AN ANALYSIS OF TEACHERS' RATINGS OF PUPILS AS "BRIGHT" OR "DULL"

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AN ANALYSIS OF TEACHERS' RATINGS OF PUPILS AS "BRIGHT" OR
"DULL."

THESIS

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By

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CHAPTER I
INTRODUCTION

The Problem Defined

Wise guidance or intelligent direction of the activities of children is a matter that is recognized by educators today as being very closely associated with teaching. To the student of teaching techniques, it is very evident that the best teaching can be done only when the teacher and the pupil come to have a sympathetic feeling for the efforts of each other. The best teaching is done when the teacher guides the child in his efforts and helps him to do more effectively and more efficiently those worthwhile things that are approved by the society in which he finds himself. Often the so-called "problem child" becomes "a child with a problem" if the teacher can only let the child know that she is interested in understanding his problem and in helping him solve it. Fine buildings and equipment and teachers who are expertly trained in subject matter are all essential to the carrying on of a modern school, but possibly the most important single factor today in the running of a school is a corps of teachers who have a keen desire to understand their pupils and to help those pupils to understand life and the workings of the modern world. In order to be able to advise pupils and lead them properly,
the teacher must know a great deal more about the children than she will be able to learn about them during the few hours she has them in class at school. It is well for the teacher to gain as intimate a knowledge of the home conditions of the child as she can without incurring any ill will on the part of either the child or the parent. The teacher must remember that the child is an individual in each instance and that his world and environment cause him to respond as an individual to the happenings in his school life. A cumulative record of what the teacher learns about each child should be made and should be kept so that each succeeding teacher may profit from what her predecessors have learned. Studies of children during their pre-school years will enable the pupils' first teachers to quickly gain knowledge about the pupils' habits, desires, and physical defects. Only after a teacher has gained this additional information about her pupils can she make accurate, just, and correct estimates of the abilities of the pupils in her classes. The purpose of this thesis is to analyze some teachers' ratings of pupils.

The Origin Of The Problem

The problem originated from the desires to know if teachers really know their pupils and to see if the teacher can rate a child accurately as compared with standardized methods of rating him. Since one of the main tasks of a
teacher is to rate a child and the work he does, it is very essential that the teacher be able to accurately evaluate the child and his work. Also, this study tries to show some of the helps a teacher may use in gaining information that will aid her in compiling data necessary for her to accurately rate her pupils.

Sources Of Data

At the close of the tenth week of the 1939-40 session of school, the teachers of the first four grades in the Decatur Elementary School were asked to select "a few exceptionally bright" and "a few exceptionally dull" pupils from their rooms, make a list of each group, and hand the list to the principal of the school. None of the teachers had been given any advance notice that they were to make the selections nor did any of them know why the lists were being made. Since the terms "bright" and "dull" are abstract and relative, each teacher chose the students as "bright" or "dull" largely because of the way they compared with other students of the room or with students whom the teacher had known at some other time. For this reason, a "bright" pupil from one room might have an I.Q. score that is no higher than the score made by some pupil from another room although the second pupil might have been rated "dull" by his teacher. At the close of the twelfth week of school, a
1 standardized test was given to all of the children in the rooms from which children had been selected by the teachers two weeks earlier. Each room was, as a whole, an "average" room. Some pupils were chronologically older and some younger than the age of the normal child in the grade. Some of them were physically larger and some smaller than the normal child in the grade.

Proposed Treatment Of Data

The purpose of this thesis is to see if there is a correlation between the ratings of pupils as made by teachers and the ratings as shown by standardized tests. Also, a study has been made to determine what information is valuable to a teacher in her evaluating of her pupils.

Some Related Studies

A large number of studies have been made which, in general, develop the same idea as that developed in this study. L.E. Tucker's A Study Of Problem Pupils treats only problem pupils and children whose I.Q. scores are low. However, it is similar to this study in that they are both case studies. G.M. Blair, in Mentally Superior And Inferior

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Children In The Junior And Senior High School, treats a problem very much like the problem treated in this study. However, Mr. Blair deals with only junior and senior high school pupils, whereas this study is concerned with children of the elementary school. B. Karpman studies only criminal cases in his Case Studies In The Psychopathology Of Crime. E.W. Bailey, A.D. Laton, and E.L. Bishop, in Studying Children In School, treat a problem similar to the one developed in this study. None of the studies mentioned above takes into consideration the ability of the teacher to rate her pupils, and the development of some means of helping her to do the rating more accurately.
CHAPTER II

TEACHERS' ESTIMATES

Teachers' Knowledges of the Lives of the Children Whom They Rated

Of the eight teachers involved in this study, five were born in or near Decatur, and, except for a few years, have never lived any place other than Decatur. Only one of the teachers had never known anything about any of her pupils before school began in September, 1939. One other teacher had not lived in Decatur for the past three years just preceding the beginning of school. Six of the teachers have finished four years of work in a senior college and the other two are now classified as seniors in college. For four of the teachers, the major study in college was primary education; for two, it was elementary education; for one, business education; and for one, Latin. For two of the teachers, this was the first year of teaching experience; for two, it was the second year; for one, the tenth year; for one, the fourteenth year; for one, the fifteenth year; and for one, the thirtieth year. Only the two beginning teachers were teaching in Decatur for the first time. One of the teachers has taught for so long in Decatur that some of her present pupils are children of some of her pupils of former years. Thus, she knows quite a bit about the
parentage and home life of a number of her pupils. Three of the other teachers had had opportunity to become rather well acquainted with the pupils in their rooms. The other four teachers had had either little or no opportunity to know very much about the previous lives of the children in their rooms.

