biology for not dissecting a frog and drawing pictures of him. That was my fault entirely.

Of the schools contribution to happy marriage:

The only thing I can pin down in this line is the thought that responsibility, education, etc., all possibly make marriage easier, and parenthood follows. I feel that the transition from single life to married life is quite abrupt and with children soon following, the better prepared you are for the break (whether it be taught in school, life, or what have you) the sooner you will take it in stride.

His opinions on the faculty:

I believe I had very good instruction while in high school. Not to lay it on thick, I really believe that. There were a couple of teachers that had no business instructing, but, with few exceptions, they were good.

This boy thinks that travel was an important aspect of his education:

My parents never left my sister and me with a 'sitter' while they vacationed. We traveled with them all over the state, to Chicago, to Virginia when Dad was in the Navy, etc. This I consider perhaps my 'finest education' for future years. I feel that if it can be done, travel will take the place of many dull class room hours.

This boy took a B. S. in architectural engineering, financing about 90% of his college expenses, with the aid of the G. I. Bill, by working in the family business at home and driving a taxi in his college town. At college, he immersed himself in musical activities; he was in the percussion section of the Marching Band and the Concert Band, and commander of the R.O.T.C. Band. He joined a fraternity, the student chapter of the Montana Chapter of the American Institute of Architects, Ski Club, and Associated Independents. He played intramural volleyball. He also got married.

Finishing college in 1951, he went into the Army-- to Fort Ord, to engineer officer's school in Virginia, and, as post engineer (design branch), to Tokyo. Lately he has been an architectural draftsman in professional establishments, apprenticing for his license to practice architecture. He adds a postscript to his questionnaire:

Again, I think travel should be emphasized. A person should be encouraged to travel. Make-up classes or material should be kept at a minimum for the student who is fortunate enough to be able to travel. And I believe courses that make a student think for himself are extremely valuable. Those that make him memorize do not prepare him for the future where the most valuable assets of life are to be able to think right and to be able to find and apply material that he needs. . . . Looking back, it seems that most courses in high school are based on memorizing. . . . And again, let me say that parents were the weight that tipped the scales in my case and helped again and again and still do when needed.

Boy 5 is the father of two small sons.

Boy 6

This boy's father, not living now, was an office man, the graduate of a business college. The mother is a teacher who took her training in a teachers' college. The boy gets Scotch-Irish blood from both parents, Norwegian from his father, English and Welsh from his mother. His father's father occupied himself at skilled labor. His maternal grandfather, before coming to Montana, had been a superintendent of schools in South Carolina and a clergyman. This grandfather made a hobby of reading Greek, besides doing carpentry. The wife of this old man was a former music teacher, "very artistic," her grandson says, educated at a finishing school in South Carolina. Of his childhood, Boy 6 says:

I liked all types of athletics, hunting, fishing, and normal boys' pastimes. I took a trip to California at the age of 7 years and again at the age of 12. I took part in Boy Scouts and went on camping trips; also I went to church camp for a great many summers. Most all of my adventures were normal to all boys of early childhood.

He went through the Hardin schools from start to finish. At nine he started piano lessons, continuing for several years. At ten he had a paper route. His mother, being a teacher, took great interest in his schooling, and:

Many teachers commented on small abilities which came to the surface, however nothing outstanding. Many of the abilities have increased and become more useful as time has gone on.

He enjoyed the grades and junior high and liked the teachers. All studies seemed easy--geography and math. de-

lightful. He did a little home work during those years. He played baseball (summers) and basketball during all of junior high; and, as a freshman, he joined the football squad. The chorus, along with piano and clarinet lessons, gave him plenty of music. In ninth grade, he was on the main casts of an operetta and another musical program. He was a Boy Scout for two years, and, during all of junior high, he was active in the youth group of his church. For five years he had a paper route.

He lists his high school activities:

Football--played 4 yrs., lettered 3; basketball--played 4 yrs., lettered 2; track--ran 4 yrs., lettered 1; baseball--played 2 summers; co-captain, football team, 4th year.

Chorus--4 yrs; band--4 yrs.

Class play, years 3 and 4; principal part in operetta--years 2, 3, 4; sang solo, Potpourri, 4th year.

Reporter, school paper; Snow King, Rainbow-DeMolay formal, 4th year; Student Council rep.--3d year, vice-president--4th year; president, Civics Club--1st year.

He liked math. and sometimes history and English, but he did not enjoy shop, because he is not mechanical. He did not study much; extracurricular duties took a lot of time, but he does not think he would have studied even without them. He was disciplined (justly) on occasion. He had "many good teachers," but, as a group, he considers their discipline lax. At High School Week, Montana State College, he was top of the Hardin group in the tests.⁴⁵ In grades at home, however, several

⁴⁵p. M. Goller, Principal, Hardin High School, interview. Hardin, Montana, May, 1955.

several of the group were ahead of him. This boy has not yet entered college.

Boy 7

This boy is a brother of Boy 6. He says these things of his childhood:

I had a wonderful time during my childhood days in hardin. . . . My first love affair was when I kissed a girl at the age of six. She moved away a few years later, and I haven't seen her since, but it's something I'll never forget. The other extreme is that my brother and I have been fighting since I can remember. Dad finally bought us a pair of boxing gloves to use to settle our arguments. If they hadn't increased our love of fighting, we might have stopped, but, as it was, we enjoyed it so much that we never did stop until I graduated from high school. I didn't feel I was old enough to smoke until I was age twelve, when I smoked my first cigarette. My second was at the age of seventeen. From the time I was six, I've spent many of my summers traveling over the Western states. Some of the trips I'll never forget.

His mother, and baby sitters, used to read to him-- fairy tales and other stories. He could read, count, draw, and pick out basic colors before he entered school at age 6. He was always expected to do small chores around the house and to keep his own clothes picked up. He helped in the care of his younger brother. Then he went to school; he enjoyed it:

Yes. I feel one of the reasons is because I was always the head of the class until I was about 12, and people always asked me advice. I also liked everyone, and I think they liked me.

When he was in the third grade, his mother went back to teaching. Of the middle grades, he says:

The fellows I ran around with in the fifth grade had a basketball team and wouldn't let me play on it with them. At the time, this hurt me more than I imagined anything could.

In the seventh grade, I wrote a story about a dog, the story being fictitious and written about a picture I had once seen. The teacher and the class gave me so many compliments on how good it was that I realized I could do things I wanted to if I knew they were appreciated.

In the middle grades and junior high, this boy found geography and history both hard and boring. Math., English, and music were easy. He liked literature, story writing, and music; but he studied very little outside of school. For five years, beginning at eleven, he studied piano. During these years, he was a Boy Scout, took part in many church programs, belonged to the English Club at school one year, sang in the eighth grade glee club, and always competed in the annual marble tournament. The last three years, he played intramural basketball. For money, he mowed lawns, raked leaves, and collected bottles--all occasional jobs. Once he broke his leg and missed a month of school. He endured discipline many times, once unjustly.

In college and in the Navy, he has felt the advantage or disadvantage of his high school training. He could have used solid geometry; his English stood him in good stead, and so did history and typing. Further, he says:

High school training in music has been of the greatest help to me, in college, civilian life and military life. It has helped me to appreciate the difference between good and bad music of different types and forms, as I hear them all.

. . . Every fellow should have the chance for training in the art of woodworking, mechanics, etc., as he will use it continuously throughout his entire lifetime.

. . . Participating in sports gives a person a vast understanding and appreciation of it, even though the training may never be used once out of high school.

. . . Dramatics have given me a vast appreciation and

a finer knowledge of drama at its best or its worst, while it has also given me the courage to participate in functions that require speaking in public.

Participating in school govt. showed me that no matter what the issue may be, or how you may feel about it individually, not everyone will agree and the majority rules.

In social life:

High school helped but didn't do as much as it could toward a happy form of social life. Even though everyone is different, all should be given more of a chance to participate in what 'FEW' activities the school offers.

A small portion of school time should be offered for a dancing class. Also the students should have a chance to run certain things themselves, giving them a chance to better the school in their own right, while they also have a chance to give the school and student council a good name and place of its own.

In the Navy, high school helped him:

To pass certain qualifying tests, thus giving me a chance at one of the best schools the Navy offers. This past training also helped me to acquire a high mark on the General Classification Test, which will follow me all through military life and give chances for future advancement.

Lacked a hobby to spend my spare time on. High school should offer some kind of help for hobby enthusiasts.

He thinks that he would be better prepared in math.

if his instructor had been given enough time to spend on his class senior year. He says that aptitude tests taken in school called to his attention some of his abilities. He thinks that high school students do not learn enough about government, and that student government is insufficiently democratic, besides being lax about the observance of rules. About right and wrong: "Through relationships with school mates and the activities I encountered, I realize how wrong a person can be, though he thinks he's right."

The activities of Boy 7 during high school years:

Sports mgr., Jr. & Sr.; DeMolay Bowling team, Jr. & Sr.; A.B.C. League bowling, 1 team, Jr., and 2 teams, Sr.; Jr. Legion Baseball, 2 yrs.

Octette, 2 yrs.; main cast of operetta, 2 yrs.; DeMolays, main part in degrees--Chevalier degree; assistant editor, annual; 'queen' of the mixer, Soph.; Jr. class president; Soph. vice-president; Student Council rep.

High school was easy, and Boy 7 got along on practically no study. Music, drama, and math. were favorite pursuits. The only obstacle to his progress was "laziness." At home, he had the duties of keeping the yard and repairing the house when necessary. He was "one of the most mischievous kids in school," and now he wishes that teachers had been a little more strict. He has other suggestions, too:

Many students have a great potential for the future, but are never given the opportunity or help to prove themselves. Some of the difficulties are lack of finances, lack of assistance, or maybe personal reasons. If the school offered more of a chance for individual accomplishments such as dramatics & debating teams, photography clubs, and other groups composed of individuals, 'Not Just School Kids.' [Sic].

This boy had one year at college before entering the Navy. He was pledged to a fraternity, was in the Concert Chorus. Work with a seismograph crew partially payed his way. When he is out of the Navy, he intends to finish his course in electrical engineering.

Boy 8

Boy 8 has an Irish-English-American, Norwegian-Danish-American family background, with a decided musical bent showing on both sides. His father, a business man, had a high

school education, and his mother spent two years in business school after high school. One grandfather was a lawyer and the other a merchant. The questionnaire of Boy 8's brother states that the lawyer died a violent death. The paternal grandmother was a nurse, with two years of junior college. She paints, loves music, and is preoccupied "with drama and the arts." The other grandmother (quoting Boy 9) was an "ideal mother." The two parents of these boys are apparently people busy with interests: music, square dancing, bridge, crafts. Boy 8's brief sketch of his childhood:

I was a member of Cub-Boy Scouts. Gained many opportunities--i.e. travel, comradeship, practical education, etc. Traveled to East for Boy Scout Jamboree. Next year . . . to Europe for World Jamboree. Parents big encouragement in all fields of my endeavors. Usually went to Utah every summer for a 2 wk. vacation. Very enjoyable.

His family used to read to him--"Grimm's fairy tales--the Oz books." At five he entered a city school, coming to Hardin in the sixth grade. "I read fairly well before school started. Very elementary books, of course," he says. He met with encouragement in early childhood:

Encouraged greatly by parents. Also by teachers who recognized a student's ability and were always ready with praise and--encouragement. Facility with which I accomplished studies was helpful.

Although he enjoyed school when very young, he liked it better later. He took music lessons--"Always I'm havink to practisse da peeano!!"--from the ages of eight to fourteen.

Junior high was easy, music and math. interesting. He did a little homework in those years and entered all activities that had to do with music. All four years, he was

very active in Boy Scouts as well as in his church. He became a deacon, a position "acquired after learning certain doctrines, & policy of the Church." To earn money, he was a "soda-jerk, station attendant, handyman," during summers. To the questions "Were you ever disciplined in school? Justly or unjustly?" he answers:

Yes, justly usually. Very seldom maltreated. If so-- accepted it as teacher's--or discipliner's (?) mistake.

Once later, in high school, he met with unjust discipline:

A boy made a clerical error in a problem at the board. I whispered his mistake to him so as not to waste the class's time--and--bang--instructor grabbed me (from behind) by the hair and threw me into a chair. Embarrassed --but it was funny--I laughed it off later.

Although in college he has found that his high school preparation was good, he says:

If possible, I think the high school should give the student more ideas about what he will choose for a vocation.

He is appreciative of the chances he had in high school to try himself out:

Had to observe school regulations. But I learned that there can be room for discussion.

. . . Student Council took several steps on its own. I was given the go-ahead on many jobs (school, music undertakings), learned what & what not to do by this practical experience.

His high school activities, which he holds in "high esteem:"

Played football 1 year. . . intramural other sports. Held leads in 4 operettas. All festivals--at M.S.U. and district music festivals. Sang in quartette and ensemble. Junior play, Senior play, as actor. Also dramatics manager. Editor, high school annual. Junior prom chairman. Class vice-president, band president, and three times on Student Council.

Music and math. were his favorite high school subjects. Some subjects he disliked because of their presentation. He studied only in study halls, with occasionally an extra hour.

Boy 8 has spent two years in college, partially financing his education as a surveyor and service station attendant. In college, he has not engaged in sports but has worked extensively in musical activities. His major has been music, but, if he continues college, he may switch to liberal arts. He has had an office in his fraternity, and in his class, and belongs to the men's honor society. He is a member of other clubs and has held several chairmanships. For two years he was on the honor roll and at least once nearly topped it.⁴⁶ The venturing nature of this boy is suggested by a story in the Hardin Tribune-Herald⁴⁷ telling of an eighty mile river trip by rubber raft. Boy 8 was involved in a mishap:

The raft was about 30 feet from shore when it sank, the students reported, but the three managed to grab life preservers and make their way to shore. The group completed the trip in the remaining four rafts.

At high school graduation, this boy ranked first in a class of sixty-seven.

⁴⁶Honor Roll for Spring Quarter. Missoula, Montana: Montana State University; June, 1955.

⁴⁷Hardin Tribune-Herald, op. cit., June 16, 1955, p. 11.

Boy 9

This boy is the brother of Boy 8. He says:

My childhood was very normal and uneventful. It was composed of the conventional mixture of pleasure and pathos, and salted very lightly with work. My father was rather a stern disciplinarian, but very fair. Sassing my mother was the only real crime. I never swore, smoked, or participated in the usual boyish misdemeanors. My parents gave me every encouragement, as far as school goes. I could read any books I cared to, and I read many. Sports and outdoor pastimes, collections and games occupied my time. The only traveling I did was during one of the family moves, an occurrence every three years.

He started school at five, but his family soon moved to Montana, where he began the first grade again. As a small child, he helped around home, and, at nine, he had his first paper route. In general, he made high grades, but he does not remember liking school, in the lower grades or later. In junior high, all subjects but reading bored him. In twelve years of school, he practically never did home work. He engaged in football, basketball, and track, in junior high, and was a Boy Scout. Of church, he says, "Disliked intensely--forced to attend unless I could think of a way out." His childish business ventures consisted of carrying papers, shoveling snow, and mowing lawns.

His high school math. and science training was an advantage to him in college. Of sports, he says, "Regret now having played football, waste of time, never thought it was 'Fun.'" He is no longer particularly interested in school government; he wishes to devote time instead to "personal projects." College social life was "just more of the

same thing." He believes that high school should "place more emphasis on citizenship--Arts," and that in public speaking it "passes up many chances to give experience." In high school, he thinks, "little attention was given to careers of any but 'special aptitude' students." He was evidently one of those, for he says that aptitude and achievement tests given in school called his attention to his special abilities. His father also interested him in careers.

In high school practice of citizenship, he thinks that it would be better if a student filed for office, rather than waiting to be nominated and elected to a job, perhaps one that he did not want. He could "expound at length" on the lack of training for citizenship in high school. He wants none of the unquestioning observance of regulations. He does not remember hearing the "privileges and hazards of freedom" mentioned often in school. The school prepared him for marriage and parenthood "only indirectly, due to accidental association with females."

Boy 9's participation in high school activities was as follows: 3 years lettering in football; senior play; various chairmanships (dances, picnics, etc.); class president, 2 years (also 8th grade president); basketball, 1 year; paper staff; Student Council president, senior year.

He had a paper route and worked at a service station for four years.

Of high school, he says:

Standards were much too low, even poor students weren't forced to study. Little chance to develop talents. Unless you were athletic, or had a good voice, you simply could not expand. I personally never ran into these frustrations--but I always felt that other students did not receive the attention I did.

Boy 9 went on to college and got a B. S. in geology. He says that his parents and the Navy really financed his education, though he worked as a laboratory technician during student years. He joined a fraternity and acted once as its president, once as treasurer. He also belonged to an honorary geological society, to the pistol team, and to the chess club. He found time for bridge, too. He engaged in intramural sports: boxing (varsity for awhile), wrestling, football, softball, basketball, horseshoes.

He has a contract with the Navy, he says, which specifies his remaining single. He intends to take further training some day; his ambition is to become a business executive.

Boy 10

This boy, now married to Girl 2, entered the Hardin schools in the 4th grade. His father is a teacher, working toward a Master's degree at present. His mother had one quarter of college. Farming was the family occupation, on both sides, in the past two generations. One grandfather finished 8th grade and the other high school. One grandmother finished high school; the other went to college. There is German, Scotch, Irish, French, and Dutch blood in this

boy's veins. Here are the boy's own words on his childhood:

Before moving to Hardin we lived in three small Montana towns, where Dad was a school teacher. Because of the small populations, we . . . played together more than with other kids, especially _____ and I. I have never enjoyed playing in too large a group. Our home life has always been fairly peaceful, and opportunities for hobbies and play were always plentiful. I have had many hobbies, model airplane building, stamp collecting, various other collecting hobbies, and the one which lasted the longest and is still going on, photography.

My most exciting adventures were the hunting and fishing trips that _____ and I used to take during high school days. . . .

My travels are limited to one trip to the West Coast, when I was 7 years old. It took all summer. I swam in the ocean, climbed the foothill of Mt. Hood, and went to my first amusement park. I've been through Yellowstone Park quite a few times, and traveled quite a bit around the Sheridan-Hardin-Billings (up to Livingston) area.

I had a 'girl friend' all during grade school, not the same one all the time, 2, or 3, or 4 different ones.

* * * We never had a baby sitter after I was six. We always knew where Mom and Dad were, though. . . .

My teachers were always encouraging. Parents are always proud of their children's accomplishments. My parents were no exception.

He liked school very much, in primary years, and continued to enjoy it. His mother read to her children at home; he still has his first book, A Child's Garden of Verses.

In junior high, math., science, and history were much enjoyed. Grammar and spelling were a little boring, "the things I now know the least about and have a great need for. Science was the favorite. He did no homework.

Junior high activities were: B squad in basketball; track team (won 1st in half-mile at county-wide track meet); a Christmas musical play; a minstrel show (end man); Cub and Boy Scouts, reaching second class when Scouts were disbanded in the ninth grade; Methodist Youth Fellowship (president for

two years). His only experience with discipline, to grade 10, came early:

I was spanked during my first grade. I as yet do not know the reason; Dad might, but I don't think so.

Of his high school training, he says:

I was able to omit the first quarter of college mathematics because of my H. S. math., and a test I took to see if I could omit it.

I think the science department at Hardin was at least as good as any in the state. Was able to skip 1st quarter of college chemistry because of H. S. chemistry.

In English, he "got only C's" in college. He thinks that it "would have been nice" to have German or French in high school, rather than the Latin which he did have. He learned much from holding class and organization offices. "I think that my high school social life was very adequate," he says, "and that the teachers went out of their way to aid in the school's social life." That he was so well prepared for medical school, he attributes to the efforts of school and parents.

I've wanted to be a physician for as long as I can remember. Dad says I wanted a Dr. kit when I was about 6. Got it, too! During 4th and 5th grades, I considered being a minister--this was the influence of Rev. Clair L. Harris, who was the Methodist minister at that time. When he left, I went back to wanting to be a Dr. (M.D.). . . . I am very glad that the school has (I think, anyway) something of counseling service. It might not help those who have already made up their minds about their life's work, but it will benefit the rest greatly.

He thinks that student government, in his time, was not actually by the students. As president of the Student Council, he observed that the opinions of that body were disregarded when they were contrary to those of the administra-

tion. "I do not believe this is the way to teach good citizenship and show people their responsibilities," he says. Though history and civics classes, as well as the law-abiding character of teachers and parents, were all good introductions to citizenship, "I wish we could have had a short discussion a couple of times a week on current events--the newspaper being the first book--to discuss the consequences of various world happenings." He suggests another improvement:

I believe that some type of courtship and marriage course would be good. Another problem might be--how will the students accept such a course? I definitely believe that something has to be taught along moral lines by the school.

His high school activities were: football, 3 years, co-captain 4th year; boys' octette and operetta, 4th year; lead in junior and senior plays; sports editor for the paper; photographer for the annual; class officer once; Student Council, 2 years, one of which he spent as president. Other activities:

I did morning dishes at home, and during the spring Jim, John _____, and I would plow out at Warren's after school until 10 p.m.--this only lasted a couple of weeks each spring.

Discipline in high school:

Yes, justly. Mrs. Riebeth sent Jim _____ and me to study hall for a week for talking too much in class.

His fifth year of college has just ended. Doing farm work, driving a city bus, and acting as orderly in a hospital, he has financed his schooling, with a little help from his parents, and much from his working wife since his mar-

riage. He belongs to a medical fraternity, in which he has been an officer.

At high school graduation, Boy 10 ranked second in a class of forty-one. In college, he maintained a good scholastic standing.

Boy 11

The family heritage of this boy is mostly Scandinavian. His father's father came to this country from Sweden in 1876. His father's mother came from the same country in the 1880's. She was deeply religious. The boy's mother is Norwegian; her parents came to America in 1883. One of the grandmothers had had no education; the other three grandparents had been to "common school." The boy's father has a B. S. in agriculture and is in agricultural extension work. His mother had two years of high school. Her career has been that of "household executive." The boy's father's family evidently had a background of farming, his mother's one of crafts (carpentry). His home life was normal, he says.

My folks were not especially strict but still many things were expected of us. Consequently, we were very faithful to Sunday School, helped a lot around the house, and were encouraged to read. Dad believed that travel was a good way of teaching, so the family took trips each summer to various places in the U. S. The highlight of my youth was a trip to Detroit, New York, Washington, etc. That I still vividly remember.

At six he started school in Billings; he entered the Hardin schools when he was in the second grade. In those days, "Mother read us many stories." He felt bad when he

had to leave the Broadwater School in Billings and go to Hardin. "However, the Hardin school put me in 2A and I seemed to do well there (under Miss Batty)," he says. After a discouraging first grade in Billings, he learned to like school; he received much encouragement from parents and teachers alike. In the fourth and fifth grade years, he studied piano.

As he progressed through school, he found math. a little hard, and grammar a little boring, but he still enjoyed school. Geography and history were his favorite junior high subjects. He made a practice of studying at home. His junior high activities were: basketball; junior band, 3 years; one operetta; Boy Scouts, 3 years; church and Sunday school always. He did much reading, especially dog and adventure tales, most of which came from the public library. For money, he did odd jobs, and started clerking in a store during the ninth grade--daily work during the summers. Once he was disciplined unjustly.

In general he thinks that his high school studies were thorough, and that the drawing practice which he had there was particularly valuable later, since it pertained to his future career of architect. In the armed services, high school math. and mechanical drawing "helped a great deal." Although he played basketball for a couple of years, he does not think that the experience was of particular value later. In preparing students for citizenship and social life,

he thinks that the school made some effective effort, and that "some teachers help develop a sense of values." He credits the school for encouraging him toward his career, not by calling attention to special abilities, but by promoting "general advancement in confidence in one's own self, which I feel is important in many ways."

His other activities during high school: four years of band; the lead in the senior class play, "Girl Shy;" writing for the paper; acting as president of the senior class, the Student Council, and Methodist Youth Fellowship.

He found high school subjects easy except math. and physics. History and drawing he liked best, and there was no subject which he really disliked. He did not study very hard--an hour or two per day. For three years, he worked two hours a day after school, clerking in a store. He was not disciplined in high school.

Boy 11 has a B. S. in architecture, with an additional year of post graduate work. He wholly financed his education. In college he was a fraternity member, as well as member of the architectural honorary fraternity and the student chapter of American Institute of Architects, and the men's honorary society. He also had three major chairmanships and worked on various publications.

This young man has been married for almost five years. He has a son and a daughter. His work as an architect is his choice of professions.

Boy 12

Both of this boy's parents went through the 8th grade. His mother is in charge of a bus depot and also acts as clerk in a drug store; his father is a laborer. Ancestors came from England, Scotland, and Holland. Boy 12 says:

I think I had a fairly normal home life during my childhood. Although my folks didn't have much in the way of material wealth they managed to spoil their son. The big move from Iowa to Montana came when I was six.

He started school at five in Iowa, entering the second grade when he came to Hardin. He lived on a farm during these early years, and he does not recall enjoying school.

As I recall, my ultimate goal at that time was to get through the 8th grade. . . . The adjustment for a shy (don't laugh) country boy like me was difficult.

By the time he reached junior high, he did enjoy school. His activities during those years were: unorganized sports; band in 8th and 9th grades; a small play for which he got his first suit; Cub and Boy Scouts, 3 years; and, for about 4 years, active participation in church groups. In the economic area, he advanced from mowing lawns to cleaning a local store to a store clerk's job (eighth grade).

In college, he found himself well prepared by high school math. and science courses. He blames his lack of interest in English for any deficiency felt in that field. "Typing was especially helpful when time came for those term papers." Having taken part in high school sports gave him a widened interest in college. High school, he thinks, could do more to prepare teen-agers for social life; and further:

. . . There should be more emphasis on career guidance in high school. As I recall, after graduating from high school I had practically no idea of what kind of a career or occupation I wanted. I don't mean that the school should necessarily strive to have every student pick a profession then & there, but present material giving the aspects of different professions & vocations.

I like the scientific profession I am in, and I do give my high school credit for what I consider a pretty good background. However, it was not until the latter part of my second year of college that I picked a specialized field. During these first two years, I had seriously considered quitting college. . . . Finally, after a good talk with the Dean of the Science Division, I made my decision. I am indebted to him and to certain college instructors, as well as the college as a whole.

In high school, Boy 12 spent two years on the football squad, three in the band. He was stage manager for the junior play, chairman of the junior prom, president of his class the third year, and president of the Student Council the fourth. He always worked downtown after school. For an unexcused absence from school, he was once required to write a 3,000 word theme. He has since had the experience of writing a Master's thesis. He obtained an M. S. in 1955.

He partially financed his own education working on a farm summers. One year of graduate study was made possible by a National Science Foundation Fellowship, and this was followed by an appointment as research assistant to complete the requirements for his degree. He belongs to a biological society (has been an officer), Phi Kappa Phi Honor Society, and another fraternity. In college he married another Hardin graduate and has an infant son. "There is a possibility that I will go back for a Ph.D." he says. At present, he is a bacteriologist for the U. S. Army.

Boy 13

His father is a road engineer with an eighth grade education; his mother, who had a year of college, has worked as a librarian. Swedish blood prevails in the ancestry, and there is some Irish and German.

I had an easy home life--worked some but no more than I wanted. I spent most of my spare time outdoors, sports or just piddling. Never did much reading and no studying. I would have probably been better off if I had.

Boy 13 always liked school and found it easy, except junior high English. He liked math. very much. During the middle grades and junior high, he spent five years in sports, five in musical activities, three in Boy Scouts, and four in a church group. He worked at a filling station, and did odd jobs, and had a paper route.

During the three years of senior high, he played football (was team captain when the Southern Divisional Championship was won), played in the band, spent two years on the first string in basketball, was vice-president of his class junior year and Student Council president senior year. He found high school easy but there were no subjects which bored him. He did almost no studying outside of school. He was never disciplined. He liked the faculty.

Some high school experiences served him very well in college: math., sciences, English, sports, and school government. To these and to his home he is indebted for finding satisfaction in his work. Persons outside of school first interested him in an engineer's career. The school could

have done more to prepare students for citizenship, he thinks, although it did make some contribution, mostly through studies. He values his experience in extracurricular activities. In college, he played intramural football, belonged to Rodeo Club and M Club. He joined a fraternity and the civil engineering society. He partially financed his education.

He stood first in a high school class of fifty-four students. Now he has a B. S. in engineering and thinks that he may take further training. He is at present a student pilot in the U. S. Air Force.

Boy 14

Like his brother, Boy 13, he spent all of his school years before college in Hardin. As a small boy, he did chores at home. After he started school, "My first grade teacher gave me a gift for being the best student."

He liked junior high, where he took part in many activities. A family friend recalls the ardor and apparent delight with which he played eighth grade basketball, sometimes frightening his mother (in the audience) by the speed with which his small body hurtled toward the solid brick wall behind the basket. He also took part in music, Boy Scouts, and a church group. He did not work to earn.

All of his high school courses and sports were an advantage to him in college, as were school government and the high school social life. He thinks, though, that a

high school R.O.T.C. would be a good thing.

His father's line of work, and the fact that he was good in math., put the idea of engineering into his head.

In high school, he did these things: made straight A's in freshman English, U. S. History, and trig.; was in band 4 years, in football 4, in basketball 3, on the annual staff; went to Boys' State; acted as class treasurer, class vice-president twice, band president twice, and Student Council president as a senior. He graduated fifth high in a class of fifty-three. Outside of school, he played city and Legion baseball. There was no high school subject that he disliked, and he thought the faculty "was great."

Boy 14 expects to finish his training in civil engineering, two years of which he has wholly financed by summer work--doing surveying, which he learned in college. He belongs to a fraternity and has played intramural football, basketball, and softball. He is serving two years with the Army before re-entering college. He was in Hawaii, as this study ended, where he had recently entered officers' training school.

Boy 15

This boy is the brother of Girl 6 and the husband of Girl 20. He did not return his questionnaire, and so facts about his life have come from school records and the statements of his family and teachers. His father had business

college training and now owns one of Hardin's larger businesses. He also owns a ranch. This father's parents came from Norway. The boy's mother, who, in the past, made a hobby of leading a Girl Scout troop, is greatly interested in gardening, crafts, and everything artistic. She did not finish high school. She has German, French, Irish, and English blood. Her father was a dairy owner, farmer, and die caster. The questionnaire of Girl 6, which gives the family information, states that her mother made a practice of reading to the children, when they were small, and that the family enjoyed activities together, especially camping and traveling. These parents took their children to Mexico City once; they made some sort of educational expedition yearly, before the war.

The boy's wife recalls being impressed, during junior high years, by the regularity with which this boy's father would appear to fetch him home from evening festivities of "the gang" under the street light on the corner near her home.

In high school this boy was apparently a leader. He was senior class president, and, in his fourth year, was elected by the student body as the best boy citizen of the high school. The local Masons gave him an award in recognition of his school status. The girl who stood up beside him to receive a similar award for being the best girl citizen was his future wife. He played football, had a leading

part in a minstrel show, was in the band. He once organized a solid geometry class, because he needed the subject in preparing for engineering training. He is now a graduate engineer.⁴⁸

In college, he joined a fraternity and made the men's honor society as a freshman. Just before his junior year, he and Girl 20 were married, and before his graduation, he was father of a daughter. He worked in the college book store and also did chores, sometimes, on a small farm, to help pay college and living expenses. ⁴⁹

The Korean war began while he was in college, and, since he had been in R.O.T.C., he joined the infantry immediately upon graduation. His second child was born at an Army post. Soon Boy 15 was in Korea, on the front line (White Horse Mountain), where he spent many months before hostilities ceased.⁵⁰

Now this young man works in his father's Hardin business, where he has some major responsibilities.⁵¹ He has four children.

⁴⁸Statement of Boy 15's mother-in-law.

⁴⁹Ibid.

⁵⁰Ibid. Also see Boy 15's colored slides, taken in Korea. These have been shown at the Congregational Church and other places in Hardin.

⁵¹Ibid.

Boy 16

My home life was happy and our family was a fairly close knit group. My greatest interest during this time was entirely sports. I went to Nebraska 3 times to visit my grandparents and this was always a pleasant experience. . . .

My mother and sister used to read to me, usually children's stories and comic books.

Occasionally my folks would be gone when I would get home from school so I would do all the chores such as milking & feeding cattle, pigs, chickens.

At the beginning of the second grade, I remember I was a terrible speller. I worked on it quite a bit though and one time when the teacher (Mrs. Dehnert) left the room she told me to give the class the spelling lesson. I was so flattered that after that I always worked hard on spelling and got good grades in it.

These are the boy's words about his childhood and early school life. He is the son of a farmer, and two of his elementary years were spent in a country school. His father finished the sixth grade and his mother the eighth. The English seem to have the greatest representation on the family tree, though there are Germans and Norwegians on it. The boy's mother is a housewife who also works in the kitchen at a cafe'.

Favorite subjects in junior high were history and reading; geography was boring. He studied at home sometimes.
And:

Played basketball for two years at Community School. Played softball on a team in a league in Hardin one summer. Played baseball for Jr. Legion team as a freshman. Played on the B squad as a freshman (basketball). I was elected president of the 7th grade music club, but shortly thereafter I left Hardin and attended Community School.

At Community School we usually had a special program for Thanksgiving, Christmas, and at the end of school. I was in all of these for two years. I didn't belong to

Scouts.

At this time I was not a member of any church. The greater part of my reading matter came from the County Library.

He was disciplined in school, justly, he says.

In high school, he liked best the histories and book-keeping. He thought that math. and physics were hard, but he did not dislike them. He was somewhat lacking in mathematics, he discovered, in college. His extracurricular high school life included: basketball, B squad 9th and 10th grades, A squad junior and senior years; football, third and fourth years; track, two years; senior play; senior annual (editor-in-chief); the honor of being chosen "Mr. Hobo" at a DeMolay hobo dance; two years on Student Council, one as secretary. During these years, he says, "I helped my dad farm and did chores such as milking, etc.;" and, "I don't remember ever being disciplined in high school."

High school English, sports, and student government helped him in college. He thinks that "the school could do even a little more than it has" in preparation for social life. He did not learn how to study until he reached college. He is glad that he went to Boy's State, where he learned much about the operations of government.

After high school, this boy went directly to college. He financed his first year wholly, "except for an H. S. honor scholarship." Of this part of his schooling, he says:

In the summer I worked for the State Highway Dept., and during school in the kitchen of the dining hall washing pots and pans; 3 mos. at a grocery store and various odd jobs.

He joined a fraternity, and he was on the governing body of his residence hall, besides being chairman of a Student Union games committee. He played football, basketball, and softball for his fraternity.

Boy 16 had third honor place at high school graduation. He was listed on the university honor roll, spring quarter.

Boy 17

His childhood:

Well, we traveled quite a bit before I started to school. But most of all I like to remember when I was about 4 years old, we lived about 5 miles out on the Little Horn. My father had two saddle horses, and he would send me every day, riding one and leading one, down to the water hole 2 miles away. I liked the feeling of responsibility he bestowed on me.

This boy, as far as blood is concerned, is a hundred per cent Norwegian. Which generation came first to America is not apparent from his questionnaire. His paternal grandfather was a farmer and forester, who had attended high school and forestry school; his mother's father was a "farmer and rancher," who had been to school, though evidently not to high school. One grandmother had attended school, and perhaps the other had also. The boy's father is a high school graduate, but his mother did not go to school after the eighth grade.

A teacher's comment on the boy's permanent record card states:

Child is very bright. Began school in 1st grade but was promoted to 2d in Oct. Mother reports that he learned to read without having had any special instruction.

He started school at seven, he says, in Hardin. He finished high school at sixteen years and five months. Since his record card shows no marks for grade 5B, he must have skipped that half year, too. He himself says that he "could read fluently" before he started to school, and did read anything he could get his hands on. Others at home read to him, also. He enjoyed school, though, in the early days, he suffered the blow of losing a favorite teacher. On his father's farm, he herded cows on horseback, rode fence, and ran errands to the neighbors.

He liked the middle grades and junior high and found the studies easy. He encountered school discipline but felt it to be fair. He loved music and "sang all over in trios, quartets, and octets." Out of school, he was a member of 4H Club. Harvesting and peddling papers supplied him with spending money.

He found all of high school fairly easy. He liked best shop, Spanish, and physics. He does not now think that he studied much. Once he was disciplined for throwing snowballs at a teacher, and once for "creating a disturbance in algebra." He was devoted to dramatics and had heavy parts in both class plays. In those days, he sometimes thought that he would like to be an actor. He played intramural basketball, was in chorus and "an operetta or two." Looking back

on high school days, he is grateful to the shop courses.

The high school Shop! The best part of my school career, enabled me, through the instructor, to secure a job in a leading garage downtown. . . .

He thinks it was "the greatest catastrophe ever happened to Hardin High" when shop was taken from the curriculum. He likes his present occupation of garage mechanic and has words of praise for the teaching of Rice Shellabarger, his shop instructor.

During high school years, he "milked and chored, but that wasn't too much--did a little farming on the side." Since high school, Boy 17 has worked two years as a mechanic and several months as a truck driver and a factory worker. When this study ended, he was nineteen and a half. He still hopes to go to college, and he has other plans, too.

I have a tremendous inclination to make music (Western) my business as I have a band already and we have made quite a bit of money up to now.

Boy 18

Judging by what he says about his family, this boy is half Polish and half Dutch. His father is a well driller, his mother a housewife. Of their education, he says nothing. The family--at least two generations of it--has engaged in general and dairy farming. The boy says::

My father owned a dairy until I was in the 7th grade. It was on the dairy that I got acquainted with livestock. I have always liked working with animals.

In the way of adventures, I rodeoed quite a bit and have always fished and hunted. Prior to entering the Marine Corps, I never traveled much.

In Hardin he received all of the schooling which he has had. Before schooling began, "My mother used to read nursery rhymes, funny papers, & comic books to me." He says more about preschool days:

I could read a little and make small change. I learned to make change on the dairy.

I used to take the cows to pasture & helped with the chores, milking and numerous others, that go with a dairy.

In the early grades:

It seems to me I got most of my encouragement from my classmates. It used to make me work harder whenever they complimented me on getting good grades.

I always enjoyed school except in the Spring. In the Spring, I wanted to get outdoors.

My mother and Grandmother visited sometimes.

Higher in the grades, he found English hard. It was boring, too, along with "spelling, reading, penmanship." He liked math., science, and history. In the sixth grade, he began clarinet lessons, and as a freshman he joined the football squad. He was never disciplined at school during these years. He always had chores to do at home.

His high school activities:

Football, 4 years; rodeo team Sr. year; 1 year in Jr. Band; 5 years in Sr. Band; Jr. & Sr. class plays; class president, 9th & 10th; president, Student Council, grade 12.

Boy 18 lived in town during high school years. Studies were easy for him, and he had a special liking for math. and science. He worked on the ranch weekends. "Hardin High has a very good faculty," he says. He is a "victim of circumstances" in being a marine. He wants to be a rancher, and he does not know whether he will go to college. He was fourth

high in a graduating class of fifty-eight, but, from his present point of vantage, he writes, "No high school course has helped me so far. If I had taken shop it would be a little help."

Boy 19

He is a minister's son, the brother of Girl 8. His father had college and seminary education; his mother went through eighth grade and commercial school. She was the daughter of a German-born "professor at the seminary." The paternal grandfather was a farmer. The blood strains of the family appear to be predominantly German. Boy 19 says:

I have interests in photography, sports and books. During my summer months I have held jobs as janitor, bus boy, room service waiter, grocery clerk, filling station attendant, and farm hand. While in the military service, I spent one year in Japan. My wife joined me for about half the time there. We were able to see a good number of the historical and cultural spots in Japan. We lived in a private rental and lived largely like the Japanese people do, except that we acquired our food through military food stores.

Of his childhood in Nebraska, this boy says:

In the home we had family devotions--reading the Bible and devotional material. Bedtime stories and similar material were also read to me by my parents.

At some time in my first three years of school, another student and I played a cornet-clarinet duet for P.T.A. Besides being almost a complete flop myself in this performance, the teacher gently chided me for not wearing 'your suit' like the other student. I was too proud to admit that I had no suit and had worn my best clothes. I never really forgave that music teacher.

Although I was aware that I usually did better than average work, I always had the feeling that it was not good enough. Any praise seemed to me to be unnecessary flattery--it embarrassed me. I never really had much self-confidence, but usually felt deeply my falling short of what I should achieve.

I took cornet lessons, changed to baritone, and had a little instruction in the piano.

He did not greatly enjoy his primary years, but "they were tolerable."

In the middle grades and junior high, he found exact subjects like spelling and arithmetic a little easier than others; all studies were interesting; the only thing that bored him was slow progress. He liked school. He did a little home work and continued music lessons. Every year, grades five through nine, he played softball. For the last three of those years, he was in basketball; and he started track as a freshman. He was not much of a recreational reader. Week-ends during the school year, he did yard and farm work. During the summers, he worked daily.

"I participated very little either in high school or college in what was considered 'social life' such as dancing," he says. But he took part in high school sports: 3 years in football, 4 years in basketball, 4 years in track. He spent 4 years in both band and chorus. He had major roles in junior and senior plays. One year he was editor of the paper. "Once or twice" he was elected class president. Of studies, he liked best math. and sciences. "I disliked one class in Latin because of the teacher." He did as much as two hours of home work on some days. Evidently he was never disciplined enough to bother him much. He always helped in the home and around the yard, and usually had a job during the summers. He came to Hardin as a senior.

About sources of help and inspiration for college and later life, he says:

While in the army, I used my ability to type more than anything else that I acquired in high school or during any other training period.

I have felt no serious lack of knowledge or skill.

. . . The greatest influence upon my life has come from my home and from my college experience. One instructor particularly in college was a great inspiration to me.

I purposely postponed becoming acquainted with fields of work because I always thought such a decision as one's life work should be made after more extensive training. And I always understood that I would be going on to college.

Through activities, sports, and from direct statements by students and teachers I was made aware of special abilities I possessed.

About training for citizenship:

I feel very strongly that my interest in government and responsible participation in community affairs was never awakened. Whether it was my inperceptiveness or any inherent fault of the school system is difficult to ascertain.

. . . I do know that I was quite disgusted with the attitude that regulations should be observed unquestioningly. Unless a regulation was justified on rational grounds, I felt quite inclined to violate the rule. Perhaps I was too timid to always carry that inclination into action, but the inclination was there. Irresponsible legislation and rule making irritated me then as it does now (I just returned from 22 months in the army).

My participation in sports gave good training in discipline and also let me observe at first hand the consequences of poor use of one's freedom and of training. I feel that responsibility given in connection with school activities (play production, etc.) was excellent training.

A sound, mature teacher who handles his class and his subject matter well has the most effect upon a student's outlook on life.

Since this boy entered Hardin High as a senior, his comments apply to two high schools. He went on to his B. A., financing himself, for the most part, by "washing dishes, janitor work, and summer jobs such as grocery clerk and filling station attendant." He did not join a fraternity, but

for three years he played basketball, receiving "honorable mention, all-conference one year." He also was in football one year and track one year. He was active in Future teachers of America, since he expects to be a teacher. In Japan, he was an investigator for the Counter Intelligence Corps.

At high school graduation, Boy 19 ranked second in a class of fifty-three.

Boy 20

When this study ended, Boy 20 was a lieutenant in a helicopter squadron of the U. S. Navy. He is the son of a former merchant, now retired, whose education did not carry him past grade school. The boy's mother, a housewife, went through the fifth grade. Girl 14 is his sister. The family is German on both sides. One grandfather was a butcher, and the other a farmer. The maternal grandfather, the farmer, was "very active in civic affairs--school boards, etc." (according to Girl 14's questionnaire, which was mailed from home in Hardin). Perhaps the boy knew this grandfather, for his comment on him is "very strict." The boy's words on his early childhood:

Did a great deal of reading--had an excellent collection of books for this age level.

Particularly looked forward to attending the weekly movies, usually on Saturday night. My favorites--Westerns. Particularly liked traveling with my father when he made business trips to farms.

Made a practice of meeting each and every train (one or two daily) at the local railroad depot.

Had very little opportunity to participate in sports during early childhood.

He went to kindergarten, but not in Hardin, since he started school in another state. Members of his family read to him, "Stories in German comparable to present day English beginners' Sunday School stories. Poems and rhymes in German." And he has more to say, mentioning:

Routine chores around home, taking slips to grocer for small items. Paper routes during early grade school years.

Living in what today would be sub-standard housing plus living in a less desirable part of town, the result being that I felt I was apart from what I wanted to be a part of.

His encouragements, in primary years:

Encouragement from home to always do the best I could; example from parents, and an interest on their part; a teacher by the name of Signa Dahl (my first in Hardin Grade School); and other encouragements in the classroom.

At eight and nine he took music lessons, "to no avail." He attended Sunday School and Vacation Bible School.

So far, he had enjoyed school, and in the higher grades and junior high he liked it "very much," especially math., current events, history, and geography. He did home work "when necessary." Once more he took music lessons. His other activities were:

Marble tournaments at Hardin Grade School (2 years). Basketball in school and with Scouts (4 years). Hardin Jr. High Band--school lessons (2 years). Vaguely remember one or two junior high participations in dramatics. Boy Scout program (2 or 3 years). Walther League, Sunday school classes, confirmation classes. Paper route. Delivered handbills. Lawn mowing. Helped my father in . . . store. Clerk, drug store.

In high school, he found much to interest him outside the classroom:

Participation in extracurricular activities extremely valuable unless reflecting adversely on academic grades. May even be as valuable as the academic work.

His participation:

Basketball, 3 years; football, 2 years; Band, 4 years; bit parts (very few); tickets, stage hand, costumes, props; Big Horn (sports); chairman, Junior-Senior prom; president, junior class, and other forgotten class jobs; president, Student Council.

High school subjects were not all easy; English was hard, and so was geometry "for a time." He still liked history and current events, all science, and math., but he liked neither English nor Latin ("so much like English"). Ever since, he has felt a weakness in his knowledge of English and public speaking--"My own fault for staying away from these subjects." He thinks that "much more could be done" to prepare students for social life; that it would be better if high school were not so much easier than college; that high school gives fine opportunities to develop the art of getting along with people.

His parents encouraged his interest in business, he says; and then working in a pharmacy suggested the type of business in which he would like to engage. He has suggested:

Encourage youngsters in the thing that interests them. Do not attempt to discourage students from what you yourself may not like or find desirable.

For any satisfaction derived from his work, he thanks his parents and the church even more than the schools. His parents "continually stressed importance of doing any job--no matter how small or large--to the best of my ability."

He found school discipline to be just. His experience of it followed (1) "playing hooky," and (2) "wise remarks."

Boy 20 adds a postscript to his questionnaire:

High school did not prepare me for the great change after its completion. High school can tend to lull one into a wonderful feeling of false security. If an H. S. [diploma] were more difficult to obtain, maybe this would not be the case, or at least it would be lessened. While some degree of success in high school looks good on paper, the cold, crude, competitive world awaits you. . . . Too much praise or the ease of obtaining some degree of success in high school is not true of that period after high school. When I graduated, I had a feeling that I, in a sense, "couldn't miss" and that success was there for the taking with the same degree of effort. This, I soon found out, is not true. When you begin paying for an education in a larger educational system, it becomes more impersonal. The greater responsibility rests on the individual. More decisions rest with the individual which he may or may not be capable of making intelligently. Further, more responsibilities are placed upon the individual--including financial ones.

. . . Possibly the school or my parents did too much for me. Maybe I wasn't called upon to make as many decisions as I should have been. Life was probably too easy for me. I may have been kept too close to home.

On the other hand, this may be proof that the learning process only really begins after high school--after having been guided in all of the basics of education in school, home, and church.

He partially paid his own way in college as he worked toward the B. S. which he holds. He was a drug store clerk, a "mess boy," a salesman, a wheat harvester, a U. S. Soil Conservation employee, a builder of fences, and a doer of odd jobs. Nevertheless, he found time for active participation in several organizations: varsity basketball as well as intramural; a fraternity, of which he was recorder; a pharmacy honorary society and a sophomore service organization related to the American Pharmaceutical Association; a

professional student publication; and the church choir.

He went directly from college to the Navy, a move which did not put an end to his schooling, for he has had a short course at an Ohio university and almost a school year in Officer Candidate School at Newport. He intends to take further training when he returns to civilian life, but he is not sure that it will be in the line of pharmacy, his college major. He is glad that circumstances drew him into the Navy:

. . . I often feel that this has been my "growing up period" and has certainly matured me more rapidly than if I had never been called into the service. I may yet discover that it has done as much for me as my high school and college education, because it has been a very broad, rather than a limited, one.

Boy 21

The nationality background of this West Point cadet is "American." Both parents saw college life, the father obtaining a B. S. in chemical engineering. One grandparent was a farmer. Of his early years, the boy writes:

I have had a very good home life. I traveled around the country a lot. I have lived in the states of Montana, Oregon, Washington, Minnesota, South Carolina, and Utah. In addition to this I have visited or been in many other states. My interests are mainly in the military and scientific fields.

He entered a city school at five, and:

I received no encouragement in grade school. My parents have always let me do what I deemed best.

I did chores and had a paper route when I was 8 years old.

. . . When I was in the 1st grade my teacher called me a liar after I told her that I had stayed home a day to help my mother after my father had left for Iran.

I took violin lessons at the age of 8 and 9. I had dancing lessons at the age of 15.

He did not enjoy school during the first few years. In junior high, he liked mathematics and science--found history and the social sciences boring. He did not do homework, though he skipped the fifth grade. He took part in football, basketball, and track, belonged to Cub Scouts and the "Y." He also "Presented magic shows for the PTA and veterans' hospital." He did not work to earn in junior high years. He was never disciplined in school.

Boy 21 attended three high schools, Hardin for 2½ years. He participated in intramural basketball, dramatics, publishing the paper, and had one class office. He also was in DeMolay. He found studies easy, never did home work, and stood second in a class of fifty-three at graduation.

His opinions on high school:

All of my high school subjects have helped me in various ways.

High school life did not prepare me for college social activities. My situation is somewhat different because I attend USMA.

They should have had extra work so that I could have been kept half-way busy and developed interests.

I still am and will be in the service for many years. My high school training taught me very little. High schools will continue to do little for the military until the instructors become true leaders. Basic military training should be integrated into the high school curriculum.

I am indebted to high school for giving me my basic desires and knowledge. I give a lot of the credit to my parents for letting me do as I chose.

If a person exhibits exceptional ability he should be further aided in additional outside work. . . . A teacher of biology at Richland encouraged me and was going to help me raise hamsters. This was interrupted by my moving.

. . . I got good grades without working. I should have utilized my time better. There are many more things I could have and should have done. Remind your students, for me, to take full advantage of what is offered to them. . . . More emphasis should be put on athletics.

There seems to be a lack of interest to participate in sports. I know the interest was small in myself.

He says that in his various high schools he often played hooky and suggests that this sort of mischief will not be stopped until administrations take a more "adult" attitude toward student government and try to make it more truly by the students.

He also suggests short typing courses for the general student. The emphasis on speed "was not good for me."

During Hardin days, he worked on an uncle's ranch and held jobs at the sugar factory (full time during summers)-- sample carrier and pan bench chemist.

He took a year at preparatory school before entering West Point. He now leads the life of any Academy cadet, participating (by requirement) heavily in sports and in the running of the corps. He works as an academic coach--"I coach fourth and third classmen in mathematics and Russian." His personal preference is the scientific field, in which he hopes to take further college training in future. He says:

I have always wanted to come to West Point. The present situation would dictate this anyway.

He makes this final statement about his present work: "To me, it is the most important work there is."

Boy 22

There is much German blood in this boy's veins, inherited from both sides of his family. His sister, Girl 17, who had access to her parents in filling out her questionnaire, mentions no other occupation than farming for father

or grandfathers. All of the women have been housewives. The boy's father went through eighth grade, his mother through fifth. All of the grandparents had a few years of elementary education, at least one "in Russia." Girl 17 remarks that her grandmother, with about four years of schooling, "has since been able to read Eng. canned goods labels (self trained)." Boy 22 says:

Spent childhood on ranch near Ucross, Wyoming. Moved to Montana at 14 and completed schooling at Crow Agency and Hardin. Main interests were in taking things apart. Did very little traveling prior to college graduation.

In my early grades, I do not believe that the teachers were equipped with the background to detect certain abilities. Modern education methods, I believe, have partially corrected this situation.

He enjoyed the first few years of school better than junior high, where he liked art but found history and geography hard and boring. In junior high, he took part in dramatics but no other activities. He had daily chores--no pay. Measles and chicken pox seriously interrupted his early schooling.

In high school, where he graduated second in a class of forty, this boy engaged moderately in activities and held some class offices. He lived far from school and had daily chores on the home ranch.

He financed his college education partially by "summer work at home on the ranch." He did not join a fraternity, but he belonged to the "military honorary," the American Institute of Electrical Engineers, Camera Club, and Ski Club.

Boy 22 advises those interested in training students

for college to "bring the courses nearer a college level so that students entering college will know what to expect;" but he credits his physics class at high school with calling to his attention the possibilities of his present work. He thinks that "Mr. Salyer's weekly current events" class was a good contribution to future citizenship.

This boy obtained a B. S. degree, took a year of pilot's training, served three more years in the U. S. Air Force, and is now a practicing engineer. "This is the one I prefer," says he of his career.

Boy 23

Brother of Boy 24 and Girl 24, this young man did not return his questionnaire. The yearbook of his senior class, though, indicates something of his high school career. The book itself is dedicated to "the . . . football team, the first in the history of Hardin High School to win the Southern Divisional Class B championship." Boy 23 was quarterback on that team. His basketball team that year won three tournaments including the State Class B. He was forward. Beside his class picture, this record is given for him:

Football, 1, 2, 3, 4; Basketball 1, 2, 3, 4; Student Council 2, 4; Band 1, 2, 3, 4; Dramatics 3; Annual Staff 4.

Amid all the excitement of sports, this boy must have found some time for study; he graduated fourth in a class numbering fortyseven. Now he has a college degree, has spent a short time in the armed forces, has been married,

and, in the early summer of 1955 was entering business with his father in Hardin.⁵²

Boy 24

This boy, brother of Boy 23 and Girl 24, is the son of a Hardin business man whose grandfather was a Southern slave-owner. The boy's mother did not finish high school; his father had a year of university. All grandparents had at least eighth grade educations, and one grandfather had business college training. Dealing in lumber seems to be an inherited business on the father's side. The mother's father was a rancher-farmer.

Home life was very easy and unstrained. I was permitted to travel very much with my parents and was allowed what I consider more than a reasonable amount of freedom.

Thus the boy speaks of his childhood. The early years of school he enjoyed "about average," but he liked junior high "very much."

He did a little home work in the upper grades, and took trumpet lessons, besides participating "quite a little" in sports and "slightly" in church. He attained the rank of Second Class Scout. Each summer, he worked to earn a little money, but he did not work during the school year. He was disciplined twice "justly," but later, in high school, once unjustly.

He found high school easy, did no home work, but par-

⁵²Statements of the boy's father. Hardin, Montana, May 1955.

ticipated in sports "quite extensively, in fact I imagine this phase took most of my time." He spent three years on the band, too, and one on Student Council. When he was a senior, his picture appeared on the sports pages of Montana papers with this caption:

[Boy 24] of Hardin was unanimously named the outstanding athlete of the recent Montana class B basketball tournament in Deer Lodge. . . . was awarded a trophy by the Deer Lodge Civic Club for his performance in leading the Hardin Bulldogs to a 59-44 win over Fairfield in the finals and their second straight state cage championship.⁵³

In college, where he earned a B. S. degree, Boy 24 took "very little" part in sports. He was active in his fraternity and was a member of the student senate. He always worked summers for his father. "Present occupation results from circumstances," he says. "College major included accounting and business. Present duties in USAF are as an internal auditor, and later plans call for activities relating to business." "Possibly" he will return to school.

Boy 25

This boy, who stood third in his high school graduating class, did not return his questionnaire. Boy 4 remarks on his questionnaire that this boy left school before graduation to go to war and that he himself was elected to fill Boy 25's place as senior class president. After the war,

⁵³The Billings Gazette, Billings, Montana, April 2, 1949. Sport page.

Boy 25 went to college, where he acquired a degree in forestry and another in law.⁵⁴ He is now practicing law.⁵⁵

Boy 26

Second high in his class of sixty-seven, this boy is the son of an Indian Service office employee and a housewife-teacher. The father had a short business course after high school, and the mother two years of teachers' college. Family nationalities are Scotch, English, and German. One grandfather was a farmer and store owner.

The boy says nothing about the home life of his early years. He entered the Hardin schools in the eighth grade. He had always liked school and continued to enjoy it. All junior high subjects were easy. He never did home work. Boy Scouts occupied his leisure for about four years, and he did much reading of material which he found at home.

In senior high, he very much enjoyed his two years of football and derived "some pleasure" from one year of music. Being in the junior play was "very valuable." In training him for citizenship, the school "did as well as it possibly could with the facilities available." In college, he has been disappointed with the quality of his high school preparation, except in art. "Drawing helped very much," he says. He thinks that high school could give better preparat²-

⁵⁴The Registrar. Individual records. Montana State University, Missoula, Montana.

⁵⁵Big Horn County Chamber of Commerce, Hardin, Montana.

tion for social life later on. The guidance department at college has been "of great value" to him.

He is still in college, now taking pre-medics instead of the chemical engineering in which he started. He is active in a fraternity, and he does intramural wrestling. He has helped to finance his course by "various types of labor."

Boy 27

He is the son of a business man whose wife has been the boy's step-mother since he was very small. The father has English blood, and the step-mother (whose lineage the boy gives) is Danish. At least one grandfather was a farmer. The boy says this of his life:

Attended pre-school kindergarten in Des Moines, Iowa. Moved to Montana in 1943 and resided there since. Attended a Boy Scout World Jamboree in Bad Dschl, Austria, in 1951. Traveled to Africa, Italy, Switzerland, Germany, and France.

Commenting on what he could do before he entered school, he says, "I couldn't even tell time," and goes on:

My mother used to read to me when I was younger, but I was not precocious. I learned to read in grade school.

An early disappointment:

My 2nd grade teacher, who, in my opinion, was the most beautiful person in the world, left town.

Further comments on the primary years:

In the 4th grade I started to write a few poems. By constant encouragement from the teacher, I began to write more, and thought they were quite good (although they weren't, really).

Some of my most rewarding years were spent in grade school.

I took piano lessons when I was 8 and 9 years old, but never went on to further study.

They had parents' days then, once a year, usually in the spring. My mother always came.

In the middle grades and junior high, he liked music and history best of all subjects. He found math. hard.

Had music training from the same teacher for 12 years, the best I might add.

He was disciplined "justly, many times."

In high school: "I only studied hard in my senior year." He was busy in activities, though:

Athletic manager for 2 years, played football in grade 12.

Member of school band and chorus for 4 years.

Member of cast, class play, grade 11. Acted in a one-act play at an interscholastic meet in Missoula. One of seven finalists in state declamation contest. No final decision made as to winner.

Assistant editor of school paper, one year.

Class vice-president, grade 9, and Student Council representative one year.

His music instructor's opinion was that this boy had very unusual talent in both singing and acting. He says, "A lot of people told me I could sing, but I think it was flattery. . . ."

Further remarks on high school:

Hardin High School, in my opinion, turns out a great many well adjusted persons, as far as social life is concerned.

Next to my parents, teachers have influenced my thinking the most.

In the summer I sell hail insurance. Learning to deal with people has been my greatest asset. I acquired this in high school.

⁵⁶Ethel C. Schuster, director of vocal music, Hardin High School, Hardin, Montana. Interview on the occasion of her production of The Mikado, April, 1954.

He thinks that the schools should have guidance counselors in the lower grades.

He failed a subject once and lost the credit. He wishes that his instructor had given him another chance. He met with discipline in his senior year; whether just or unjust, he does not say:

The juniors were going to decide their prom theme. We attempted to slip a microphone from a tape recorder into the meeting room. The recorder was on the roof, and we were caught in the attic. I washed study hall desks for a month.

Boy 27 has not yet gone to college.

Girl 1

This is the daughter of a mechanic and a teacher. Her blood is Irish-German and French-English-Scandinavian. One grandfather was a farmer, his wife a housewife, and their educations evidently unknown. The other pair of grandparents were both college graduates, one a teacher and doctor and the other a teacher. The girl's father went through eighth grade. Her mother, a teacher, is still taking college work and is in her third year toward a degree. This girl is married and has a son.

I was an only child, but I don't feel I was spoiled as sometimes is the case with an only child. I believe dolls were my first main interest and I liked to keep house as far back as I can remember.

I was a 4H member for 9 years and went to camps, conventions, and judging contests.

My first long trip was to Nebraska. That was a real adventure for me. Other trips have been to Canada, Washington, Oregon, Idaho, and around Montana.

I believe about the biggest thrill of my younger life was when I got my bicycle. My mother had been in the hospital for two weeks, so I figured a bicycle would have to wait. Then one night when my Dad and I came home from visiting Mother, there was my bicycle in the living room. I was so happy, I cried and cried.

At the age of six, she entered a country school, where she finished the first and second grades in one year. She had been read to, as a small child, and could do her own reading before she started to school. She could also recognize the alphabet, count, add, and subtract. Around the farm, she could feed the chickens and bring in the cows from the field. She was greatly encouraged by her promotion to second grade, and she liked school "better than vacations."

Her family frequently visited school. They provided her with piano lessons for three years, starting at age ten.

In junior high, which she also enjoyed, arithmetic, algebra, and language were favorites; general science was hard and boring. She did home work in grade nine. She was never disciplined. She was a great reader of library books, and gift books.

Looking back on high school, she thinks that math. made a good background for her business college education, and:

Until I took typing, shorthand & bookkeeping, I had planned to be a teacher, but these subjects changed my mind and I decided to go to Business College and become a stenographer.

I give the most of the credit to high school as far as my stenographic work is concerned. I feel I got far more out of high school than Business College. Miss Morse was certainly a wonderful teacher in commercial work, in my opinion.

About social life:

High school does a great deal to prepare us socially, but I probably didn't get as much out of it as I should have. It was my own fault, though, as I wasn't much of a mixer.

She lived in the country during all of high school. However, she was in the Glee Club for two years and also in Oronyx Club. At home, she had chores to do: "Feeding chickens, pigs, bringing cows in from field, washing milk pails, gathering eggs and wood." An hour or two a day were spent on these duties. She studied, too, two to four hours daily.

At high school, she still liked math., as well as

commercial subjects, "couldn't get a thing out of General Science or U. S. History," and thought the teachers were a "very wonderful group of people."

She had twelve months of business college, which she did not have to finance, and spent eight years in stenographic work, but she says:

My present occupation is a mother and housewife and I prefer that to anything else in the world.

. . . We are quite proud of our home as we built it ourselves; the hard way--hammer, nails, boards, etc., piece by piece, until it was done.

I feel I have had a wonderful life so far and the future looks very bright.

This girl was second high in the same class with Boys 1, 4, and 25.

Girl 2

My life was spent primarily on a farm through high school, except for 3 years when I was between 3 and 6. . . . My father worked on our farm and my mother was a housewife only until I was 9. When I was 1½ years old my parents took me to California with them for the winter, but I remember only one incident, so it wasn't of much educational value. The winter during my fifth year, my parents and I spent in Texas (San Antonio). I was old enough to enjoy this, remember a lot, and learn things. At the end of my first grade we moved to the country. While in town I had quite a few playmates, but in the country the nearest child around my age lived about 1½ miles away so I spent most of my time playing with my dog, cats and imaginary playmates I happened to have. I also enjoyed reading and read quite a few books. During the school year I quite often stayed with other girls or they stayed with me so I wasn't so isolated then. When I was in the fifth grade my parents and I went to California. This was when I skipped my grade and joined Girl Scouts. In the 7th and 8th grades, my mother taught the school I went to, making home life a bit hard because I had to be on very good behavior all the time. My freshman year I spent in California with my aunt.

My school up to my sophomore year was about the most important thing. Then I began dating (after I got

over being afraid of everyone) and joined Rainbow, so had other interests outside of school.

She liked to go fishing with her father, and they had a fishing trip every summer, once to Colorado. She says, though:

I would never, however, raise a child in the country as I lived, because it's hard to get over being shy.

She had learned to read "simple first grade books, could count fairly well, could print a little," before she went to school. Even as a little girl, she was aware of the backing of her parents, and a sympathetic first grade teacher gave her a good start toward liking school and doing well.

I enjoyed the first and fourth. In the second and third I had men teachers (country 1-room school) who weren't very good or interesting.

My mother taught me fundamentals of piano at home from about 7 to 9, but I wasn't too interested.

My mother quite often visited the classroom and did some substitute teaching. She played the piano for most of our school plays.

She did a lot of reading, using the county library.

She liked commercial subjects, in high school, and history. There was no subject which she disliked, but the teacher sometimes could spoil a course for her, although "most of the faculty were very friendly and very fair." She did not study very hard, and she did not work to earn. She lived in the country, where she had home duties which demanded an hour or more per day. She was a member of an Indian club drill team, spent a year in the band, had parts in both junior and senior plays, proof read the school paper, and was assistant editor of the annual.

Because of her competent typing, she was made an office secretary at the school her last year there.

She had no experience with high school discipline.

In college, she found that she was better prepared than most students in English; and ninth grade algebra proved an asset, too.

I was able to skip the first year of shorthand and typing in college. Also I had a working knowledge of the mimeograph from working on the school paper.

I was very interested in sports but I don't believe my high school helped much. I did learn to play and enjoy badminton in the 9th grade.

My Rainbow activities while in high school did the most in preparing me socially. In high school Home Economics can help a girl, but the boys, I feel, could use a class of some sort.

As far as satisfaction in her work is concerned:

I feel more indebted to my home because my parents gave me a desire to do well. . . . My husband has influenced me greatly because he always does well and makes me want my work to measure up.

Her parents and her instructors, both in high school and in college, called to her attention the possibilities for her in the business world. Her grades in commercial subjects suggested the same thing, although she did well in art and writing, too.

Literature, and the lives of writers, did more to turn her thoughts toward a philosophy of life than any special course did.

In college, she held these positions: chairman of the Women's Association Badminton Tournament one year; staff member of a publication; planner of skits for the dormitories

where she lived; member of a business sorority; member of Social Standards Committee; food chairman for a church organization for college students.

She and Boy 10 were married at the end of their junior year in college. Then they transferred to another university, where her husband is studying medicine. She received her B. A. in business there. She partially paid her way in college by three years of secretarial and one year of library work, all of which was either summer or part-time work. She is now a legal secretary. Her position is due to "circumstances to some extent," and it is possible that she will take more training in future.

I would like to take further training in language, preferably French, and some art and music. Just for my own enjoyment and satisfaction.

Girl 3

Her father, a high school graduate, is a farmer of Swedish ancestry. His parents both had elementary education, and were farm people. The girl's mother, of American family background, did not finish high school. The girl herself, top student in her high school class, had two years of college, or a little more, and is now married.

Her childhood and early school days:

Except for my vicarious adventures through books, I lived a rather uneventful life in childhood, I'm afraid. We lived on a farm until I was 7 or 8, when we moved into town. We returned to the farm when I was in the 7th grade. In spite of this, however, I was never much of a farm girl. I loved to read and to draw. As for travel, a trip to Pine Ridge or Two Leggin' Bridge was an expe-

dition! Of course we went to Billings quite often. I loved to sew, and made my first dress for myself at age 11.

At six, she started school in Hardin. At home, her parents read her the funnies and an occasional child's book. Before beginning school, she could read, write her name, and count to a hundred. She had no special duties around home.

At school:

I was often made bitterly unhappy by taunts of 'the teacher's pet.' I tried hard not to be, but couldn't be deliberately doing poorly in order to avoid it.

Some of my teachers told me I could do anything I wanted to if I wanted to enough, & gave me outside reading they thought would challenge me.

She enjoyed "the school work, yes; I never wanted to miss a day." Her mother came on visiting days. She took no lessons outside of school, in those days. All school subjects were enjoyed, although she "was socially unhappy much of the time."

This state of affairs continued in junior high. There she liked best art and general science. Now she took piano lessons for over a year. She "did very little home work in any grade." She was a Girl Scout for two or three years, joined Order of Rainbow for Girls, attended Sunday school. She was once in a play. Her favorite pastime was reading:

One year I kept track--I read over 300 books! (Very weighty, of course!) At one time I had read almost every juvenile book in the library.

The Hardin public library was her source of reading matter.

I was humiliated once in 5th grade because the teacher scolded me for talking and used the 'you, of all people' approach. I didn't see why I couldn't be like the other students!

During high school years, she was editor of the Rainbow paper and art editor of the high school paper. She was also recorder for Rainbow Girls and held several other offices in their organization. She was chairman of the junior banquet and acted in the senior play. For two years, she was in the girls' chorus. She loved fine arts and English literature, but found geometry and chemistry hard. The one subject she disliked was grammar. "It seemed like we studied the same thing from 6th or 7th grade through 1st year in college, & it got so dull!"

I had a summer job in a store between 11th & 12th grades.

Had my seat moved for talking & passing notes. No doubt justly.

Several of my teachers were wonderful. Most were average. One was dreadful.

I think a lot more could be learned and accomplished in high school if first things came first and if there weren't too many outside distractions.

She lived in the country during all of high school. She led a rather easy life, she thinks, not studying very hard. She wishes she had taken more math, and science and one less year of home economics. She was permitted to skip the first quarter of college English. Art was

A wonderful advantage! I shall never forget my two years of fine arts in Mr. Goller's class.

I feel I had a superior preparation in typing, which was my only commercial subject.

I had a very satisfactory social life in high school. I am grateful to H.H.S. for being stricter in standards for dances, etc., than many high schools seem to be now.

We didn't get much vocational guidance or help in selecting a college. Perhaps that has been remedied now. . . . I would now concentrate on some field of art, but am glad to have had business training. The trouble is that there aren't many people who are ordinarily inter-

ested in an art vocation & it's hard to learn much about it while you're growing up as you do in nursing or teaching, for example. I don't believe high school brought it to my attention in a vocational way.

. . . I think training for citizenship could be far more thorough than it was ten years ago, either directly or indirectly.

My home economics courses in jr. & sr. high helped prepare me for homemaking.

As to the assistance high school gives in seeing the right and wrong of human behavior, she thinks there was "not enough."

I believe this is a woefully weak link in today's high school educations. And nothing else should be more important. Perhaps it is considered too closely allied to religion to be taught in public schools.

She is sorry that she did not have time for physics and Latin.

She paid her way wholly during two years and five months, including summers, at the university. As secretary at the Graduate School, she was too busy "making a living" to participate heavily in activities. But she was in an honor society, acted as chairman for the executive committee for "Miss Montana," and was a representative to the Associated Women Students' governing body. Business administration was her major, and she worked in the business world for several years, before and after marriage. She hopes to finish college some day, but now she is "busy raising little boys." She has two of them.

I am taking a commercial art course by correspondence from Famous Artists Schools, but haven't enough time to do justice to it. I would like to have resident art training some time, some place.

Girl 4

Her father is a "beekeeper-unholsterer," and her mother is a post-office clerk. Both parents had a little college work. The father is Scotch-Danish, and the mother German-English. One grandfather spent a year in college; his wife was a high school graduate. The other grandparents finished eighth grade.

Both of my parents worked the latter part of my pre-school days, so consequently a greater portion of my time was spent with baby sitters (all of which, I might add, were very nice people). When we were together as a family, it was always with wonderful 'togetherness' that we enjoyed outings, trips, rides, etc. My father was always anxious to have me along on his hunting & fishing trips, which also drew our family very closely together.

When my father joined the Navy, we moved to California, which was a very important event in the life of a 9 yr. old.

Montana was to be our next home after my father's discharge. It was here that I first remember coming into contact with a group of Indians, their way of life and the relationships between the various races--all of which played a very important part in formulating my own attitudes and finally my decision as to what my field of work would be.--Very valuable experience with people.

She went to kindergarten, started school in Idaho at six, came to Hardin in the 5th grade. She skipped the 7th grade. She could do nothing "extraordinary" before starting to school; she knew the alphabet and could count. Her teachers were encouraging, and she liked school very much. The family sometimes visited school. She took a few piano lessons.

In junior high, she found the work consistently interesting, but eighth grade civics was hard--she didn't

study the subject at all. In fact, she did very little home work. She lists her activities:

Playground sports: baseball, gen'l games, etc. 5th & 6th grade basketball, volley ball; grade school chorus, duets, operettas, plays, skits; church youth group 5th thru ninth; 4H 5th thru 9th.

She did little recreational reading, in those days. She had a rather heavy schedule of housework at home, especially on weekends, and she did some baby sitting to earn. She blames her dislike for reading, not the schools, for her limited knowledge of fine literature.

In high school, she had "many helpful experiences (gained thru contact with people)," which helped her see the right and wrong of human behavior. Her activities in high school:

G.A.A. meet in Sheridan one year (deck tennis); chorus--4 yrs., triple trio--2 yrs., operettas, 4yrs., major or semi-major part--2 yrs.; Jr. & Sr. plays--supporting role, Jr., lead, Sr.; asst. ed.--annual, Sr. yr.

High school was fairly easy. Math., the hardest subject, was not seriously difficult. Commercial subjects, histories, and English were favorite subjects. "Liked school as a whole very well," she states. At home she spent about 2½ hours per day preparing meals, caring for her little sister, and washing dishes.

She thinks that the faculty were "very helpful, & as a whole very interested in the welfare of the students." She never encountered discipline.

During high school days, she lived in "a small, out-

lying town."

Since high school, her commercial subjects have proved a "definite advantage." High school "does not" prepare one for social life, she says, and "Perhaps a more complete program of voc. guidance would be helpful." She has other comments:

. . . A great many of the courses are too lax in the requirements for daily work, etc. Also many of the students were capable of a great deal more work, and ease of work rarely prepares students for college student life or conscientious citizenry.

. . . Students should know what to expect as a result of their actions.

She is still in college, partially paying her way. She has been a secretary, a receptionist, an office clerk, a baby sitter, and she has done housework for board and room. She takes part in Concert Chorus, Madrigal Singers, Women's Ensemble, and was song leader for the freshman dormitory. She became a Spur and made musical and scholastic honorary societies. She has been president of her church's youth group and is now secretary of the Campus Inter-Church Council.

Girl 5

This girl gives no family nationalities, although all the family names appear to be English. Her father, who had two years of high school education, holds one of the supervisory jobs at the sugar factory. Her mother is a housewife interested in clubs and crafts.

Normal, average childhood. We were always happy and secure. Every summer we traveled somewhere during Daddy's 2 week vacation. We visited most of the Western

states and national parks in the West by automobile. My folks nearly always took my sister and me with them when they went some place. We moved from Colorado to Montana when I was 8. I can't remember any special interests, except I liked dolls & playing house better than more active sports.

She was nearing seven when she started school in Colorado. She entered the third grade in Hardin. She says, "I had a time learning to read. Finally accomplished it in second grade." Her uncle "worked wonders" by giving her a dollar when she got into the A reading section. She remembers a humiliation in the fifth grade: her teacher told her she was the worst writer in the class. But she enjoyed school. Her mother visited sometimes.

Beginning about fourth grade, she took violin lessons for several years.

Junior high was pleasant, science the favorite subject. Math. and English were hard. She did some home work, and she took violin and, later, cornet lessons. Her activities:

A few grade school track meets. I wasn't much for sports. Joined band and played cornet in Jr. High. Was in Girl Scouts for 2 or 3 years in grade school. Young people's group & a couple of church plays or programs.

She read "very much" and was a good customer of the public library. "I read everything." To earn, she did a little baby sitting.

She met just discipline in junior high.

In high school she liked science and languages. Physics was hard, though--trig. too. There was no subject which she disliked. She feels that she studied diligently--an hour or

two per day outside of school. Also she worked for four years, to earn.

Worked after school & weekends in dime & drug stores and did some baby sitting, also did some housework for a lady on Saturdays.

Such work averaged about two hours per week day.

She was in band for four years and probably had some class offices, though she does not remember, now, what they were. She was a runner-up for prom queen senior year.

Other comments on high school:

I feel I had adequate background in math and science when I reached college.

I'll never feel I learned enough English either in high school or college, especially grammar.

Very good training in language in high school. I took Spanish.

What little typing I had in high school certainly helped in college, but I wasn't much good at it.

The science subjects I took in school helped me choose to study Bacteriology in college.

In college she joined a sorority and also Spurs. She acted as a waitress and counselor to help pay for her education. "I married after two years," she says, "and marriage is my career." She mailed her questionnaire, with a personal note, from the hospital, a day or two after the birth of her third child and first daughter.

Girl 6

She is a sister of Boy 15. Her blood is half Norwegian, the other half being German, French, Irish, and English. Her father is a Hardin business man. Her maternal grandfather was a "dairy owner, farmer, die caster." Her mother is in-

terested in many hobbies.

My home life was very strict but not unpleasant. Most activities were done with my family. At the age of ten I made a trip to Mexico with my parents and the following year a trip to California. Each year thereafter my parents took my brother and me on an educational trip. Most weekends were spent on a ranch or on camping trips. I visited such places of interest as Glacier Park, Yellowstone Park, Carlsbad Caverns, Black Hills, Alamo.

At home, her mother read to the children: Black Beauty, Beautiful Joe, Treasure Island, Peter Pan, Lost in the Wilds of Brazil, Bible stories. Before she went to school, at six, she could write her name and count.

She liked school, but:

During the first grade I became very ill and missed the Christmas activities at school and when I returned . . . I couldn't pass tests, which was a great humiliation to me, and it caused a relapse.

She was encouraged by the personal interest given her by her elementary teachers.

Dancing lessons started for her at six and piano lessons at seven.

Although she found junior high easy, she did do home work. She read a little, getting books at the public library. She studied piano for six years, taking part in a recital every year. For four years, she was a Girl Scout. She was a member of the church youth group and sang in the choir.

High school activities:

Band (flute and piccolo); mixed choir, girls' glee club, girls' sextette; Ornyx Club, 3 years; drill major.

Favorite high school subjects were chemistry and al-

gebra; the least liked was English, and Physics was rather hard. Girl 6 never studied more than two hours a day, and she does not consider that very much studying. She was disciplined once, justly, for playing hooky. She thinks that Hardin High "maintained a good faculty as a body."

In college, she found high school mathematics and science to be "a great advantage" to her. "Latin saved my English," she says; and she was glad for the art she had had. "If I had taken advantage of more public speaking and English subjects I would have been better prepared for college. I felt that English was a weak subject in high school." But the outstanding science department influenced her choice of a college major. The social activities of high school, she thinks, were a good preparation for college life.

For two years, she attended a junior college, where science was her major subject. She belonged to Saddle Club and "won several ribbons for horsemanship at horse shows." She was secretary of the art club. Her career since college has included the work of "laboratory technician, bookkeeper, housewife." The last is her preferred occupation. She has one small daughter.

Girl 7

In a very brief comment on her home life, this girl says that her family was "close." Her father, though, was absent from the family circle. He is a barber of apparently unknown education and nationality background. The girl's mother, a clerk whose hobbies are all domestic or thoughtful ones, did

not go to high school after eighth grade. That mother was the daughter of a rancher and his wife, both having German ancestors.

Before she started school, in Hardin at six, she could count and recite--"Nothing very unusual." Her mother read to her before she could read. She enjoyed the early days of school, and continued to enjoy it, reading being a favorite subject throughout the grades and junior high.

She did home work, in junior high, and also took piano lessons (five years). She played the piano in church. Her activities were: tennis, chorus, editor of freshman paper, Girl Scouts, Rainbow Girls (at age of 13). She did "much reading," as a patron of the public library. She baby sat for money "4 hours a week." She was never disciplined in junior high.

In high school, she was in the girls' triple trio, and the junior play. She held two class offices. The faculty chose her among those to attend High School Week, since she was second ranking student in her senior class. Outside of school, she studied "very seldom." For three years, two hours per day and all day Saturdays, she was clerk at a drug store. To the invitation to comment on the faculty, she says, "No!" A married woman now, she says, "Home ec. was beneficial." Mock elections and class government were activities salutary to the budding citizen.

Girl 7 went immediately from high school to the job

of legal stenographer, which she relinquished two years later, when she married. "I received my vocational training in high school," she says. "My mother encouraged me to take commercial." Her commercial teacher was also an influence in her choice of work. This girl, now almost twenty-two, has one child, a son.

Girl 8

Sister of Boy 19, and a clergyman's daughter, this girl topped her senior class. The family has considerable German blood. The father is a college man, and the mother, though only an eighth grade graduate herself, is the daughter of a college teacher.

My childhood was spent in _____, Nebr. Our house, church, and yard all seemed very spacious to me. Then, I guess our yard really was quite large, for we had a huge garden, pet rabbits, cats, chickens, and even a cow (we lived on the edge of town). The continuous sidewalk from house to church was perfect for roller skating, and the huge lawns were ideal for games on summer nights. Playing house, nurse, or school were the chief pastimes in about the 3rd and 4th grades.

Our family has always been very closely knit, due to several things now that I look back on it. Family devotions, family games on a cold winter night, and the common interest in listening to classical music, I think were the experiences that bound us together.

Trips to Estes Park in the summer or to Chicago for a family reunion were always a big thrill. Entertaining ministers and missionaries very frequently in our home was very educational.

She went to kindergarten and the early grades in Nebraska, entering the Hardin schools as a high school freshman. At five, she was taking piano lessons from her mother, and, later, music teachers encouraged her musical inclina-

tions. She liked school; the only disappointment was her grades, which were lower than those of her brothers and sister. Her mother visited school sometimes.

Her enjoyment of junior high was only "fair," because she disliked one teacher. History and geography were boring, but other subjects were a pleasure. She studied "little." She had piano lessons from the sixth to the eighth grade.

Her other activities:

Operetta--7th & 8th; Christmas play--6th grade; Sunday school; choir. . . . Baby sat--8th grade, not more than one night a week.

She read books from the town library, "a medium amount" of reading

Her senior high activities:

Triple trio--4 yrs.; chorus--4 yrs.; band--4 yrs.; operettas--4 yrs. (solos--2 years); Jr. & Sr. play; editor, junior edition of paper; chorus president; soph. secretary; F. H. A. treasurer; head librarian, senior year.

She worked in the county library for high school credit, one school year and three summers, several hours a week.

She did not like history until college courses showed her "the vital significance of it."

Of the bearing that high school courses had on college work:

Biology & gen. science in high school were a good background for zoology.

Both grammar and lit. aided my freshman English at college. I would say the grammar training much more than the lit.

Spanish helped with German--pronunciation, conjugation of verbs, etc.

My music training has very definitely benefited my

college music (even if I didn't make the choir!)

I felt very deficient in theme writing when I came to college. More compositions--creative writing in high school, I think, would have helped.

I wish I would have taken more advantage of the social life offered in high school.

Typing has been invaluable to me. . . .

Girls' State helped me appreciate more the workings of a student govt.

She will soon start her senior year at college. She has partially financed her education by working in a cafeteria, reading for a blind boy, and acting as a receptionist. She has belonged to musical groups there, including the chapel choir, for which she has sung solos sometimes. Her other interests:

German Club--music master; Christian Ed. Club--pres. 1955-6; Mission Study--corresponding sec., 1952-3, vice-pres., 1954-5; L.D.R.--historian, 1954-5; Deputation Team leader--1954-5.

Christian Education is her major subject.

Girl 9

This girl, first ranking student in her class, did not return the questionnaire. Her failure to comply is quite understandable, since she recently lost a child at birth.⁵⁶ Her school record shows that she is the daughter of a Hardin attorney. Her senior annual gives the following school history:

Class sec. 1-2; music sec. 3; office sec. 4; Student Council 4; Big Horn Staff 4; Annual Staff 4, Chorus 1-2-3-4, Glee Club 1-2-3-4; operetta 1-2-3-4; Potpourri 4; dramatics 3; Triple Trio 2-3-4; FHA 1-4; music vice-pres. 4; librarian 2-3-4 (head librarian 4); maid-of-honor, junior prom.

⁵⁶Statement of the girl's sister, a Hardin High School student, May, 1955.

Girl 10

This girl left high school in her sophomore year to marry and now, at the age of twenty-two, is the mother of two boys and two girls.

Her father, of a German-English family, was a plumber and well driller. His schooling had extended only through the grades. His father was "an early settler in Hardin," and his mother had died when he was nine, leaving five small children. The family, on the girl's mother's side, is Dutch. This mother, like her husband, had an eighth grade education. As a small child, she had the experience of losing her mother. She is now a widow and works as a store clerk. The maternal grandfather was a "teacher-carpenter." The girl says:

When I was born my brother was 20 and my sister 17, so my early years were spent largely among adults. We went on several long trips and quite a few camping and fishing trips, and had good times as a family.

My father died when I was seven and my mother had to go to work.

My mother read to me a great deal. All sorts of children's stories, fairy tales, Bible stories, etc.

I began taking piano lessons at the age of four.

She entered a Hardin first grade at six, liked it, and had a "general feeling" that she was doing all right, especially when encouraged by several teachers. Music was her special interest from the start. At eight she began the study of the clarinet, and she had two years of tap dancing lessons. Her mother was sometimes among the "few visitors" who ever came to school.

In junior high, which she did not particularly enjoy,

she liked math., Spanish, and music best--history and gym least. No subject was hard, and she studied less than she had in the lower grades. She had continuously studied piano, and, in the ninth grade, she undertook mastering the pipe organ. She was in chorus and band, was editor of the junior high paper one year, and took part in all the youth groups of her church. Until the sixth grade, she had been a Girl Scout. During junior high, she read very much, getting books from the county library. Sometimes she worked to earn, baby sitting or clerking in the dime store.

During her brief stay in the senior high school, she still disliked history, still liked math. and foreign language--also English. Band and chorus were "of great value" to her. Subjects in general were easy. She says, "No--unfortunately," she did not study very diligently.

I missed quite a lot of school in my sophomore year and didn't go any farther in the public schools. I do hope to finish by taking correspondence courses.

I worked at a supermarket during my sophomore year from 5:00 to 10:00 P.M. week nights and 1:00 to 10:00 P.M. Saturdays and Sundays; 5 hours week days--8 hours Sat. and Sun.

High school discipline:

Justly, yes. I spent almost a week visiting friends. Actually I missed 3 days of school because of the Thanksgiving holiday. I had finished my six weeks tests, but they were still in progress during my absence, and I was unexcused. My principal thought I had missed tests.

The faculty:

I thought they were most helpful and seemed to take a personal interest in the students.

This girl's high school record card shows that she

has made up, by correspondence, a year of English, a year of history, and a semester of typing, and that she has studied piano and pipe organ at Rocky Mountain College in Billings.

In six achievement tests which she took during her school days, Girl 10 always ranked above her class, once two years nine months (seventh grade), though she was probably among the younger ones, since her birthday was in June. Her grades were consistently excellent through ninth grade, when she made an A average (A plus in English). Nowadays, when there is an important musical program at high school, this girl is likely to appear as piano accompanist.⁵⁷

Girl 11

She has Scotch, Irish, German, and other blood. Her father was a merchant, her mother a housewife.

I had a very happy childhood. Lots of my dear girl friends to play with. We had very sonderful times together. I also remember the trip with Mom during the summer of 1941. We went on the train to Chicago, Washington, D. C., stayed for awhile at Binghamton, N. Y. Stayed about a month at Daytona, Florida. Had such a wonderful time.

My home life was just perfect, really nothing to tell about it.

She had attended Bible school before the age of six when she entered first grade in Hardin, and she had been read to at home--fairy tales and some of the Bobsie Twins' adventures. "I think that I could read a few words, and

⁵⁷Statement of Frank Solazzi, band director, Hardin High School, Hardin, Montana.

print my name; also recite some pieces." At home she had done "just little chores to help mother."

Of early school days:

I just loved it. I was always so proud when the teacher let me pass out the scissors or clean the erasers. I took piano lessons, which I started in the second grade. Clarinet lessons, and drum lessons.

Her mother came to school on visiting days.

She liked junior high very much and found it easy, "all except general science." She did home work, besides practicing piano. History, math., and commercial subjects were favorites. She was in band, Methodist youth groups, Brownies and Girl Scouts, and some church dramatics. She read much, using the public library; and she baby sat, "but only on week-ends." She was never disciplined in school.

Her father died before she finished secondary school.

In high school ("Gee, I can't remember what I was!! I'm really getting old.") she went to Girls' State and High School Week, held offices in class and musical organizations. She was Worthy Advisor of Rainbow and president of the Methodist Youth Fellowship. She did study diligently, but she did not care for biology--"I just didn't like bugs and things." She recalls being cheer leader during her senior year, drum majorette for summer band, singing in chorus, girls' sextet, playing in band and clarinet trio, and accompanying others on the piano. She was in junior and senior plays. She believes in activities: "they are a good way to develop personality."

Other remarks on high school:

I would have given anything to have two years of straight dramatics. . . . High school gave me a wonderful foundation, but my experience has given me more.

I think you should offer more subjects, especially for boys. . . . in _____'s case, he just doesn't know what field he would like to enter. I really think Hardin is lacking in various subjects, after talking to kids from larger cities.

It seemed like there were always pets that did the important things. . . . I was always really lucky getting elected to offices, and getting the real experience.

She has been thankful for her commercial studies, especially bookkeeping. She remembers the teachers as "wonderful personalities after school hours." She liked them all.

She went to a business college the summer of graduation and has worked in offices ever since. "I love my present occupation," she says; but she is also attending modeling school. She has been married for two years and has a little boy.

Girl 12

This girl, third high in a class of forty, did not return her questionnaire. Her father and mother were both dead before she entered senior high. Her father had been a rancher. She was a very active high school student. Not long after graduation, she married, and she now has some children.⁵⁸

Girl 13

The girl's blood is mostly German. Her father is a

⁵⁸Statement of C. R. Riebeth, the girl's former Latin teacher.

mechanic who went through the fourth grade; her mother is a housewife who finished eighth grade. The paternal grandparents were both "home taught" in "German education." This grandfather was a blacksmith, the other a carpenter. The mother's parents both had some elementary schooling. The girl says:

Spent early life in a boarding house atmosphere, making it possible to know and be at ease with strangers, which has always helped in my later years. Did extensive traveling with my parents and enjoyed seeing new places and learning new things of states and places other than our own. Enjoyed being in the outdoors, swimming, horse-back riding and various other sports. Enjoyed my job of telephone operator most of all my various ones.

Her mother read to her when she was small. She entered school at six in another state, but shortly the family moved to Hardin, where she entered the second grade, skipping the first. Her accomplishments before she started to school: reading, writing, addition, division, multiplication, subtraction.

I came in second in an achievement test in reading in grade school and was scolded by the teacher in front of the class. . . . I always regarded as encouragement the fact that I was chosen to enter special contests given in school, in regards to reading.

She liked school. Her family visited "sometimes." In the grades, she began eight years of piano study.

She liked junior high, especially social studies. English was hardest; no subject was boring. She did home work. Her activities were: music, some dramatics, four years in the church youth group, five years as church organist, much reading of books from the school library. Three

nights a week were spent as a theater usher. She worked occasionally as a waitress. The usher's job was for one year.

Although high school was not all easy, she did not study very hard. She had other duties:

Part time job clerking and later on as telephone operator. Also worked at home as Mother worked out during this time.

She had these duties for four years, and they consumed "most of the time left over after school." She was disciplined once, "justly," for playing hooky. "I was told not to try again."

I think we had a good group of teachers with the exception of only one. . . . I feel I would have become more qualified in _____ had the teacher been more qualified and interested in her teaching and pupils. . . . My typing and basic bookkeeping have been a great help in my case. . . . A friend started me in the job of clerking in a dry goods store and there I was told of the wonderful work at the telephone company.

Bookkeeping gives you a little boost in trying to make a budget and sticking to it. . . . I hope my children will be able to have a higher education than I had.

I saw what effect clanish groups have on those left out and therefore I have a strong feeling against any and all forms.

This girl spent two years in the band, two in chorus.

She had the leading part in her junior play.

Since her marriage a year after graduation, she has worked occasionally. She has two sons. She says:

My present occupation was helped by my home economics, as I am now a homemaker.

She finished high school three months before her seventeenth birthday.

Girl 14

She is the sister of Boy 20, daughter of a family which,

apparently, is completely German in blood. The education of the grandparents is unknown. The parents had no more than elementary education. One grandfather, a farmer, was "very active in civic affairs--school boards, etc." The other grandfather was a butcher. The girl's father is a merchant. Both parents like gardening and crafts.

I remember that I always insisted on a bedtime story and one of the nicest things I ever received as a gift was a set of books--all sorts--fairy tales and many other kinds. I was always interested in creative things--anything I could make with my hands. Mother also tells me that I always "stuck up" for my own rights and that if I liked someone I always got along with them, but, if not, I would have nothing to do with them. I remember, too, that I always enjoyed pretending that I was someone's secretary.

She entered the Hardin schools at seven with no previous accomplishments--"I couldn't even count to 10!"

Mother tells me that she could always depend upon me to do what she asked me to.

The only serious disappointment I can recall is not being able or allowed to enter the first grade when I was six years old. Mother tells me she had a terrible time convincing me that it was best.

My parents were always interested in anything I did, and, although they didn't overdo it, they always took pride in my work and didn't fail to show their pleasure at my accomplishments. My teachers have always encouraged me by telling me how "fine" I have done. It seems to me that everyone has always placed a great deal of responsibility upon me from early childhood.

She did home work in the grades and junior high, and also had piano lessons (about ten years of them). She was active in church and very often called at the county library for recreational reading matter. She did no work for money.

She considers high school activities "very valuable."

She took part as follows:

Chorus--4 years; First Triple Trio; Choraliars; operettas, Potpourris; 4 trips to Missoula to the state music festival; junior play--leading role; chairmanship of Red Cross--2 years; many awards in high school subjects; DAR Good Citizenship Award; zone secretary of Walther League; Montana District secretary of Walther League; secretary of chorus; vice-president, F.H.A.

She finished with the highest honors in her class.

Her remarks on high school:

Geometry . . . just didn't make sense. I never felt that I deserved the straight A's I received in it, either.

I believe I had one of the finest groups of teachers available anywhere and think very highly of all of them except two

I remember that when I was a freshman, the chorus was to be moved downstairs to the room it presently occupies. At that time Miss Schuster gave me the entire responsibility of painting it, etc. which, together with a very small handful, was accomplished. I believe that it still has that coat of paint we gave it.

She felt well prepared for business mathematics, and high school English proved an advantage, too. She is grateful to her teachers and very grateful to her parents--"I'm very, very fortunate to have had parents like this." She thinks that young people who do not early discover their interests are "not interested in discovering their interests!" Of citizenship training, she says:

Mr. Goller's class in Problems of American Democracy. This was one of the finest and most enjoyable classes I had--presented as only Mr. Goller can!

I discovered that by being trustworthy I was allowed a great deal of freedom and many privileges.

She is partially paying her way through a large commercial college by working in its general office. She was staff member of one college publication and founder of another. She was secretary of the student council, and was made

a member of an international honor sorority. She received an award "which is awarded very few people and is given for qualities of leadership, character, scholarship, personality, etc." She also won second prize in an international essay contest, with a subject pertaining to business education.

She is about to start her career in the business world, although "perhaps" she will take more training, in "education or the field of advertising."

Girl 15

My home life has been much the same as that of any young person of a moderate income family. My interests have always been somewhere in the field of education with a particular interest in math, science and home ec. I have also been very interested in church work. My traveling started in my pre-school days when I used to go to Miles City to visit an aunt each summer. Since then my traveling has been mostly in the northern part of Montana and in Canada. Most of this traveling has either been done with my brother and sister or to see them. The rest of it has been to and from state conventions and district conventions of various types. The trips I have enjoyed most have been to Banff Park, Regina, Glacier Park, Flathead Lake, Missoula, Helena, Gt. Falls, and Bozeman.

In primary school, she did not like sitting in the front row during music; but she liked school.

She liked junior high, though spelling and music were hard. She did not study much, and she was not a great reader, though she sometimes called at the county library. Her activities:

P.E. sports--baseball, basketball, volley ball, deck tennis, badminton, ping pong and a few others.

Was in the music class until I was a freshman. That year I was in high school chorus.

In an F.H.A. skit for district convention.

Member of Baptist Youth Fellowship from 8th grade on. Member of church choir in 9th grade. Was a 4H member for six years and a Campfire Girl for one year. I helped Grandma about once a week--cleaning house and other simple tasks, usually on Saturdays

She was not disciplined in school, "except to be asked to be quiet once in a while."

Although she has not yet attended college, she did go to High School Week, as a senior, where she took tests; and she had other tests during her last year. This experience with tests revealed certain strengths and weaknesses in her training: mathematics, deficient; grammar, deficient; literature, "pretty complete;" science, "fairly well covered that which appeared on various tests;" history, "a decided advantage" as far as her courses have gone; music appreciation, good. High school activities have been valuable to her. She lists those in which she took part:

Chorus--4 years; church choir--4 years; senior play and various skits for F.H.A. and F.T.A.; director of church Christmas play; chairman, costume committee--junior play; proof reader, senior annual; chairman, food committee, H Day; chairman, Easter breakfast committee for the church, 2 years; chairman for B.Y.F. camping trip; delegate to Sunday school and church conventions--5 years; alternate for 4H Congress; president, B.Y.F., local and district; vice president, B.Y.F., also Pep Club; secretary, B.Y.F. and 4H; treasurer, B.Y.F., and 3 years for F.H.A.; reporter and recreation leader, 4H; song leader and parliamentarian, F.T.A.

She studied four or more hours each day outside of class. She enjoyed school, liked her teachers, graduated with top honors, and is laying plans to work her way through college. Girl 16 is her sister.

Girl 16

The father of Girls 15 and 16 is a ditch rider for an irrigation company. He is of Danish-German family, the son of a farmer. He finished four grades in school. The girls' mother, of English-Irish-Scotch family, finished eighth grade. Her parents, who also went through the 8th grade, were farm people, her mother at one time a teacher. She "raised twelve children on a Montana homestead." The girls evidently knew their maternal grandfather; one says, "He loved to fish," and the other remarks that he was an "excellent violinist."

This girl, like her sister, was first ranking student in her high school class. She received enough teacher training to go into the schools for a while, is now married, and has a daughter. She says:

I grew up in the country near a wooded area complete with a running creek. I was always a nature lover, I suspect often to my mother's dismay. Boxes and jars filled with snakes, tadpoles, chipmunks, skunks, etc., were more the rule than the exception at our house.

My brother (four years my elder) and I were always very close. Outdoor sports including swimming, skating, and horseback riding were among the things we did together.

Mother and Dad read Fairy Tales and other children's stories, also Sunday school stories. Older brother read to me from his school books. . . . After much struggling and hard work my brother taught me the counties and county seats in Montana [before she went to school].

Often had chickens and gathered eggs.

She liked the early grades. Her mother sometimes visited. The little girl was "often asked to read or recite poetry to the class.

Favorite subjects, junior high: math., science, liter-

ature. None were hard; history was boring. She studied at home, and took piano lessons. School was enjoyable. Her activities:

Yearly track meets--grades 5 and 6, noon baseball and other recreation (teams) during junior high. Thanksgiving and Christmas plays--grades 5 and 6. Sunday School--entire period; Bible School--each summer; 4H Club--entire period.

She was an ardent reader, of magazines found at home and of books from school and public libraries. She lived in the country and did not work to earn. At school, she was "justly" disciplined for gum chewing and talking. Then:

Starting with grade nine spent two years in a hospital.

The trouble was polio, which made useless this girl's right arm. She had to learn to write with her left hand.⁵⁹

At college, she found herself very lacking in grammar but well prepared otherwise. Acquaintance with fine literature has been one of her greatest enjoyments.

I was given many opportunities from grade school through high school to take over parts or sometimes the whole of my classes. I think this really started me to want to teach.

Future Teachers Association, which I understand you now have, would have helped my case.

Tests revealed aptitudes in science and math.

Of the emphasis on law-abidingness in high school:

Perhaps too much emphasis on 'do this' and not enough on 'why.'

Somewhat handicapped with a crippled arm, she still

⁵⁹Statement of C. R. Riebeth, Girl 16's teacher for two years, Hardin High School, Hardin, Montana.

took part in school life:

Worked on annual and paper staff during senior year; president of F.H.A. senior year; master of ceremonies, county 4H achievement day; Girls' State, junior year; 4H Congress at Bozeman, sophomore year; High School Week; president F.H.A., 4H, B.Y.F.; vice-president Junior Class, 4H, B.Y.F.; secretary Senior Class, 4H, B.Y.F.; treasurer 4H, B.Y.F.

Though she found high school physics rather hard, it was a favorite subject, along with chemistry, math., literature. She "rather disliked memorizing dates in history." She had household duties at home, and she also studied at home. Now that she is a housewife and mother, she says that she sometimes wishes that she had four years of home economics.

One of her instructors there writes that in college this girl made "close to an "A" average. She was one of our finest students. It was a pleasure for me to have her in class."

Girl 17

She is the sister of Boy 22. All of her grandparents were apparently foreign-born, Germans who lived in Russia, and had very meager schooling as children, at least one of them "in Russia." It was a family of farmers. The girl's father went through the eighth grade, her mother through the fifth. The father likes to bowl, the mother to style and sew clothes, to garden. The maternal grandmother has taught herself to read English, "canned goods labels."

My interests when small were paper dolls in every phase from drawing dolls, cutting, drawing clothes, and playing with them. I was also very interested in music when small--in fact my earliest ambition was that of being an opera singer.

Travels include two trips to Seattle, Washington, one to San Angelo, Texas, Logan Utah, and this summer to Chicago, which will be my first venture east of Miles City. These trips were respectively at the ages of 9, 12, 13, 17, and 18.

Girls' State, Pacific Regional F.H.A. conference, and my high school trips will always stand out in my memory.

Mother read Sunday school lessons and Bible stories every night before bed. I was also given a nursery rhyme picture book.

Before the age of six:

I was given the responsibility of getting cows and often stayed alone till 6 and 10 p.m. when parents went to Billings or meetings.

And in grade school:

In the 5th grade, I was given my first "C" and this was in art, a subject in which I was particularly interested. After receiving the "C" in the 5th grade, my 6th grade teacher encouraged me in art work. The 4th grade teacher spirited my interests in spelling by placing me as top speller and the first one in her class to work out a system of notes while she lectured.

She especially liked the second grade, when an Indian teacher used to tell stories. Starting at the age of nine, she took piano lessons for the rest of her school life. Her enjoyment of school was threatened because her "schoolmates seemed awfully mean and jealous at times." She always liked art best of all courses.

She did home work, in junior high, and still took piano lessons. During the seventh grade, she was confirmed, the youngest in her church's confirmation class that year.

Her junior high activities:

Cheerleader 8th, 9th; 8th grade play; class speech. Went to church camp every summer from 4th -9th. Started in Young People's League 7th grade. Posters for basketball schedule. Librarian in grade school. WH 6th, 7th.

She did a medium amount of reading, using the county library.

Her high school activities:

Second triple trio as a soph., first Jr. & Sr., Choralliers Jr. & Sr., Glee Club and Chorus 4 years; Jr. play, interscholastic competition at Missoula Jr. year--serious declamation and "Happy Journey." Potpourri, operettas; school paper and annual, paper staff artist; a national chairmanship in F.H.A.; Girls' State; Girls' Nation, alternate; queen's attendant, prom; president, Pep Club, F.H.A. (local and district); organizer of Pep Club; drew up local constitution for F.H.A.; state chairman, music, F.H.A.; vice-president, G.A.A., chorus; secretary, F.H.A., district, of church Walther League local and zone; treasurer, F.H.A.; G.A.A. bowling team, drill team, and reporter; organizer of G.A.A. drill team.

She disliked no high school subject, but one course was ruined because of the attitude of the teacher. She thinks that she probably averaged, over the years, four hours of daily study outside of school--hours which were likely to occur between ten and twelve at night or six and seven in the morning, because of social duties. Her bus schedule consumed two hours daily.

Girl 17 held the second place of honor in her graduating class.

Girl 18

She is girl 17's cousin and a member of the same class, in which she ranked fourth. A group intelligence test taken by this class during their senior year placed her at the top of the class. She did not return her question-

naire, but her senior year book lists these activities for her:

Operetta 1, 2, 3, 4; Potpourri 1, 2, 3, 4; Glee Club 1, 2, 3, 4; "B" Cheerleader 1, 2; Librarian 3; Dramatics 3; GAA 1, 2, 3; GAA Student Council rep. 2; GAA Treasurer 3; Drill Team 2, 3; Pep Club 3, 4; Annual Staff 4; Paper Staff 3; Publications Pow Wow 3; Awards: Civics; World history; Shorthand; Typing 2.

She was editor-in-chief of the yearbook.

Girl 19

The father of this girl is a sugar company executive; her mother is a teacher. Both parents are interested in the schools; the father is head of a county committee appointed by the governor of Montana to investigate education, and he has been a school board member. The girl's maternal grandfather was a jeweler. Some of his family in Norway had been makers of fine furniture.⁶⁰

A letter from the registrar's office of the university where this girl earned her B. A. degree states:

She ranked in the first quartile of all Bachelor of Arts with a numerical rank of 5th in 410. When ranked with all students receiving degrees from the college of Arts and Sciences, she ranked 6th in 481.⁶¹

The girl ranked first in her high school class. She did not return her questionnaire, but her class yearbook gives her activities:

⁶⁰Interview with Girl 19's mother, Hardin, Montana, spring, 1955.

⁶¹Frances Hutchison, Assistant Director of Records, University of Colorado. Boulder, Colorado, June 7, 1955.

Band 1, 2, 3, 4; Chorus 1, 3, 4; Class Historian 2;
Paper Staff 4; Editor of Annual 4; Girls' Sextette 3, 4.

Girl 20

Of her father she says, "Inventor. He is very capable and I'm sure he could do anything well. . . . He went through the 5th grade in Minneapolis, but I'm sure he knows as much as anyone else." This man's family is German-Polish-French; his father, who came to America in the 1860's from Poland, was a teacher and a merchant, of college education. His mother's family was partly New Orleans French. The girl's mother, daughter of a family which has lived in America for many generations, is a college graduate. Of the maternal grandfather, Girl 20 says, "Indian agent, worked in banks. I remember I liked him very much." Her sister, Girl 21, adds, "A good grandfather." Of her grandmother, Girl 20 says, "Another of my favorite people." This grandmother had once spent two years in college; her father was a graduate, a judge.

We lived with my grandparents in Billings as early as I can remember. Daddy was in Hardin, where his building was, and he came on weekends to see us. Occasionally we came to Hardin with him, then went back the same day. I remember liking to come--Daddy's rooms in the building basement were full of stuff--rocks and minerals in bottles, and little machines and books and Sharp pictures--everything typical of Daddy and everything neatly arranged. We moved to Hardin when I was 12. The interests I had then were horses and our camera. . . . I had a sincere love of horses, and I think I still do, only at present I don't see much of them. I still like to take pictures, too.

She started school in Billings, coming to Hardin in

the last months of the sixth grade.

Although she was read to before she could read, the early favorites best remembered are the Doctor Doolittle books which she used to read to herself.

Her early school years:

I used to like to watch the baby across the street for her mother. I think I was about 7.

I don't think I really needed encouragement in school. In the early grades, I don't remember anything being hard to do and I don't remember worrying about not learning anything.

She enjoyed school.

People were always nice to me, though. All the family and my teachers. I don't think I had any reason not to like school then.

I took piano for awhile.

The whole family was always interested in anything to co-operate with us and school.

She also enjoyed junior high in Hardin:

I remember just enjoying the kids. I had lots of nice friends and we had a good time, which I'm sure meant more to me than the studying. I don't remember anything boring me. I think that if I were bored all subjects would do it on that particular day. We always had fun in physical ed., especially in nice weather, when we went outdoors.

She often did home work, but she took no lessons outside of school. Her activities:

I usually ran races in track meets while in 5th & 6th. I liked to ride horseback and go swimming summertimes. I sang in chorus groups when they had music festivals in school; so did everyone, though. One summer, I was in a children's Shakespeare group in Billings and I was in two plays. . . . I was a Girl Scout, but only for a year.

I don't remember church as a vital part of my life.

She thinks that she probably did a medium amount of reading.

Some of her reading matter was found at home, some at the

school and public libraries.

I think I read funny books for awhile, probably when I was about 14. I outgrew them, though, in a hurry.

She adds:

I didn't have to worry about not learning things, for example in arithmetic, because I always had help at home if I needed it. I remember 8th grade math as being harder than anything I had met up with previously

She remembers no discipline in the grades or junior high school.

Of high school days:

I liked most of the faculty; I think most of them liked me.

Once I was reprimanded by the junior high principal for whistling Another time I was rude to a teacher I didn't like. I was to blame both times. It pays to co-operate and go more than half way.

She did considerable work at home during high school, after school and on Saturdays, although she says, "I had all the free time I wanted." She usually spent some time on home work every day--two hours, sometimes more. "I liked high school and when I look back on it I feel as though I learned a lot there." She liked science best of all subjects. Her activities:

President of sophomore class; vice-president and president of Oronyx Club; Worthy Advisor of Rainbow; annual staff; one year in band; Masonic award for best girl citizen of the high school; dramatics--a worker behind the scenes; prom queen.

Her other comments:

We had economics & sociology one year, which I liked. Mr. Salyer was the teacher, and I always thought he was good at getting the important things across.

I think I used to get around regulations one way or another. Their being there kind of bothered me.

I think the basic grammar I knew I learned at home from my mother once when I was sick. I know this helped very much in H. S. and college.

The science teacher we had, who also taught math, was a good one, I think. . . . The classes he had didn't dare do anything but pay attention and learn. . . .

College was lots harder than high school mainly because in college they covered so much material in quite a bit shorter time. I didn't feel my high school had not prepared me for college.

We wanted more athletics for girls.

I remember being impressed by the vocational library at the U. It was in the guidance office and open to any student. I thought then that high school kids should have access to such a library.

Girl 20 spent most of three years in two different colleges and one summer session in another. She was married at the beginning of her junior year and went back to school with her husband, Boy 15.

At college, she worked for awhile in the student union cafeteria.

It was fun, not work. You get acquainted with more students, and you spend time that you probably would waste otherwise.

For two summers, she was life guard at the Hardin municipal swimming pool, having qualified for the position at a Red Cross school. She taught swimming and organized the water festival.

She is "not necessarily" trained for her present occupation, mother of three. "I'm glad to be halfway educated, though. I think mothers should know something."

This girl was top ranking student in her high school class. At college, besides joining a sorority, she became a member of the women's honorary society.

Girl 21

This girl is the daughter of a business man and a teacher. She is Girl 20's sister. She gives her father's hobbies as "sports, mining, inventing, reading, gardening, bird-watching, geometry," her mother's as "reading, house cleaning, traveling, costume making."

I have many pleasant memories of my childhood. . . . We lived with my grandparents in Billings for many years, then moved to Hardin when I was ten. It seems as though we were always doing something interesting, traveling here and there, going on short sight-seeing trips, having picnics, etc.

We spent the summer of '42 in Casper, while my Dad worked at the Air Base that was being constructed there. My mother and I did much horseback riding, swimming, and tennis playing, and had lots of fun at it.

In '44 we spent a very enjoyable summer in Minneapolis with my aunt and uncle. In '46 we traveled to Taos, New Mexico, to visit an old friend of my parents, an artist. . . . The trip was of great importance because we had always heard much about him and had many of his paintings hanging in our house. We went during the war years, which made the trip a real adventure.

I spent many summers at the home of my aunt and uncle in Hamilton and on their ranch in the Bitterroot Valley. I always had a wonderful time--also a lot of upbringing.

She started school in Billings at five years, nine months, but she had known how to read for about a year, and had already been through her sister's first reader. Of her small childhood, she says:

I was read to a lot: Peter Rabbit, Tale of Tom Kitten, probably all of the Beatrix Potter stories, along with many others.

I was given an allowance when I was very young. Was always permitted to do any chores or housework that I wanted to.

With a little help from her grandmother, she taught herself to play the piano when she was seven or eight. She had learned in school how to read notes vocally, and, with

that knowledge as a starting point, she learned to read piano music. "Members of the family took great pains in teaching me such things as playing the piano, reading, horseback riding," she says.

I played hooky in the second grade . . . but I always enjoyed grade school in spite of that.

Always, when anything was going on in the way of programs or open house, some of the family was there.

Eighth grade math. was the only hard junior high subject. Social science was a bore. English, art, music, and math. ("excluding 8th grade") were greatly enjoyed.

Her early activities:

Track meets in grade school--even Jack playing tournaments. There were not many girls' sports after grade school except for regular P. E. courses.

Chorus and band in Jr. High School.

Church--Pilgrim Fellowship.

I was a Girl Scout for a long time.

At times she did a great amount of reading, and she rode horseback, though she lived in town.

We had a nice fat horse to ride, when we lived in Hardin. She kept us well supplied with colts and pasture problems.

I had a very independent childhood. . . . Any time it was possible to do so, decisions were left up to me concerning my clothes, spending money, my activities. I had a much more uninhibited childhood than most of my friends, I believe.

Reflecting on high school days and their contribution to her life, she says:

I could have used more languages and history. . . . I have always been aware of the good training that was available both in chorus and band. . . . Art courses would have been more advantageous.

Girls' sports were utterly lacking, and I feel they are just as important a part of high school for the girls as for the boys.

It is advantageous for anyone to have the chance to take part in school government. . . . I learned much from the part I had in it.

I don't believe the school had much to do with my great ambition of becoming an architect, but rather my parents and their interest in it and all the books and information available right in my home.

In any courses I was particularly good at, I was always encouraged by the teacher.

We were taught all the mechanics of voting. . . . and they tried to teach us to keep off of peoples' lawns and take care of school property.

People that are sitting around thinking they are being treated unfairly are probably making excuses for themselves.

Of the extracurricular activities:

They are most important. They give youngsters a chance to know the importance of working in a team--which they will find themselves doing in almost any type of job. In competitive sports they have the chance to learn how to win or lose gracefully. They also give the mind and body something entirely different from the grind of studying from a book.

This girl liked athletics. When she was a senior, the younger girls at the junior high were receiving instruction in tumbling. She requested, and was granted, permission to enter the seventh grade physical education class in tumbling. She lists her high school activities:

Tumbling team; sextet, girls' chorus, mixed chorus--4 years; senior band--5 years (beginning 8th grade), horn solos; Student Council--2 years; president, soph. class; junior play, and another play put on by a civic group; Ornyx Club (and drill team)--3 years, president 4th year. paper staff and annual staff, senior year; Worthy Advisor, Rainbow; church, Pilgrim Fellowship; several other club and class offices; 2 operettas.

During the spring of her senior year, she broke a colt to saddle and bridle.⁶² She always had duties around home, "but no one demanded that I do them." Her favorite studies were "geometry, physics, advanced math & trig." She

⁶²Statement of the girl's mother.

found Latin and chemistry hard, but high school was "fairly easy," and she disliked no subject. "If I disliked the teacher, that sort of ruined the fun of the subject."

On some I didn't work at all. On the ones I enjoyed I worked fairly, although I didn't exert myself on any, I'm ashamed to say.

She entered college at seventeen, her major being architecture. In the architecture department, she met the man whom she married. After her marriage, during her second year, she continued college for three quarters. Besides those of her sorority, activities occupied her leisure:

Regular P. E. sports, girls' soft ball team, skiing team; A Capella Choir; Architectural Club; president of the freshman dorm.

She would like to return to college some day "after children are grown, or before if I have the opportunity." Meanwhile, she says of her present occupation, keeping house and raising children (there are three), "I much prefer it to any."

Girl 22

Her father and grandfathers were farmers, the women of the family housewives. The family is German-Austrian; three of the grandparents were born in Europe. One went through fourth grade, another through third; the education of the other two is unknown. The girl's parents both went through the eighth grade.

I was reared on a farm and of course all the duties of a farmer's daughter were mine. There was never a lack of things to be done, but rather a lack of time to

to get all the things finished that needed to be done. My father always had time to play with my brother and me but of course most of the time I was off in a corner reading. I loved to read and did a great deal of it. . . . My memories are all pleasant ones, but of course I must have had my unpleasant moments, too. I am grateful for the wonderful guidance my parents gave me. They tried to instill into my life the importance of honesty and dependability. . . . My travels were almost nil, except for an occasional fishing trip.

She was in the second grade when she came to Hardin. As a little girl, she sometimes had the care of a smaller brother.

When I first started school in Hardin, we were given a spelling test by a substitute teacher and not knowing the words I couldn't write them. The teacher snatched the paper from me when the test was over.

Mrs. Strand--3rd grade teacher--was always a very favorite teacher of mine.

She enjoyed school:

Yes, very much--after I became used to it. The first several weeks of the first grade were trying.

Her family visited school sometimes.

In junior high, she liked mathematics, found home economics boring and physical education "most distasteful." History was hard. She did home work. She took part in occasional Christmas and other special programs, had bassoon lessons for four years, belonged to the young people's society of her church, and constantly read books from the public library. She did not work to earn.

I think I remember having to write, "I will not chew gum" 100 times.

In high school, she liked the commercial subjects, particularly bookkeeping. Though geometry was hard, she dis-

liked no studies. "Some could have been taught more interestingly." During every year but the last, she did home work. That year she spent two hours daily as bookkeeper for a Hardin business. Her commercial teacher remembers her as one of the most remarkable students he has ever had in many years of teaching.⁶³ Her high school activities:

Chorus, 1st year; make-up committee, senior play; typist for annual (but I didn't do any typing); good citizenship award; F.H.A. president Sr. year, secretary Jr. year; Student Council rep. one year; High School Week.

She did not go to college, but was married a few months after high school graduation and now has a son. She looks back on high school:

I would have liked to have the second year of shorthand. It wasn't available because of the lack of student interest.

. . . It gives one a feeling of confidence to know what he is doing and that he is doing the type of work (or quality of work) his employer expects. Without the training I received in high school I could not have this satisfaction with my job.

There were opportunities on all sides of us to prepare us to be good citizens Our school gov't helped me understand somewhat better how our gov't worked, on a smaller scale.

I liked most of the faculty members. They were congenial & friendly and most helpful and yet they expected you to do the best work you could.

I enjoyed my high school life very much. It encouraged me to learn to work with a group and to take an active part. . . .

Though now, for several years, a housewife, she still works sometimes as a bookkeeper. She is grateful to the

⁶³R. G. Robertson, interview. Hardin, Montana, May, 1955.

commercial department and instructor, who prepared her to enter the business world with confidence.

I enjoy my work very much and being a housewife besides proves it is the work I prefer or I wouldn't be doing it.

"If circumstances permit," she will continue her education, either by correspondence or in college.

Girl 23

Her father is a farmer; her mother has been an office worker and a teacher. The girl was third high in her class of fifty-four students; and she went on to college with the intention of working toward an M. D. degree. She did spend some time in medical studies.⁶⁴ She is married now, and has at least one child, a daughter.⁶⁵ She did not return the questionnaire, but the yearbook of her senior class lists her activities:

Band 1, 2, 3, 4; Clarinet trio 2, 3, 4; Clarinet Quartet 1, 2, 4; Chorus 1, 3, 4; Glee Club 1, 3, 4; Oronyx 2, 3; Oronyx Vice Pres. 3; Student Council 3, 4; Big Horn Staff 4; F.H.A. 1, 4; Dramatics 3, 4.

She had leading parts in dramatics, and she would have been president of Oronyx Club, a very active girls' organization, had it not been disbanded by order of the school board.⁶⁶

⁶⁴Interview with the girl. St. Vincent Hospital, Billings, Montana. September, 1951.

⁶⁵Letter from the girl to Mrs. E. W. Riebeth. Christmas, 1954.

⁶⁶H. R. Salyer, Supt., District 17H., letter. Hardin, Montana, July 25, 1955.

Girl 24

This girl is the sister of Boys 23 and 24 and daughter of a business man and housewife. At least some branches of her family have been in America for a long time, but her blood is English and Dutch. Her father had one year of university education, and his father some business college training; but all other relatives named on the questionnaire had no education beyond grade school.

I always enjoyed reading a great deal and would almost rather do that than 'go outside and play with the kids.'

We took several trips during this time. One was to the Southwest--Arizona, N. Mexico, California, one to the Central East of the U. S., and another trip to Canada.

Every weekend or Sunday, during the summer, we used to go camping or fishing, and I always enjoyed those excursions.

"Mother used to read to us every night," and, when school days began, Mother came "on visiting days and the special occasions." At six, the girl entered the first grade in Hardin. She enjoyed school. Piano lessons began that same year.

In the later grades and junior high, arithmetic was hard and boring; she liked history and geography. After the sixth grade, she did home work. About that time, she began lessons on the clarinet. Girl Scouting absorbed her from the sixth to the ninth grade, when she joined the Pilgrim Fellowship of the church and the senior high school band. During those years, she borrowed many books from the county library.

In high school, where the amount of studying she did was "just about average," she did not like algebra and geom-

etry, which were hard. She did like history, commercial subjects, and English. She found the faculty "quite adequate." At home, she "had to help with the normal amount of housework, but it wasn't very time consuming," taking perhaps a half to a full hour per day. She does not remember being disciplined in her whole school life.

Her high school activities:

Band--4 years, president senior year; minor parts in all class plays; typed stencils for the paper; president of sophomore class; president, Ornyx Club, member 3 years; Worthy Advisor, Rainbow; maid of honor, junior prom.

Her comments on high school:

I didn't take bookkeeping in high school, and that was to my disadvantage the first quarter of accounting.

I believe teachers could be more enthusiastic about the different vocations.

Altho I felt I never had any special talent or abilities, I honestly believe that most of the faculty would go out of their way to promote & stimulate a student's interest or talent in music, sports, or intelligence, if the student showed extra or above normal promise.

There could have been more emphasis on current events.

We were encouraged to use common sense more than blind obedience.

Extracurricular activities, in my opinion, are almost as important as the regular subjects.

She wishes that there had been greater stress on fine literature.

She thinks that having a toy typewriter when she was small, and having aunts in the commercial field of work, influenced her to choose business administration as her college major. She obtained a B. S. degree, taught for one year, and was married. Following her husband from one military post to another, she worked sometimes in offices. Now

she has two children; her formal education is finished, she says.

In a class of forty high school seniors, she was first.

Girl 25

This Japanese girl came to Hardin during the war, in her senior year. At graduation, she ranked second in the class of thirty-three students. She took business training after high school, is now married, has at least one child, and lives on the West Coast.⁶⁵ She did not return her questionnaire.

Girl 26

Her father, now dead, had a degree in agriculture, which he had earned at Montana State College and Cornell University. His father was a merchant, and his mother had attended college. The girl's mother has been a teacher and is now a business woman. The maternal grandfather was a merchant with high school and business college education; the grandmother had attended grade school only. The family has English and German blood. Of childhood days, the girl says:

Have three brothers--one older, two younger. Enjoyed caring for youngest brother very much. Lived on a farm & consequently played for the most part with my brothers. Our family had their entertainment in the home--as a unit. Several families lived fairly short distances away & all of the families got together for sleigh rides, skating, pot luck suppers, & picnics. An occasional trip to Sheridan, Wyo., and to see the carnival, was quite a

⁶⁵Mrs. Rose Kawamoto, phone conversation, May, 1955.
Hardin, Montana.

treat. Traveled to Minnesota several times to visit grandparents, which was very interesting & fascinating. Liked to help my father get the cows in from the pasture in the evening.

Her mother and father both read to the children at home. She was seven when she entered the first grade, and she could read a little, "had learned to write name & family names, read some, knew alphabet & knew all colors." As a small child she did baby tending, of her small brother and neighbor's children; she also did chores, housework, and gardening.

At school, "father and mother visited rather often." She liked school; having to stay home during a family quarantine one time was a major disappointment. Teachers recommended skipping the second grade, but her parents, being doubtful of the advantages of skipping, did not let her do it. She liked the piano and took lessons for five years, beginning at age nine.

Favorite junior high subjects were spelling, arithmetic, English. In the ninth grade, she began to do home work. She read widely, took part in school sports, hiked, rode horseback, and went to Girl Scout camp each summer. She was a Scout for four years. At church, she was a Sunday school teacher, church organist, member of the junior choir, and member of the Junior Altar Guild. By baby sitting, she made pin money.

The Indian Service brought her father to the Hardin area when Girl 26 was a high school sophomore. High school

was not entirely easy; chemistry and geometry were hard. English, history, home ec., biology, algebra, and Latin were all enjoyed. She studied regularly but "not particularly hard," at least two hours per day as a freshman and sophomore, dwindling to "maybe $\frac{1}{2}$ hr. Sr. year." She was never disciplined in school. The faculty were "very likeable & fair-- did their best. I respected many for their examples and the way classes were organized." Her activities were these:

Pep Club--freshman year; Band--2 yrs.; Sr. class play; readings for assemblies, freshman year; circulation manager for the paper; D.A.R. award for citizenship, Sr. year; Worthy Advisor, Rainbow; secretary, freshman class; president, Home Ec. Club, Sr. year.

High school studies "all helped immensely" in college courses, she says, particularly algebra. The ability to type was a boon in nurse's training and later practice.

Other comments on high school:

I thought the student government was a weak organization--may have been lack of interest on part of students. Perhaps the motivation for students was missing.

Counselling and guidance program would have been beneficial to many students. . . .

She considered the extracurriculum "very valuable!" Of her own special abilities, she says, "Didn't know I had any!" About aids in the development of her plans to study nursing, she says:

It is rather hard to say who should get the credit, but certainly my parents would get the most. I was interested in nursing & my father & mother were pleased & I know struggled to see me through most of 5 yrs. of college.

Science courses have aided me--chemistry & biology, but at the time I thought chem. was hard & did not see the full value of taking it. . . . Family friends and

and the Indian Service hospital probably contributed the most information.

In college, she joined a sorority and engaged in activities:

Women's Athletic Association; sorority sports; circulation editor for Exponent; sorority chorus; make-up with play one quarter; pledge mother '49-'50; nurses' sorority; Spurs, women's service organization; president, nurses' class, first year; president and secretary for student body in School of Nursing.

She has a B. S. in nursing and a diploma from the School of Nursing, Montana State College. She has done private duty nursing, has been assistant clinical instructor and, more recently, clinical instructor in a city hospital.

I do like my work very much although circumstance decided for me, teaching earlier than I had planned. Would have liked to have more general duty or work on wards first.

This girl ranked third in a class of forty-seven. She is now married, and she does "not particularly" wish to take further training.

Girl 27

Her father is an engineer in Civil Service. The girl knows nothing about his education or family, except that his parents were Irish and English and are now dead. Her mother was a high school graduate. The maternal grandfather, a butcher, had completed the eighth grade; the grandmother had completed the seventh.

My mother died when I was eight days old so my grandparents raised me. I remember I used to really look forward to my Dad's visits although I was scared of him. (Just because I didn't know him too well.) I have al-

ways been interested in music and am grateful to Mom for letting me take piano lessons. I know that she sometimes had a struggle getting the money needed for the lessons. I haven't traveled too much, but my most enjoyable trip and a great adventure was about four years ago. I traveled by bus to Bremerton, Washington, to see my Dad, all by myself. I really thought that was something.

Apparently no one had time to read to her when she was small, but she learned to play cards before she started to school. She could tell time, also, when she entered the Hardin schools at seven. She liked school, and her grandmother sometimes visited her classes. She had one humiliating experience:

A substitute teacher in the third grade failed to give the correct assignments and when the regular teacher got back, I was scolded in front of everyone as though I was to blame. I was very humiliated.

Piano lessons began when she was ten.

In the middle grades and junior high, arithmetic and English were easy, general science was hard. Hygiene, history, and home economics were boring. Arithmetic was fun. After grade six, the girl did home work. Her voluntary reading was voluminous; she used the public library. She was a Girl Scout for a year, and for five years a member of her church's youth group. She was in the school music club for three years. By baby sitting, she earned a little money. She encountered discipline, "justly" administered.

With high school graduation, her schooling ceased. Her activities in high school:

Chorus--4 years; Glee Club--4 years; Triple Trio--3 years; Annual staff and Big Horn staff--senior year;

Office secretary--senior year; Ornyx Club--2 years; Girls' State--junior year; junior play; operetta--3 years; minstrel show--freshman year; prom queen; Worthy Advisor, Rainbow; D.A.R. good citizenship award; city and state offices at Girls' State; vice-president, senior class; vice-president of Chorus and of Pilgrim Fellowship.

She also had an unspecified "job" for two years of high school, which consumed two hours daily except on Saturdays, when it took eight hours.

Typing and chemistry were best liked subjects; biology was hard. She liked all courses, though. The teachers "except for one or two" were a "pretty nice group."

Other comments:

I feel lacking in so many things! Especially English and being able to get up in front of people and express myself. It probably is my own fault. I would still love to go to college but I doubt if I will ever get there now.

I was very satisfied in my work. I give a great deal of credit to the high school. It was there I learned typing, shorthand, etc. But most of the teachers helped to give me confidence in myself and that gave me courage to learn new things.

. . . In U. S. History we voted just as in a regular election, counted votes, and posted the results. We also learned the importance of voting.

By having the privilege of going to Girls' State, I learned a great deal about becoming a good citizen.

At the time I thought they were quite strict about observing rules but now I sometimes think they should have been more so.

It gave us the opportunity to meet and go with lots of boys, so that by the time we decided to get married, we more or less knew what we were looking for in a husband. It gave us the opportunity to discuss our problems with teachers or other girls.

I was trained while working. Of course high school helped--spelling, typing, learning to get along with others. . . . I liked my job very much.

Two business people led her into a responsible position, which she took immediately upon graduation. She re-

mained, and advanced, in the same business establishment until 1955, sometimes doing extra work for others during the several years which she spent there. The last remark on her questionnaire is: "Now I have the job of washing diapers, but it's fun."

Girl 28

Both parents have college degrees. The girl's father works for the United States Government; her mother is a teacher. Two grandparents were high school graduates, one a grade school graduate, and the other of unknown education. One grandfather was a farmer, the other a "barber and realtor." Both grandmothers were housewives. No nationality is mentioned besides "American." The girl was born in Texas.

After residing there for one year, I moved with my mother and father to Montana. We lived at Busby--an Indian reservation--where I had Indian companions. Even the older girls played with me. I can remember one day when one of the girls was supposed to be mopping the halls in the dormitory--she let me ride on the mop while she pushed me around. We traveled back to Texas when I was 4 yrs. old. The next year we again moved--to Browning, Mont. We enjoyed many picnics in Glacier Park while living there. We moved to Rocky Boy Reservation when I was 7 yrs old. I was an only child until I was eight. Then one day Mom brought home from the hospital a sweet little sister. I had wanted one more than anything else I can ever remember.

I took nine more trips back to Texas. One time we went by way of Idaho, Nevada, Utah, California, Arizona, and New Mexico. I saw the Grand Canyon on this trip.

She could write her name when she was five. The family read to her, "Bible, beginners' reader Mac and Muff, funny papers & various children's fairy tales." Amid her travels, she entered the first grade, at six. but she was an

eight grade graduate before she came to Hardin. She enjoyed the first five years of school; she met with encouragement and help in adjusting to new schools, especially from one teacher. Her parents sometimes visited school.

The middle grades and junior high were not so pleasant as the early years, although there was only one hard subject--penmanship. Music and art were the favorites. In the seventh grade, the girl began to do home work. In the ninth grade, in Hardin, she joined the chorus and F. H. A. In eighth and ninth grades, she was a Sunday school teacher. She did much voluntary reading, using the school library "mostly." She experienced just discipline.

She says that she lived in the country during high school. Approximately two hours per day were spent on home work, but she does not think that she studied hard enough. She considers activities "very important." Her history in activities is as follows:

Triple trio--3 years; state music meet--2 years; leading parts in junior play and 2 operettas; delegate to N. W. Music Meet, Eugene, Oregon; Girls' State delegate; received \$75 scholarship from local M.E.A.; president of F.H.A., F.T.A., and Spanish Club; songleader, F.H.A.; held 4 other class and club offices.

This girl, third high in her class, has not yet gone to college.

Girl 29

The girl's father, a machinist at the sugar factory, completed grade school; her mother had one year of normal

school. All of the grandparents finished the eighth grade. Family blood is German, English, and Scotch. One grandfather was a rancher, the other a "cement contractor."

I was born in Sheridan, Wyoming, but have lived in Hardin, Montana, since the first two months of my life. My parents have shown much interest in me and have encouraged me in anything I have ever attempted. I have always liked to be around people and since the time I have been able to move about I have visited with others. At the age of two my parents took me through Yellowstone Park, where I have been since several times. At the age of four they took me on a trip to Canada. During my seventh grade summer we went to California, touring three states on the way. The three summers following were filled with vacations to Colorado. My parents started me with piano lessons in the third grade, and I have played the piano up to now. I like music and have taken all courses in school or otherwise pertaining to this field. My summers have been filled with jobs I have held, participating in sports and almost everything where I could be with lots of people.

Her family read to her when she was small, "story books, rhymes, and Bible teachings." She entered the Hardin schools before she was six. Her mother had already taught her some arithmetic, and she could "color" very well. From small childhood, she helped her mother about the house. She liked school, and:

When I was sick during my first grade year I asked the teacher to send my workbook home so I wouldn't fall behind. She did so and also sent a note to my mother that said I could do the book if I wanted to but that it was not necessary as I was the best reader in the class.

My music teacher got very mad at me once, and one time I went to school before I was supposed to and had to sit on the hall steps.

Her mother was a frequent visitor. In the later grades, the girl began to do home work, and she always had piano lessons to practice.

She liked junior high and found all subjects easy, geography and history a little boring. Besides a negligible amount of recreational reading, her activities were these:

Tumbling, badminton, baseball; chorus, operetta, Potpourri; small class plays; vice-president of M.Y.F. and member of church choir; church camps; Rainbow and 4H.

She experienced both just and unjust discipline in junior high. For money, she baby sat, worked in a drug store, and "helped a lady can foods in the summer." During her eighth grade summer, she worked three hours daily; the next summer she worked eight hours per day.

Of high school activities, she says, "I think they are very valuable in any phase of life, leisure or career."

Hers were these:

Tumbling, bowling; G.A.A. member; cheerleader; chorus; Girls' Glee Club; Triple Trio; operettas (leading role in The Mikado); Potpourri and Christmas programs; class plays and one act play; queen of Rainbow dance; Student Council rep.; president of Pep Club, senior year; 5 other club and class offices.

In high school, she studied about two hours per day, not much studying from her point of view. She also spent about two hours daily on her job in a store during all of high school. Discipline was just sometimes, but not always:

Justly. Played hooky and had to attend class on Saturday.

Unjustly. Talked in class once so was not awarded a certificate for straight A's in the class.

Other comments:

I feel that we should have read a lot more classical literature and had a good vocabulary course in English.

Our music department, plays, commercial subjects, bookkeeping, etc., have helped a lot in my college sub-

jects and my job. I am just as, or more so, indebted to my home as my parents have given up a lot of things for me and have helped me in so many ways.

My teachers wanted me to attend college.

On training for citizenship:

I still feel the school needs to give more in courses of this type.

She does not think that either law-abidingness or responsible freedom were stressed very much in school.

During one year of college, she partially paid her way by working for a lawyer. She joined a sorority, sang in its choir, and also sang in the chorus of her residence hall. She intends to continue college. Her ambition is to be a court reporter.

Girl 30

This girl was third high in her class. She is married to a young farmer, who graduated with her.⁶⁶ Her questionnaire was not among those returned. Her high school activities, taken from her senior yearbook:

Office secretary 4; Annual staff 4; Student Council secretary 4; librarian 3; dramatics 3; chorus 1, 4; F.H.A. 1; cheerleader 1.

Girl 31

Her father inherited Crow Indian blood from his mother; he is one eighth Crow. His education took him through

⁶⁶Conversation with the girl's husband. Hardin, Montana, April 16, 1955.

the grades; he now farms and operates a filling station. In the same place, his wife has a curio shop; her hobby is Indian beadwork. She is a high school graduate. The paternal grandfather loves history. He was the discoverer of old fort Manuel Lisa's ruins, on the Yellowstone River. The paternal grandmother, who is one fourth Crow, went to college. She is "interested in the welfare of her people--the Crows." The girl knows little about her mother's parents. Of herself, she says:

Interests--everything from leather tooling, horses, cooking, to classical music, antiques, and very old postal cards. I have not traveled much, although I have a great desire to do so.

No one read to her when she was small. She entered the Crow Agency schools at six. She skipped the fifth grade and arrived in the Hardin schools as a high school freshman.

I liked school much more than vacation & always looked forward to fall, even during the early summer months. . . . Good grades and competition made me work even harder. I loved classical music very much--I used to listen to symphonies during elementary school when my brother and sister wanted to listen to cowboy music.

She took piano lessons for about two and a half years, during grade school days.

She liked all junior high subjects and found them easy, "when I studied;" mathematics was her favorite. She did little home work but studied diligently in school. Her voluntary reading was "medium" in volume. Her activities:

G.A.A.--one year; band--6th, 9th; school plays--6th, 8th; church--B.Y.F., all those years.

She was never disciplined.

She lived in the country during all of her school days, but she was active in high school life and in programs outside the sphere of school: Her participation in these during high school years:

G.A.A.; church organist and musician for 4H club; junior play and church plays; various chairmanships for Rainbow; artist for the annual--2 years.

She enjoyed all high school subjects, but she does not think that she studied very much. "It varied (after school hours) from none to 2½ & 3 hrs." Of the teachers, she says, "They all know what they're doing and all contribute to our personalities in some way or other."

She does not mention, on her questionnaire, the great interest in music which the yearbook of her graduating class shows her to have had: four years in band, three years in chorus and all girl's groups in vocal music. For at least two years, she was among the eight band members who attended the state music festival at Missoula, a fact shown by photographs in the annuals of her junior and senior years.

Girl 31 started working as a typist in Hardin a year before her graduation. Upon finishing high school, she became a full-time office worker. She does not know whether she will ever go to college.

Girl 32

Her father and both grandfathers were farmers, and the whole family has evidently been Scandinavian. The girl knows nothing about the education of any of her grandparents.

or her parents.

I was born and raised on a farm and to this day the farm has a certain fascination to me. I came into this world just shortly before the depression. We were a fairly large family so there was never anything to spare for luxuries. In fact, I didn't have a doll until I was almost too old to play with dolls. In spite of the hard times, I do not ever remember going hungry. I feel that in spite of all I had a nice childhood. My father did all that he could to make a good life and home for his children, which even with a wife to help in the guidance and upbringing of children, has its troubles and trials.

She entered the Hardin schools at six, but:

The death of my mother, when I was only six, was a severe emotional upset from which I did not easily recover.

I had a very understanding teacher that first year of school. For besides the loss of my mother, I had every child's disease that came my way. My teacher must have felt that there was something there in spite of all the school that I had missed, and although she only passed me 'on condition,' I came back strong the next year.

She enjoyed the first nine years of school. She began to do home work in the fifth grade, but, without music lessons, she had no practicing to do. She did a medium amount of reading, was a Girl Scout for a year, belonged to 4H Club for two years, and engaged in track sports at school. Arithmetic was her hardest junior high subject, but she disliked none.

During the three years of senior high, she "had the responsibility of the household."

I spent time at it in the mornings before school, then after school, and most all of the weekend.

Since she lived in the country, she had to spend time on the bus, too. She made a practice of studying "a couple of hours each night besides study hall in school. She got

along well with her teachers--"liked them all." She liked all subjects, too, though geometry and chemistry were hard. She was in Oronyx Club, took part in a play, worked on the school paper, and had a class office. She was in high school during the war.

I took advantage of the home economics courses that were offered, which helped me in the practical side of marriage (the cooking and sewing, etc.).

Finishing third high in her class, she received a scholarship to Montana State College. She spent two quarters there, beginning a major in home economics. She was married that same year, and now she has two daughters.

Girl 33

Her father and grandfathers are ranchers. Her father had a year at the University of Illinois, her mother a year at the Billings Polytechnic Institute. Three of the grandparents are known to have attended public grade schools or parochial schools. Though German predominates, there is also Irish and French blood in the family.

My home life was very pleasant. We each had our own responsibility on the farm & I never grew tired of the farm. I joined the local 4H Club in 1946 & was a steady member until 1952. I enjoyed 4H Club very much and each project seemed more like fun than work. My interests are in anything outdoors, especially animals and wild life. I have traveled part of Montana, but my first trip was when my sister & Mother & I drove to La Junta, Colo & spent two weeks

I remember very well when Dad would read Black Beauty to us. We would all sit around the fire and listen without saying a word.

She had farm chores at home--watering pigs and chick-

ens, gathering eggs. She entered the Hardin schools before she was six. She liked school, but she remembers no special encouragement which she received there. Her parents were always encouraging, however, and her mother often visited school. She was disappointed and greatly humiliated when she was passed to the sixth grade on condition. From grade five on, she did home work. She took no type of lesson outside of school.

She does not comment on junior high, but says that she liked high school very much. She and her twin sister once took part in a play which required a pair of twins. She was on the Indian club team one year. She was always very busy in 4H Club and was four times an officer. For three years she helped the women of her church serve luncheon at each regular meeting of the Kiwanis Club. During the early years of secondary school, she spent twenty hours weekly on 4H projects. She studied about three hours per day and spent four hours on "cooking, housekeeping, chores, garden." She won awards in commercial subjects.

For two years after high school, she was a secretary. Then she attended a special school, paying her own way, and became a telegraph operator.

Girl 34

Her father is a baker, her mother a business woman. The family is Scotch, Irish, and Welsh on one side and German on the other. The girl knows nothing about her father's

education or that of his parents, except that her father started high school. Her mother is a business college graduate, daughter of a skilled craftsman, a brick-layer and stonemason.

My home life was always very pleasant with happy surroundings. My mother is my guardian and worked during my schooling. I have always been very active in Church, Masonic organizations, and any other club or activity in which I participated. Did not do any extensive traveling but did go with my girlfriend at the age of 12 to the Black Hills, which was quite a treat, with just the two of us traveling by train. Took care of my younger sister during the summers, went swimming, bowled, etc.

She entered the first grade at five in Spokane, but, moving to Hardin in the middle of the year, she was barred from school because of her age; and so she skipped half of the first year. Fairy tales and Mother Goose rhymes had been read to her at home. During the grade school years, she began to study violin and cornet, and, in grade five, home work began for her.

She had a good time, during junior high years. At home, the family played soft ball, and there was the municipal pool to swim in. She did a medium amount of reading, continued in Girl Scouts (she had been a Brownie), joined Rainbow and the Pilgrim Fellowship. She also entered the musical activities which she was to continue during high school. She encountered discipline. She did no work to earn.

In senior high, she liked all subjects, and she did not study much--"It was always easy for me, so it was not necessary to study very many hours--only to complete home

work." She occasionally had outside duties. Once she was excused from typing class for two months to do some special typing. One year she worked in the principal's office. She liked her teachers. Her extracurricular pursuits were these:

Softball, swimming, tennis, bowling; Girls' Triple Trio--singing at different clubs, etc., music trips, Montana State Chorus (one year), festivals; junior and senior plays; paper staff and annual staff; Girls' State; Music Club officer.

Her comments on high school:

Learning to be with people and being active in high school activities benefited my being able to meet people in college.

It could have emphasized more lecture type courses and giving the students a chance to get up in front of the class more often. More leadership in school work would have helped.

My field of work was brought to my attention through the school and the teacher of commercial courses. I liked this type of work and favored it more than I did others. . . . It was in college where I decided on the type of work I would do.

I knew I was better than average in typing and shorthand . . . by my grades and by the instructor talking with me telling me I should continue in this field.

Her studies in college, for two years, emphasized commercial science and English, with a music minor. She left college to do secretarial work.

College activities included a sorority, of which she was an officer; a publication, of which she was typist; the college chorus, some sports, and the Masonic club.

She hopes to take more courses some day. Her questionnaire was mailed two or three days before her marriage.

III. SUPPLEMENTARY TABLES

Data in the following tables was taken from the questionnaires, from official school records, or from other sources indicated in the biographies.

TABLE I
OCCUPATIONS OF BOYS' FATHERS

BOYS	Professions	Farming Ranching	Skilled Trade	Business	Other
1.					USIS*
2.		x			
3.				owner	
4.				owner	
5.				manager	
6.				employed	
7.				employed	
8.				owner	
9.				owner	
10.	teacher				
11.	agriculture				
12.			x		
13.			x		
14.			x		
15.				owner	
16.		x			
17.		x			
18.			x		
19.	minister				
20.				owner	
21.	chemist				
22.		x			
23.				owner	
24.				owner	
25.	(unknown)				
26.					USIS*
27.				owner	
Totals		4	4	12	2

*United States Indian Service.

NOTE: Four pairs of brothers are here: Boys 6 and 7, 8 and 9, 13 and 14, 23 and 24.

TABLE II
OCCUPATIONS OF GIRLS' FATHERS

GIRLS	Professions	Farming Ranching	Skilled Trade	Business	Other	
1.			x			
2.		x				
3.		x				
4.		x	and x			
5.			supervisor			
6.				owner		
7.			x			
8.	minister					
9.	lawyer					
10.			x			
11.				owner		
12.		x				
13.			x			
14.				owner		
15.					x	
16.					x	
17.		x				
18.		x				
19.				executive		
20.				owner		
21.				owner		
22.		x				
23.		x				
24.				owner		
25.	(unknown)					
26.					USIS	
27.	engineer					
28.					USIS	
29.			x			
30.		x				
31.		x	and	owner		
32.		x				
33.		x				
34.			x			
Totals		3	12	8	8	4

NOTE: Two pairs of sisters represented above are Girls 15 and 16, and 20 and 21.

TABLE III
OCCUPATIONS OF BOYS' MOTHERS

BOYS	Homemaking only	Professions	Skilled work	Business	Other
1.	x				
2.	x				
3.	(unknown)				
4.		teacher			
5.		teacher			
6.		teacher			
7.		teacher			
8.	x				
9.	x				
10.	x				
11.	x				
12.	(unknown)				
13.			librarian		
14.			librarian		
15.	x				
16.					cafe' empl.
17.	x				
18.	x				
19.	minister's wife				
20.	x				
21.	x				
22.	x				
23.	x				
24.	x				
25.	(unknown)				
26.		teacher			
27.	x				
Totals	15	5	2		1

TABLE IV
OCCUPATIONS OF GIRLS' MOTHERS

GIRLS	Homemaking only	Professions	Skilled work	Business	Other
1.		teacher			
2.		teacher			
3.	x				
4.			P. O. clerk		
5.	x				
6.	x				
7.			clerk		
8.	x				
9.	x				
10.			clerk		
11.	x				
12.	(unknown)				
13.	x				
14.	x				
15.	x				
16.	x				
17.	x				
18.	x				
19.	x				
20.		teacher			
21.		teacher			
22.	x				
23.			office		
24.	x				
25.	(unknown)				
26.		teacher			
27.	x				
28.		teacher			
29.	x				
30.	(unknown)				
31.				owner	
32.	x				
33.	x				
34.				banking	
Totals	19	6	4	2	0

TABLE V
EDUCATION AND NATIONALITIES
OF BOYS' FATHERS

BOYS	FATHERS' EDUCATION		NATIONALITY BACKGROUNDS
	Grades	H.S. College	
1.	8		American
2.		some	Irish, German
3.	(unknown)		
4.	(unknown)		Scotch, English
5.		grad.	German
6.			Scotch, Irish, Norwegian
7.		bus. coll.	Scotch, Irish, Norwegian
8.		grad.	Irish, American, English
9.		grad.	Irish, American, English
10.		B.A. plus	Germ., Scotch, Ir., Fr., D'ch.
11.		B.S. plus	Swedish
12.	8		English
13.	8		Irish, German
14.	8		Irish, German
15.		bus. coll.	Norwegian, 100%
16.	6		German, English
17.	8		Norwegian, 100%
18.	(unknown)		Dutch
19.		5 yrs.	American, German
20.	primary		German
21.		B.S.	American
22.	8		German
23.		1 yr.	Dutch, English
24.		1 yr.	Dutch, English
25.	(unknown)		
26.		bus. coll.	German
27.		2 yrs.	English

TABLE VI
EDUCATION AND NATIONALITIES
OF GIRLS' FATHERS

GIRLS	FATHERS' EDUCATION			NATIONALITY BACKGROUNDS
	Grades	H. S.	College	
1.	8			Irish, German
2.	el.			Dutch, mostly
3.		grad.		Swedish ancestry
4.			1 yr.	Scotch, Danish
5.		2 yrs.		American
6.			bus. coll.	Norwegian
7.	(Unknown)			(Unknown)
8.			5 yrs.	American, German
9.			grad.	(unknown)
10.	8			German, English
11.	(unknown)			Scotch, Irish
12.	(unknown)			(unknown)
13.	4			German
14.	el.			German
15.	4			German, Danish
16.	4			German, Danish
17.	8			German
18.	(unknown)			German*
19.			grad.	(unknown)
20.	5			German, Polish, French
21.	5			German, Polish, French
22.	8			German
23.	(unknown)			(unknown)
24.			1 yr.	Dutch
25.	(unknown)			Japanese
26.			grad.	English, American
27.	(unknown)			(unknown)
28.			B. A.	American
29.	8			German, English
30.	(unknown)			(unknown)
31.	8			American, Crow Indian
32.	(unknown)			Norwegian
33.			1 yr.	German, Irish, French
34.		2 yrs.		Scotch, Irish, Welsh

NOTE: The fathers of Girls 17 and 18 are brothers.
See Hardin High School Records, 1944-1955. Hardin, Montana.

TABLE VII
EDUCATION AND NATIONALITIES
OF BOYS' MOTHERS

BOYS	MOTHERS' EDUCATIONS		NATIONALITY BACKGROUNDS
	Grades	H. S. College	
1.		1.yr.	English, German
2.		some	Dutch, German
3.	(unknown)		(unknown)
4.		some	Swedish
5.		some	English
6.		some	English, Scotch, Irish, Welsh
7.		some	English, Scotch, Irish, Welsh
8.		2 yrs. bus.	Norwegian, Danish
9.		2 yrs. bus.	Norwegian, Danish
10.		some	Pennsylvania Dutch
11.		2 yrs.	Norwegian
12.	8		Scotch, Dutch, English
13.		1 yr.	Swedish
14.		1 yr.	Swedish
15.		some	German, French, Irish, English
16.	8		English, Norwegian
17.	8		Norwegian
18.	(unknown)		Polish
19.	8		American
20.	primary		German
21.		2 yrs.	American
22.	8		German
23.		grad.	English
24.		grad.	English
25.	(unknown)		(unknown)
26.		2 yrs.	Scotch, English
27.	(unknown)		(unknown)

TABLE VIII
EDUCATION AND NATIONALITIES
OF GIRLS' MOTHERS

GIRLS	MOTHERS' EDUCATION		NATIONALITY BACKGROUND
	Grades	H.S. COLLEGE	
1.		2 yrs., continuing	French, English, Scotch
2.		2 yrs., continuing	Dutch, French
3.		3 yrs.	American
4.		1 yr.	German, English
5.		grad.	(unknown)
6.		some	German, French, Irish, Eng.
7.	8		American
8.		some	American
9.	(unknown)		(unknown)
10.	8		Dutch
11.	(unknown)		German
12.	(unknown)		(unknown)
13.	8		German
14.	5		German
15.	8		English, Irish, Scotch
16.	8		English, Irish, Scotch
17.	5		German
18.	(unknown)		(unknown)
19.		some	Norwegian
20.		B.A. plus	Eng., Irish, Scotch, Fren.
21.		B.A. plus	Eng., Irish, Scotch, Fren.
22.	8		German
23.	(unknown)		(unknown)
24.		grad.	English
25.	(unknown)		Japanese
26.		Teach. coll.	German, American
27.		grad.	Scotch, German
28.		B.A.	American
29.		1 yr.	Scotch
30.	(unknown)		(unknown)
31.		grad.	American
32.	(unknown)		Norwegian
33.		1 yr.	German
34.		bus. coll.	German

TABLE IX
HOBBIES OF BOYS' FATHERS

BOYS	Thoughtful hobbies	Crafts	Sports outdoor	Sports indoor	Fine arts	Other
1.			hunting			
2.	(no comment)					
3.	(no questionnaire)					
4.			fishing hunting			
5.		woodwork	fishing			
6.		carpentry	fishing			
7.		carpentry	fishing			
8.			fishing		music	
9.			fishing		dancing piano	
10.		ceramics stone cut'g			dancing painting	
11.	reading		sports	sports		
12.		carpentry				
13.	(no comment)					
14.	(no comment)					
15.						ranch
16.			sport fan			
17.	reading		horseback r.			
18.	(no comment)					
19.	chess					
20.						garden
21.	stamp col.					
22.	(no comment)					
23.			fishing	bowling		
24.			fishing	bowling		
25.	(no questionnaire)					
26.			golf	bowling		
27.			hunting fishing			

TABLE X
HOBBIES OF GIRLS' FATHERS

GIRLS	Thoughtful hobbies	Crafts	Sports outdoor	Sports indoor	Fine arts	Other
1.		model airplanes				
2.	reading		fishing			
3.						radio work
4.		fly tying	fishing			garden
5.			fishing			
6.			golf			ranch
7.	(unknown)					
8.	reading		sports			garden
9.	(no questionnaire)					
10.			fishing			
11.	(no comment)					
12.	(no questionnaire)					
13.			fishing			
14.		woodwork				garden
15.	reading		fishing			
16.	reading		fishing			
17.				bowling		
18.	(no questionnaire)					
19.	schools					
20.	inventing geometry, chess		tennis	bowling		garden
21.	inventing geometry, chess		tennis	bowling		garden
22.			fishing			
23.	(no questionnaire)					
24.			fan	bowling		
25.	(no questionnaire)					
26.	(no comment)					
27.				bowling		
28.		upholstery	hunting			
29.			hunting			
			fishing			
30.	(no questionnaire)					
31.		agate cut.	fishing			
32.	(no comment)					
33.	reading					
34.		carpentry				

TABLE XI
HOBBIES OF BOYS' MOTHERS

BOYS	Thoughtful hobbies	Crafts	Sports	Fine arts	Other
1.		crocheting tattting			
2.	(no comment)				
3.	(no question're)				
4.		crafts	camping	arts, music	
5.		crafts		painting	D.A.R.
6.		crafts		painting	
7.		crafts		painting	
8.	bridge	sewing		piano	
9.	bridge	crafts		music	
10.	(no comment)				
11.	reading	sewing			
12.	(no comment)				
13.	(no comment)				
14.	(no comment)				
15.		sewing crafts			garden
16.		sewing			
17.		sewing knitting crocheting			
18.	(no comment)				
19.		sewing			
20.		sewing			
21.	(no comment)				
22.		sewing			
23.					garden
24.					garden
25.	(no questionnaire)				
26.	(no comment)				
27.	bridge*				

*Boy 27 is speaking of his stepmother.

TABLE XII
HOBBIES OF GIRLS' MOTHERS

GIRLS	Thoughtful hobbies	Crafts	Sports	Fine arts	Other
1.	col. dishes				
2.	reading	crocheting		piano	
3.	(Girl says "none.")				
4.	(no comment)				
5.					clubs
6.		sewing handcrafts			Girl Scouts garden
7.	reading	sewing crocheting			
8.	reading	sewing			
9.	(no questionnaire)				
10.					garden
11.		handwork			garden
12.	(no questionnaire)				
13.					garden
14.		handwork			garden
15.		sewing			
16.		sewing			
17.		sewing		costume- design	
18.	(no questionnaire)				
19.	(no questionnaire)				
20.	reading	handwork		design	
21.	reading	handwork		design	
22.		handwork			
23.	(no questionnaire)				
24.		cooking			
25.	(no questionnaire)				
26.	bridge, reading				
27.	(Died at birth of girl.)				
28.		sewing		music	
29.		handwork			
30.	(no questionnaire)				
31.		Indian beadwork			
32.	(Died when girl was 6.)				
33.					social work
34.		sewing	bowling		

TABLE XIII
 MARITAL STATUS AND CHILDREN
 OF BOYS

BOYS	Mar- ried	Age at marriage		Years of college	Married in college	Children	
		yrs.	mos.			Boys	Girls
1.	yes	26	4	8	post grad.	0	0
2.	no			1½			
3.	no			2			
4.	no			8			
5.	yes	23		4½	yes	2	0
6.	no			0			
7.	no*			1			
8.	no*			2			
9.	no			4			
10.	yes	21		5	continuing	0	0
11.	yes	23	3	5	no	1	1
12.	yes	21	3	7	yes	1	0
13.	no			5			
14.	no*			1			
15.	yes	20	5	4	yes	1	2
16.	no*			1			
17.	no*			0			
18.	no*			0			
19.	yes	23	1	4	no	0	0
20.	no			5			
21.	no*			3			
22.	no			5			
23.	yes	24	8	4	no	0	0
24.	no			4			
25.	(unknown)						
26.	no*			2			
27.	no*			0			
						5	3

*These boys have been out of high school not more than three years.

TABLE XIV
MARITAL STATUS AND CHILDREN OF GIRLS

GIRLS	Mar- ried	Age at marriage		Years of college	Married in college	Children	
		yrs.	mos.			Boys	Girls
1.	yes	20	6	1	no	1	0
2.	yes	20		4	yes	0	0
3.	yes	22	7	2½	yes	2	0
4.	no*			2			
5.	yes	20	6	2	yes	2	1
6.	yes	20	10	2	no	0	1
7.	yes	19	9	0	no	1	0
8.	no*			3			
9.	yes	18	8	(unknown)	yes	(unknown)	
10.	yes	16		0	in h.s.	2	2
11.	yes	19	6	½	no	1	0
12.	yes	(unknown)		0	no	(unknown)	
13.	yes	17	7	0	no	2	0
14.	no*			1			
15.	no*			0			
16.	yes	21	7	2	yes	0	1
17.	no*			0			
18.	no*			0			
19.	no			4			
20.	yes	20	8	3	yes	1	2
21.	yes	18	11	2½	yes	2	1
22.	yes	18		0	no	1	0
23.	yes	(unknown)		(unknown)		known-1	
24.	yes	22		4	no	0	1
25.	yes	(unknown)		(unknown)		known-1	
26.	yes	24	8	4	no	0	0
27.	yes	18	8	0	no	1	0
28.	no*			0			
29.	no*			1			
30.	yes*	(unknown)		(unknown)		(unknown)	
31.	no*			0			
32.	yes	20	5	2/4's	yes	0	2
33.	no*			0			
34.	yes	22	5	2	no	0	0
						16	13

*Out of high school not more than three years.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. THE COMMUNITY

About one third of the county population is Indian, roughly eight times as many people as make up the very small group of foreign-born whites. The people are predominantly native white Americans. The county has agricultural resources. The average family is not particularly well-to-do, nor is it poor. There are a few extremely poor families, and there are some who have incomes over \$10,000 per year.

Hardin is small enough so that high school children are rather close to the life of the town, and the high school is called upon to contribute to civic projects: the band plays for the rodeo, a boy with a good voice tells of singing at home town functions, and the most competent commercial students sometimes work in downtown offices. The town offers some advantages: library, swimming pool, park, theaters, concerts. Boy and Girl Scouts have flourished at times. DeMolay, Rainbow Girls, 4H Club, and church groups for youth have remained constantly on the scene during the past twelve years, judging by the remarks of the high school group in this study. The high school sponsors a considerable program of extracurricular activities, heavily emphasizing music and boys' sports. The girls' biographies show

greater participation in sports by girls in the last few years--since the organization of the Girls' Athletic Association, perhaps.

II. HOME BACKGROUNDS

Occupations of Parents

Fathers of the boys are business and professional men, mainly. Among the twenty-two fathers whose occupations are shown in Table I, there are four ranchers; and the United States Indian Service is represented. Although one boy called his father a "laborer," he also said that the father's hobby was carpentry; and so this is not a man without skill. Most of the girls' fathers are ranchers. An equal group is composed, half and half, of skilled tradesmen and business men, as Table II shows. Most of the business men in both groups are owners. How many of the ranchers own their land is not known.

The housewifely character of most of the mothers is shown by Tables III and IV.

Education of Parents

Of the nineteen fathers of boys, whose educations are known (see Table V), eight have gone beyond high school, four to obtain degrees. Of the twenty-three girls' fathers whose educations are known to their daughters, five were graduates. Of these forty-two fathers whose educations are known, twenty-one--just half--had elementary education only, twelve being eighth grade graduates.

There are 20 boys' mothers whose educations are known. Nine of these went beyond high school (two are teachers), but none have degrees. Four finished the eighth grade; and one, both of whose children (Boy 20 and Girl 14) were outstanding students and have gone to college, attended the primary grades only. Her husband's educational advantages were similar to hers.

The parents with elementary education tend to be among those who, if they themselves were not born abroad, had parents who were--and who had lived on the land. These immigrants have produced some superior grandchildren, and children. Perhaps one should not be surprised at the ambition and vitality shown by some grandchildren of people who had qualities of character which impelled them, without education or means, to pull up roots and move to new and more promising homes across the sea (see Boys 11, 15, 17, 20, 22; Girls 6, 8, 13, 14, 18, 19, 20, 21, 25, 32).

The parents and grandparents of these high school students do not make up a highly educated group.

Nationalities

There were very few of unmixed blood in this study, though many are not more than the third generation removed from Europe--or, in one case, from Asia--on one or both sides of the family. Northern Europe and the British Isles are most numerous among the ancestors. Girl 31, alone in the group, has Indian blood. All but two,

then, and almost all of their parents, are native white people.

Economic Situation

There were perhaps six families in the study who might be suspected to possess more than average means, since they own businesses and have provided their children with unusual advantages (even foreign travel). These incidents do not prove affluence, however. Statements in the biographies reveal straightened circumstances of another half dozen families, at least occasionally, as during the depression. A majority of the students sometimes worked to earn, during childhood. Such activities do not mean that a family needs the children's help, though. Usually those who went to college paid their way in part, or entirely. The G. I. Bill is frequently mentioned by the older boys; it apparently had much to do with the education which some of them received. One is inclined to think that finances brought about the abbreviated education of some of the girls (see Girls 7, 10, 13, 16, 27, 31, 32). In general, members of this group belonged to families which suffered from neither poverty nor wealth.

Hobbies of Parents

As seen by their children, these parents are people with hobbies. The out-of-doors has greatest appeal for the fathers, and the womanly arts for the mothers. Every father

who had no hobby, according to his child, was engaged in an out-of-door occupation.

Childhood of the Group

Their childhood was good. Most of them say so; they speak of close family ties and good times at home, of the kindness of adults, encouragement of parents, family expeditions, and the little duties in which they took pride. Even the unschooled mothers made a practice of reading to their children (the funnies were among the reading matter, even of college graduates' children), and most of the parents took an interest in school.

III. SCHOOL DAYS

Early Years

Few of the group went to kindergarten; most of those who did started their education in cities. Most entered the first grade at six, a few before that age. Several skipped grades as they progressed through elementary school. At least eleven could read before entering school (including a few who entered before six), and almost all of them had some small accomplishment or had experienced rather mature responsibilities. Lessons of some sort--piano, dancing--were not unusual during primary years. Twenty humiliations or great disappointments in earliest school days were recorded, the most shattering one doubtless being the death of Girl 32's mother. The children rose above these shocks,

however, as a rule. Only Boys 21 and 9 liked neither grade school nor junior high. There were at least twenty-two mentions of teachers' sympathy and encouragement; others attribute to their homes the moral backing which helped them like school. Some were evidently the kind of children who liked everything (see Boys 8, 27; Girls 1, 11, 20).

Activities

In Junior high years, the public library was much used. The activities of 4H Clubs, Scouts, and church became absorbing. Sports interested boys and girls alike. Those who commented on it were almost unanimous in praise of the extracurriculum in high school, several going so far as to say that it was as important as studies. Ten boys and two girls called it "valuable," six boys and nine girls called it "very valuable." Most showed their approval by heavy participation. One boy held three major executive positions in high school, five held two, eight others held one each. Six of these boys were Student Council presidents. At least twelve of the girls held major executive positions (class presidencies, prom chairmanships, club presidencies), one of them four times, several three times, and most of them more than once.

Most of the boys were in the sports program; the three who took least interest lived away from town, but one of the three was an Eagle Scout. Two whose participation was slight (Boys 2 and 21) seem, from their questionnaires,

to wish that it had been greater. Sports for girls, 1944-1955, were conspicuous by their absence. Some girls listed sports among their activities; these were sometimes of the neighborhood variety, but some have appeared in school since the organization of G. A. A. Some appeared and disappeared, as interested teachers came and went.

The many musical events mentioned leave little doubt of the value of music to this group.

Twenty-three girls and twenty boys make mention of dramatics, in either junior or senior high, or both.

The Poppy Poster Contest of the American Legion Auxiliary is evidently the only extracurricular activity in the field of graphic arts, besides occasional ones like drawing for a publication, making posters, or painting scenery.

In commenting on activities and the role they play in preparing a young person to take part in college, or any, social life, nine specifically recommended more direct social guidance in high school. At least one mentioned the need for a dancing class.

Studies

Following are the elective subjects, for four years, of 25 boys, given in years per boy: science, 3.36; music, 2.98; mathematics, 2.8; social science, 2.26 (after deducting U. S. history, which was not elective); foreign languages, .8; manual training and shop, .72; typing, .56; graphic arts, .5 (includes mechanical drawing); bookkeeping, .2. These fig-

ures were computed from the official records of the students' subjects.

Subjects which the boys liked best, listed in order of preference, were: sciences, 17 boys; mathematics, 14; social sciences, 9; English, 7; music, 5; art, 3; shop, 2; languages, 2.

The electives, for four years, of 23 girls, given in years per girl, were: music, 4.3; mathematics, 2.26; sciences, 2.09; social sciences, 2; typing, 1.34; foreign languages, 1.56; shorthand, .935; home economics, .7; graphic arts, .3.

Girls' favorite subjects follow, with the number of girls who named them: mathematics, 14; sciences, 13; English, 14 (4 specified literature and 3 grammar); commercial subjects, 14 (3 named bookkeeping, 3 shorthand, 3 typing); music, 7; social sciences, 7; foreign languages, 7; home economics, 1.

Boys and girls agreed in liking mathematics and science, of which they partook liberally. The boys did not overrun the special boys' courses, manual training and shop; nor did the girls flock into home economics. The commercial subjects and foreign languages were much more important to the girls than to the boys. In noting electives and favorite subjects, however, one must bear in mind the dearth of some subjects and the abundance of those in other fields (science, mathematics, music).

Among disliked subjects, almost every course was men-

tioned, but grammar and social science (often the junior high course) were recurring items on the lists.

Fifteen students expressed regret that they had not encountered more fine literature in high school; twenty-seven said that the school had made a true effort to introduce them to literature.

To the question, "Do you now feel that you studied very diligently in high school?" three boys answered "yes" and nineteen "no;" ten girls answered "yes" and twelve "no."

Twelve boys and thirteen girls thought that the faculty, as a whole, was good; nine boys and seven girls thought that some of their teachers had been outstanding; six boys and six girls thought that one or more had been weak. The consensus was that the faculty was good, as a body. Several of the group showed gratitude to certain teachers.

Those who went to college felt generally well prepared. However, Boys 9, 20, 21, and 22--~~three~~ with college degrees--considered high school courses too easy to give a helpful foundation for college work. Others found themselves deficient in certain subjects, not always the same one.

Some of these students, who had not gone to college, owed their livelihood, or part of it, to what they had learned in high school commercial and shop courses (Girls 7, 10, 12, 13, 22, 27, 31; Boy 17).

The advantage of knowing how to type was frequently mentioned by boys and girls alike who had gone to college, into the army, into nurses' training, or into some other field

not exactly commercial.

Suggestions of the Group

This was a group who liked school, some of them to the point of great enthusiasm; still, throughout the questionnaires, there were suggestions for improvement. One student suggested typing classes for those who will never work as typists. Another thought that dancing classes would fill a great need. For years, apparently, some of the girls longed for organized sports of some sort. A boy who had felt left out of athletics suggested the broadening of the program to take in all interested students, even though many might not have the potential of stars. It is possible that the program of sports has been considerably broadened since Boy 1's day; intramural sports have played a part in the school lives of some of the younger boys (see Boy 17). Two young married men, one a medical student, think that more preparation for marriage would be good.

Boys 4, 7, 8, 10, and others expressed a belief in freedom of action on the part of student government. Sometimes, according to statements of several, student government actually made no decisions, but merely went through the motions of governing. These able students consider such a state of affairs bad training for citizenship.

Several, though they themselves belonged to the favored group, thought that the teachers should strive more vigorously to include in activities and class responsibili-

ties those bashful or less able ones who do not forge ahead.

Some felt that discipline was lax; it is interesting that several of those had themselves been disciplined on occasion. Two thought that the high school needed an R.O.T.C.

Several who went to college were impressed by the services which guidance departments give. They, and others in the group, mentioned the need for high school guidance, vocational and social. Several had heard, and were glad, that the high school now has a guidance department. One girl suggested a vocational library; a boy suggested that guidance begin in the elementary school. Several cited themselves as examples of young people who would have profited from guidance in high school.

IV. CHARACTERISTICS

Personality

These young people had many interests and many friends. From grade school days, most of them took part in whatever was going on. They were elected to be not merely presidents and chairmen but also "Mr. Hobo," "Queen of the Mixer" (a boy), cheerleaders, best citizens, Boys' State and Girls' State representatives, team captains, and prom queens. Usually they got along with their teachers as well as with the other students. Their records seem to indicate that they were a popular lot.

They were independent. Many of them worked to earn when they were quite young children--and did the same years

later in college. Baby sitting and paper routes were often the first sprout of business training in the lives of these boys and girls. Their comments on student government and school rules showed a sense of individual rights. Those who played hooky once--or more--have, to all appearances, turned out very well (Boys 2, 4, 12, 20, 21; Girls 6, 21, 26, 29). If they were disciplined in school, their offenses were likely to be failures to conform, or talking back, or playing hooky. Eight, including some of the hooky players, remember such indiscretions committed in high school. They cited cases of just and unjust discipline.

They are interested in others. Some were concerned about boys and girls, their colleagues in high school, who, they felt, had not enjoyed the privileges which had been theirs. Quite full suggestions on how to improve the high school for its population of the near future were contained in answers to questions.

They are grateful to the school, to their parents, and to individuals whom they sometimes named, for help received and pleasures enjoyed. Several feel gratitude toward the church.

They are ambitious. The subjects which they elected in such numbers are not the reputedly easy ones. Though many say that they did not study much, most received high grades; and their lists of activities show that they were certainly working on something all of the time. Some tell of

organizing clubs and activities which had not existed before. Some had jobs downtown or chores at home, or both. Of the boys who are old enough to have attended college, all but two have done so; and one of those two is in the Marine Corps.

Perhaps the group owes some of its prowess to good health. Very few of them mentioned frailty, or illness of a serious sort, and those remarks pertained to early childhood, except in Girl 16's case.

Their Abilities

They have abilities on the basis of which they were chosen for this group (see Appendix A). That these abilities did in fact exist was proven later, in some cases; and it was also shown that the abilities were of a high order. In other cases, the study did not uncover much more than the original high school record; some of the group have not yet entered college, some took jobs immediately after high school, and some of the girls married shortly after graduation--one married during high school.

Some of the group have special abilities in art, music, organization, dramatics, or in several of these, as well as general ability.

In these twelve years, 572 students have graduated from Hardin High School. The top ten per cent would contain 57 students, and in the group studied there were 61; therefore all of the superior ten per cent may be in this group. It would be surprising that a few had not escaped. One might

expect the three foremost students of each class to be among that ten per cent, since the smallest class contained 28 students. Those 36 honor students were in this study. Because six did not return questionnaires, they could not be described with full justice in their biographies; their scholastic records are condensed in Appendix A.

By Hollingworth's and Terman's criterion of giftedness, the highest one per cent in mental ability, about six may have been gifted children--that is one per cent of 572. On the other hand, some truly gifted could have been missed altogether, since mental testing is the only sure way in which giftedness can be discovered. Official information on college grades was obtained for 26, some of it incomplete; several students changed schools. Among the graduates whose records are known, Boy 4, Boy 19, and Girl 19 finished near the pinnacle. Others are known to have made honor grades (some still attending): Girls 16, 3, 14, 24; Boys 16, 8, 21. Memberships in honor societies were usual--Spur, Fang, Mortarboard, professional groups. But, when comparing grades, one should remember the outside work to support themselves that some of these students did and also the circumstance that boys and girls entering college directly from high schools for several years, starting about 1946, were mere children among dozens of grown men--the G. I.'s

The group contains three pairs of brothers, two pairs of sisters, and a trio of sister and two brothers besides four pairs of brother and sister.

It can be said of the group that they were fast learners. Their prowess in studies and activities may be attributed to interest, ambition, and ability. These students probably represent the army of people who carry the world's responsibilities--with a smattering of those who lighten the heavy load with gaiety and music.

V. WHAT BECAME OF THEM?

Their careers to date, if known, were recorded in the biographies. Some college records were indicated in Appendix A. But, to recapitulate what is told in the biographies:

Fifteen of the twenty-seven boys have college degrees, three of the fifteen having two degrees each. One is on his way to a second degree (M.D.) and another probably starting work on his third (Ph.D.). Eight others have had some college work; most of these are continuing, or intend to when released from the armed services. Three are recently out of high school, one of these in the Marine Corps. The other boy, nineteen years old, has worked as a mechanic since high school (he graduated at 16) and also has his own dance band. Careers into which the college graduates have entered are these: medicine, 1; the clergy, 1; architecture, 2; business, 2; geology, 1 (just graduated); Army, 1 (temporary--intends to teach); Navy, 1 (temporary--is a graduate pharmacist, may return to school); electrical engineering, 1; Air Force, 1 (temporary--college major was business); law, 1 (also has a degree

in forestry).

Eight of the twenty-seven boys were married. All of the five who married in college continued school and got degrees. These boys have eight children (see Table XIII).

There were thirty-four girls in the study: four college graduates, eighteen who had attended college for awhile, and twelve who had never attended. Two of the college graduates entered the business world; one taught; and one was an instructor in nursing at a large hospital. Four entered the business world after some advanced training, four entered it directly from high school, and four have recently finished high school. Three in college were continuing. The college education of twelve--and the high school education of one--was interrupted by marriage.

Twenty-three of the girls were married (counting one who sent her questionnaire on the eve of her wedding); their children number twenty-nine. Nevertheless, the remarks of these girls seemed to reveal a desire for education still glowing. Some were taking courses; others had the hope of further advanced schooling in future.

VI. RECOMMENDATIONS

Among the recommendations which came to mind as the study progressed, there were, perhaps, a few major ones. They are these:

- (1) That the Hardin schools provide a program in arts

and crafts comparable in opportunities to their musical program; (2) that they provide organized sports for all boys and all girls, particularly during secondary school; (3) that they keep even more complete records, so that a fair appraisal of a child's talents can be made from them; (4) that the community vigorously support the public library, Scouts, 4H Clubs, the swimming and baseball programs, and all activities which are of interest to children; (5) that some agency consider the possibilities of adult education, a need for which was indicated by biographies of children of the foreign-born, as well as by cases of bright girls whose education was cut short by marriage or by the necessity to earn; (6) that the high school continue and strengthen its guidance program in the fields of both vocational and social guidance, and that the guidance department take a special interest in talented students who are forced to earn while attending school; (7) that the high school strive to make student government as truly by the students as is possible; (8) that it give bright students work commensurate with their abilities, so that they can be kept "half way busy;" (9) that it forever maintain a broad and vital extracurriculum.

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A P P E N D I C E S

APPENDIX A

SCHOLASTIC RECORDS

The following information was taken from high school and college records, except that names of colleges attended and degrees earned were sometimes learned from questionnaires. Barring the very few students chosen on teachers' recommendations or leadership records, these data reveal why each was chosen.

Relation of achievement test scores to grade placement is given in this manner: 11/95 means that the child showed 11th grade ability when five months through the 9th grade. If an I. Q. was estimated on the basis of an achievement test, the I. Q. is shown here in parentheses--9/6.3 (130).

The following abbreviations were used: pl. for plus; Met., Metropolitan achievement tests; Stan., Stanford achievement tests; S-H., Sones-Harry High School Test; Iowa, Iowa High School Content Examination; A.C.E., American Council on Education Psychological Examination (Q., quantitative; L., linguistic; T., total percentile rankings); M.S.C., Montana State College; M.S.U. Montana State University. Other abbreviations found on the records were used unless they were not readily understandable.

Age at graduation was figured to the nearest month. The records did not always give averages.

Boy 1

Age 18.2. Rank 1/28. Average 95.5.

S-H.:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
90	99pl.	99pl.	92	96	Grade 11
94	99	91	99	99	Grade 12

Henman-Nelson Mental Abilities Test, grade 7--I.Q. 132.

Degrees: B.S., Rocky Mountain College; B.D. Central Baptist Seminary.

Boy 2

Age 17.11. Rank 5/54. Average 95.071.

S-H. totals: grade 10, 100; grade 12, 98.

Otis Group Intelligence Scale--125.

College, 1½ years.

Boy 3

Age 18.5. Rank 29/67.

College, 2 years, continuing.

Boy 4

Age 18.4. Rank 1/28. Average 95.5.

Met. 10.5/74 (139)

S-H., Form B, percentile rankings:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
97	96	99	99	99	Grade 12
95	94	91	97	99	Grade 11

Degrees: B.A. Magna Cum Laude, B.S., M.D., U. of Minnesota.

Boy 5

Age 17.8. Rank 7. Average 91.7.

S-H., totals: 90, grade 11; 95, grade 12.

Met. 7.5/6 (139).

Degree: B.S. in Architecture, M.S.C.

Boy 6

Age 17.10. Ranked 5th or 6th, but made the best score of the Hardin group at High School Week, M.S.C., in tests in which the three top ranking students of his class took part. Otis Group Int. Scale--130

Boy 7

Age 17.9. Rank 24/67.

Stan., 10/6.7 (137pl.)

Boy 8

Age 17.8. Rank 1/67. Average A.

Stan., 11/8.8, 11/9.7. Junior high average A in "solids."

A.C.E.: Q, 99; L, 92; T, 97. Co-op. Eng. Test, first year of college: Total End Test, 80.

College, 2 years. Honor roll.

Boy 9

Age 18.5. Rank 6/47. Average 94.13.

Iowa, Form L:

Eng & L.	Math.	Sci.	Soc.Sci.	Total	
95	83	100	91	96	Grade 11
93	93	98	98	96	Grade 12

Degree: B.S. in geology, U. of Idaho.

Boy 10

Age 18. Rank 2/41. Average 96.2.

Iowa:

Eng.&L.	Math.	Sci.	Soc.Sci.	Total	
93	95	99pl.	98	98	Grade 11
87	94	99	95	95	Grade 12

Elementary school average, A.

A.C.E.: Q, 79; L, 48; T, 65.

Degree: B.A. in chemistry. Continuing in medicine, U. of Washington.

Boy 11

Age 18. Rank 9/33. Average 90.5.

S-H., Form B:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
82	85	92	96	93	Grade 12
92	91	96	95	96	Grade 11

Degree: B.S. in Architecture, M.S.C.

Boy 12

Age 17.1. Rank 5/47. Average 93.

S-H., Form A.

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
42	95	80	95	86	Grade 11
71	85	80	95	91	Grade 12

Degrees: B.S., M.S.C; M.S., State College of Washington.

Boy 13

Age 18.1. Rank 1/54. Average A.

Sones-Harry, Form B.:

Lang.	Math.	NatSci.	Soc.Sci.	Total	
96	99	96	99	99pl.	Grade 10
77	95	99	93	95	Grade 12

Boy 14

Age 17.9. Rank 5/53. Average B.

College, 2 years.

Boy 15

Age 18.2. Rank 4/39. Average B. 19 credits.

Stan.: 9.3/7.4; 10.9/7.7; 11/9.4.

S-H.

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
70	95	99	99	97	Grade 11
60	93	99	95	95	Grade 12

Degree: B.S. in Engineering, M.S.C.

Boy 16

Age 17.9. Rank 3/58. Average A.
College, one year. Honor roll.

Boy 17

Age 16.6. Rank 16/53. Average Cpl.
Skipped 1st grade and half of 5th. Teacher's note: "Child is very bright . . ."
Stan.: 2.7/2.3; 3.9/2.6; 4.4/3.3/; 4.9/3.8; 6/4.4 (121); 8.1/5.4 (129); 9/6.6.

Boy 18

Age 18. Rank 4/58. Average B pl.
Stan.: 8.3/5.7 (121pl.)

Boy 19

Age 18.3. Rank 2/54. Average A. Of 40 semester grades recorded, all were A's except one each in 9th grade manual training, English III, and 12th grade chorus. Those were B or B pl. College average was 3.96 (4 being A). "This is the highest record that has been made at Rocky Mountain College." (Letter from registrar, August 3, 1955.)
Degree: B.A., Rocky Mountain College. Honors.

Boy 20

Age 18.1. Rank 2/39. Average B pl. Credits, 18 and 3/4.
A.C.E., Q, 79; L, 48; T, 65. Math. aptitude test, percentile 87.
Degree: B.S. in Pharmacy, M.S.U.

Boy 21

Age 16.7. Rank 2/53. Average A. 19 credits.
Ranked at top of Hardin group of seniors, High School Week, M.S.C.
College, 2 years. Honor roll. West Point.

Boy 22

Age 17.10. Rank 2/40.

S-H.:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
74	99	98	86	92	Grade 11
36	96	99	93	90	Grade 12

In grade 8.7, a subject achievement test showed these grade equivalents:

Reading	Lang.	Arith.	Lit.	Soc.Sci.	Sci.	Spell.
12.6	8.1	14	13.6	13.3	14.3	12

Degree: B.S. in Electrical Engineering, M.S.C.

Boy 23

Age 18.7. Rank 4/47. Average 92.57.

S-H., Form A:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
73	98	96	100	98	Grade 10
95	97	100	99	100	Grade 11

Degree: B.S., M.S.C.

Boy 24

Age 18.4. Rank 7/54. Average 92.57.

Otis Group Int. Scale--124.

S-H.:

Lang.	Math.	Nat.Sci.	Hist.	Total	
92	96	92	97	97	Grade 10

Iowa

87	93	99	96	95	
----	----	----	----	----	--

Degree: B.S., business and accounting, M.S.C.

Boy 25

Age 19. Rank 3/28. Average 93.2. Note on card: "Outstanding student."

S-H., Form B:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
92	96	98	97	99	Grade 12
92	97	99	98	98	Grade 11

Degrees: B.S. in Forestry, LL.B., M.S.U.

Boy 26

Age 18.3. Rank 2/67. Average A.

College, 2 years.

Boy 27

Age 18.1. Average C.

Average in chorus for 4 years was A; English III, A.

Girl 1

Age 17.1. Rank 2/28. Average 93.6.

Business college, 1 year.

Girl 2

Age 16.11. Rank 4/41. Average 95.

Iowa:

Eng.	Math.	Sci.	Soc.Sci.	Total	
89	60	96	97	87	Grade 11
86	64	90	90	85	Grade 12

At M.S.U., started with average grades, got A's in all subjects her last quarter--end of 2d year.

A.C.E.: Q, 87; L, 87; T, 90. Cooperative Eng. Test, Total End Test--96.

Degree: B.A. in Business, U. of Washington.

Girl 3

Age 18.2. Rank 1/33. Average 96.8.

Met.: 8 pl/6 (126).

S-H., Form B:

Lang. Math. Nat.Sci. Soc.Sci. Total

99pl. 97 99pl. 99pl. 99pl. Grade 12

99 98 98 99 99 Grade 11

A.C.E.: total, 90.

College, 2½ years with average of 2.76 (3 being A), M.S.U.

Girl 4

Age 17.3. Rank 3/67. Average A-.

Stan.D: 11/9.74

College: 2 years, continuing. M.S.C.

Girl 5

Age 18.6. Rank 3/39. Average B.

S-H.:

Lang. Math. Sci. Hist. Total

91 73 96 98 96 Grade 11

85 91 95 73 92 Grade 12

Otis Group Int. Scale--123. Grade 7.

College; 2 years, M.S.C.

Girl 6

Age 18. Rank 6/47. Average 92.

Met.: 4/3.5 (130).

College, 2 years. B average. Colorado Woman's College.

Girl 7

Age 17.9. Rank 2/47. Average 95.71.

Stan.: 8.8/6.5 (120).

Girl 8

Age 18.8. Rank 1/53. Average A.

College: 3 years, continuing. St. Olaf College.

Girl 9

Age 18.1. Rank 1/47. Average 96.27.

Stan.: 9.3/6.5 (120 pl).

College: unknown.

Girl 10

Straight A average from 3d grade through 9th (first 2 grades marked S). Girl left school in 10th grade to marry. Would have been 17.11 at graduation.

Girl 11

Age 17.9. Rank 3/47. Average 94.4

Business college, 3 months.

Girl 12

Age 17.8. Rank 3/40. Average B.

Girl 13

Age 16.8. Rank 27/47. Average 86.73.
Otis Group Int. Scale--127.

Girl 14

Age 18.3. Rank 1/58. Average A.
College: 1 year. Honor student. Kinman Business University.

Girl 15

Age 18.5. Rank 1/65. Average A.
Otis Group Int. Scale--120, grade 2.

Girl 16

Age 19.1. Rank 1/41. Average 96.92.
Otis Group Int. Scale--124, grade 6.

Iowa:

Eng.	Math.	Soc.Sci.	Sci.	Total	
97	98	98	99	98	Grade 11
97	98	96	99p1	98	Grade 12

College, 2 years. Honor student. "Close to an A average"
(Registrar). Eastern Montana College of Education.

Girl 17

Age 18.2. Rank 2/65.
Grade placement on Stan.: 3/2.5; 4.5/3.7; 6.2/4; 9.3/6.7;
10.6/7.8.

Girl 18

Age 17.10. Rank 4/65.
Met.: 2.7/1.4. Stan: 2.9/2.5; 4.6/3.7; 5.8/4.8; 9/6.9;
10.3/7.8.
Group int. test--133, grade 12.

Girl 19

Age 17.2. Rank 1/47. Average A.
Otis Group Int Scale--127. Blue ribbon, High School Week,
M.S.C. S-H:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
95	96	94	97	98	Grade 11
94	100	98	97	98	Grade 12

Degree: B.A. Honors. U. of Colorado.

Girl 20

Age 18.4. Rank 1/39.
Stan.: 10/7.4; 10/7.7; 11/3.7; 11/9.4.
College, 3 years. M.S.U., M.S.C.

Girl 21

Age 17.5. Rank 13/47. Average 90.46.

Otis Group Int. Scale--125. Blue ribbon for superior scholarship, High School Week, M.S.C.
College: 2 years. M.S.C.

Girl 22

Age 17.9. Rank 2/47. Average 95.10.
Otis Group Int. Scale--119.

Girl 23

Age 17.10. Rank 3/54. Average 95.724.

S-H.:

Lang.	Math.	Nat.Sci.	Hist.	Total	
99	95	97	92	98	Grade 10

Iowa:

97	73	98	90	93	Grade 12
----	----	----	----	----	----------

College: some. M.S.C.

Girl 24

Age 18.4. Rank 1/40.

Otis Group Int. Scale--122, grade 8.

Degree: B.S. in Business Administration. Honor student.
M.S.C.

Girl 25

Age 17.8. Rank 2/33.

S-H., Form B:

Lang.	Math.	Nat.Sci.	Soc.Sci.	Total	
96	94	85	88	88	Grade 12

91	97	96	93	96	Grade 11
----	----	----	----	----	----------

Business college. Amount of training unknown.

Girl 26

Age 18.8. Rank 3/47.

Degree: B.S. in Nursing. M.S.C.

Girl 27

Age 18.4. Rank 3/41. Average 96.03.

Stan.: 5.8/4; 7/4.6; 6.6/5.5; 7.2/5.8; 8.5/6.4.

Girl 28

Age 17.11. Rank 3/65.

Girl 29

Age 17.6. Rank 2/58. Average A.

Stan.: 8.3/7.8; 10.9/8.7; 10.9/9.8.

College: one year.

Girl 30

Rank 3/53.

Girl 31

Age 17. Rank 10/58. Average in instrumental music, A.

Girl 32

Age 18.1 Rank 3/33.

Girl 33

Age 17.5. Rank 10/53.

Girl 34

Age 17.3. Rank 6/41.
College: two years.

APPENDIX B

THE QUESTIONNAIRE

The questions are here in full, but the space for answers was omitted.

QUESTIONNAIRE FOR GRADUATES AND FORMER STUDENTS OF HIGH SCHOLASTIC STANDING
HARDIN HIGH SCHOOL, HARDIN, MONTANA, MAY, 1955

Your name _____
The date of your birth _____
Your father's name _____
His occupation _____
His hobbies _____
His education _____
His nationality _____
Paternal grandfather's name _____
His occupation _____
His education _____
Anything else about him _____
Paternal grandmother's maiden name _____
Her occupation _____
Her education _____
Anything else about her _____

Your address _____
Your mother's maiden name _____
Her occupation _____
Her hobbies _____
Her education _____
Her nationality _____
Maternal grandfather's name _____
His occupation _____
His education _____
Anything else about him _____
Maternal grandmother's maiden name _____
Her occupation _____
Her education _____
Anything else about her _____

Are you married? ___ Divorced? ___ Whom did you marry? ___ When? ___
If you have children, state the number: Boys ___ Girls ___

YOUR CHILDHOOD

Will you tell something of your home life, your interests, your adventures and travels, and anything else which you like to remember--outside the field of formal schooling.

YOUR EDUCATION

Preschool and Elementary

Did you go to kindergarten? ___ At what age did you enter the first grade? ___ Where did you start school? ___ In what grade did you enter the Hardin schools? ___ How many grade schools did you attend? ___ Did you ever skip a grade, and if you did,

which?___Did you ever repeat one, and if so which?___Did anyone make a practice of reading to you before you learned to read? Do you remember what was read?___Do you remember that before you entered the first grade you had learned to read or to do anything else not usually listed among the activities of children younger than six? Please tell what that accomplishment was.

If you sometimes took rather mature responsibilities before you were six, or even during the early school years, please tell what they were (baby-tending, peddling papers, doing chores, etc.)

Do you remember any serious disappointments or (to you) humiliations which befell you in the early grades?___Do you remember any particular encouragements which you received in the early grades? Did anything open your eyes to your abilities, so that you were given confidence to go ahead and try? Such encouragement is sometimes found in the classroom, sometimes outside. Please comment.

Did you enjoy school during your primary years (grades one through four or thereabouts)?___Did you take lessons of any kind outside of school (music, dancing, tutoring, etc.)? If so, in what subjects? At what ages?___Did any of your family visit your classroom in those days?___Frequently, or sometimes?___

Middle Grades and Junior High School

Did you enjoy school during these years?___What subjects were easy?___What subjects were hard?___Which ones were boring?___Which studies were most delightful?___

Did you do home work, grades five and six?___Grades seven, eight, nine?___Did you take lessons in anything outside of school?___In what?___When?___

In what clubs or activities, in school or outside, did you participate from the fifth through the ninth grade? Please tell, if you remember, about how many years you spent in each, or how many times you took part in activities like dramatics. Sports___Music___Dramatics___School Paper___Scouts___Church___Other___

Your voluntary reading. From about the age of seven to fourteen, did you do much reading?___A medium amount?___Little?___Did you get your reading matter at home?___At the school library?___Somewhere else?___

If you worked to earn money during these years, what kinds

what kinds of work did you do? ___ Was it daily work ever? ___ C
Could you give an estimate of about how many hours of a
school week you had to spend, and for how many years? Grades
5 through 9, remember. ___ Was your schooling ever seriously
interrupted from grades 5 through 9 by illness, moving, or
some other cause? ___ Were you ever disciplined in school,
justly or unjustly? ___

High School

How many high schools did you attend? ___ For how many years
did you attend Hardin High School? ___ Under the following
headings, please tell if you can how well your high school
education has served you.

- I. IN COLLEGE. In the areas listed below, have you felt
any advantage or disadvantage traceable to high school
training?
- | | |
|--|-------------------------|
| A. Mathematics | H. Mechanics and crafts |
| B. Sciences | I. Activities |
| C. English | Sports |
| D. Other languages | Other |
| E. History, social studies | J. School government |
| F. Fine arts (music, draw-
ing, etc.) | K. Social life |
| G. Commercial subjects | L. Other areas |
- II. THE ARMED SERVICES. What high school training, if any,
served you well when you were in the service? What
training that you had not had would have been of value?
- III. IN YOUR CAREER. Have you felt any advantage or disad-
vantage traceable to high school training or experience?
- A. If you have felt a lack of some knowledge or skill
which you might have acquired during high school years,
please comment. Whose fault was it that the opportuni-
ty was not given--or was not taken?
- B. If you have found satisfaction in your work, do you
give credit to the high school in any way--or are you
more indebted to your home or to some other influence
in your life?
- C. Have you been aided on the job by something which
you learned in high school, either in academic or in
activity fields?
- D. Did you become acquainted young enough with fields
of work which have a great appeal for you? ___ If you did
not, what would you suggest might be done to avoid
such an oversight in the case of some other young per-
son? ___ If you did, please tell who or what brought this
field of work to your attention. The school, or some
other agency or person outside the school? ___
- E. Were you made aware, in high school, of your spe-
cial abilities? If so, how?

IV. CITIZENSHIP

- A. Did the school make a direct contribution--that is in the form of courses--to your preparation for intelligent voting and for taking the responsibility for community welfare? Please comment.
- B. Did the school make an indirect contribution to your preparation for citizenship?
- C. Please give your opinion about the emphasis placed by the school on these two phases of whatever preparation you had for citizenship: 1--Law abidingness, the unquestioning observance of regulations. 2. Responsible freedom. What experiences did you have in school that helped to prepare you for the privileges and the hazards of freedom?

V. MARRIAGE AND PARENTHOOD Did the high school do anything, directly or indirectly, to prepare you for marriage and parenthood?

VI. PHILOSOPHY OF LIFE

- A. Did the school make a sufficiently great effort to acquaint you with fine literature?
- B. Did the school afford you experiences which helped you see the right and wrong of human behavior?
- C. Other comments?

VII. THE USE OF LEISURE TIME What is your opinion of the value to you of extracurricular activities in high school? Their value might apply to your leisure, or it might apply to your career. Comment either way.

What did you do extracurricularly? These facts are not noted on your permanent record card, in most cases, and so please list everything that you can remember--class office, play part, team or club membership, and anything else, whether in Hardin or some other high school. MOREOVER, we want your out-of-school activities--Scouts, church, 4H, community sports, etc. These historical facts will be put on your permanent record card.

Sports	Class offices	Vice-president
Music	President	Secretary
Dramatics	Vice-president	Treasurer
Actor	Secretary	Other
Manager	Treasurer	
Other	Historian	
Publications	Other	
Editor	Student Asso.	
Artist	President	
Bus. manager	Vice-president	
Other	Secretary	
Social Events	Treasurer	
Chairmanships	Representative	
Special honors	Club offices	
Other comments	President	

Were high school subjects in general hard?___Easy?___Some hard and some easy?___If you remember any as being hard, what were they?___What subjects did you like best?___Was there any subject that you disliked?___Would you care to comment on this?___Do you now feel that you studied very diligently in high school?___You might indicate about how many hours per day you studied, if you remember. Did your high school work have any serious interruptions--from illness, moving, or some other cause?___

If you had outside duties during high school years, a job or work at home, What were these duties?___For how many years of high school did you have these duties?___About how much time per day did they consume?___

Were you ever disciplined in high school? Justly or unjustly? If you don't mind, you may tell what the offense was!

Would you like to comment on the faculty as a body?___Did you live in the country or in town during high school years?___

If this questionnaire has failed to ask for some information about your high school life which you would like to give, please give it below.

After High School

What educational institutions have you attended since high school? Name of school___Dates of attendance___Degrees___

Did you finance your own higher education (or are you doing so)?___Wholly?___Partially?___What kind of work did you do?___

Did you join a fraternity or sorority?___Which one, if you did?___Did you, or do you, take part in activities? Please tell what your participation was or is, mentioning offices or honors in these areas:

Sports

Publications

Music

Dramatics

Fraternity or sorority

Departmental clubs or honor societies

Other

Did you ever take part in student government? If so, how?

Did you ever receive any help from the guidance department of any college?___If you did, has that assistance been of value to you?

Your college major: What was it (or is it)?___If you are out of college, is your present field of work the same as that of your major courses?___If your present field of work is different from your college major, your comment on the discrepancy would be of interest.

Did you marry while in college?___If you did, did you continue your college course?___ If you dropped out of college after you married, did you ever finish?___Do you expect to finish some day?___If your college education has been interrupted for any reason, do you expect to finish?___

YOUR CAREER

In what various occupations have you engaged since leaving high school? If you have been in the Armed Services, please include that experience here.

Occupation

Dates

Is your present occupation the one which you would prefer, or has circumstance decided your work for you?___Do you intend to take training for some other line of work in the future?___For what work do you wish to prepare?___Would you like to take training in college?___Or do you wish to train in some other sort of place?___

If there is anything else which you would like to say about your work, please use this space.