Teachers' Personalities and Dispositions

All of the teachers involved in this study are unmarried ladies. At the present time one of the teachers is engaged to be married. The teachers range in age from twenty-one to fifty years of age. The only differences in salary are those caused by the salary schedule adopted by the State Department of Education for differences in experience and training. The highest annual salary received by a teacher included in this study is $967.50 while the lowest annual salary received by one of the group is $877.50. The financial obligations of the teachers vary greatly. At one extreme is the daughter of a rather well-to-do family. She does not have to depend solely on her salary for the amount of money she has to spend. At the other extreme is a teacher who has her mother, a sister, and herself who depend largely if not entirely on this teacher's salary for their financial support. The financial conditions of the other six teachers vary but all are within the two extremes
mentioned above. All of the teachers are members of and active workers in some church of the Christian faith. They are all progressive and fair-minded in their daily life as well as in their profession. It is the investigator's opinion that none of the teachers is the typical flapper nor is any of them the opposite extreme of personality.

A Comparison Of The Teachers' Ratings And The I.Q. Ratings

As has already been mentioned, the teachers did not have the terms "bright" and "dull" defined for them when they were asked to make their lists of pupils. They classified the children only by comparing each one with the other children in their respective rooms and with other children whom the teachers might have known at some time previously. So it can be seen that a student in one room might be rated as "bright" and not make as high an I.Q. score on a standardized test as some child from another room who was rated as "dull". In fact, one child who was rated "bright" by his teacher made an I.Q. score of 101 while three children (one of whom was rated by this same teacher) who were rated "dull" made I.Q. scores of 103 or higher. Thus it is seen in one instance that the teacher did not rate two pupils correctly when the I.Q. scores of the standardized test are considered. The teacher who rated the two pupils incorrectly according to the scores on the standardized test is one of the two who were beginning
teachers. Although she was reared in Decatur, she has not lived in Decatur during the last three years and had not had opportunity to know about these children before school began some ten weeks earlier. In fairness to the teacher, it should be stated that close observation of these two pupils followed these tests and the conclusion was reached that the I.Q. score of the "bright" pupil was as high as if not higher than that of the "dull" pupil. On another standardized test, the I.Q. score of this same "bright" pupil was actually two points higher than that of the "dull" pupil. Of the forty-six pupils included in this study, seven of the "bright" ones had I.Q. scores less than 110 and three of the "dull" ones had I.Q. scores higher than 100. When it is remembered that these pupils were selected as "exceptionally bright" and "exceptionally dull", it can be seen that their I.Q. scores do not indicate them to be "exceptionally" bright or dull pupils. According to the standardized test that was given to all of the pupils, there were five unselected pupils who had lower I.Q. scores than any of the selected pupils except the one whose I.Q. was 49, and there were three unselected pupils whose I.Q. scores were higher than any of the selected pupils except the two

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1Rudolf Pintner and Bess V. Cunningham, Pintner-Cunningham Primary Mental Test For Kindergarten And First and Second Grades, Revised Edition
whose I.Q. scores were 135. Thus it may be seen that, according to the standardized test, the teachers did not select the really "bright" and "dull" students in every instance.
CHAPTER III
GROUP DATA

Introduction

In order that a clearer understanding of the pupil's environment might be had, a study was made of each child's home and community life. On the following pages are given facts pertaining to: mobility of pupils, sizes of families of pupils, education of fathers of pupils, occupations of fathers of pupils, annual incomes of fathers of pupils, morbidity of pupils, condition of health of families of pupils, grade distribution of pupils, and distribution of I.Q.'s of pupils according to sex. Most of this information was gained through a questionnaire but some of it was obtained by actually visiting the home of the child.

Socio-economic Backgrounds

TABLE I

A COMPARISON OF THE NUMBER OF "DULL" AND "BRIGHT" PUPILS WHO HAVE ATTENDED NO SCHOOL OTHER THAN THE DECATUR ELEMENTARY SCHOOL AND THOSE WHO HAVE ATTENDED SCHOOLS OTHER THAN THE DECATUR ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Foreign</th>
<th>Local</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Bright</td>
<td>6</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>33</td>
<td>46</td>
</tr>
</tbody>
</table>
The terms "foreign" and "local", as used in Table I, have to do with whether or not the children have done all of their school work to date in the Decatur Public Schools. Those listed as "foreign" have attended schools other than the Decatur Elementary School. Those listed as "local" have done all of their school work to date in the Decatur Elementary School. It may be noticed that seven, or 33 1/3 %, of the "dull" pupils are classed as "foreign", while six, or 24 %, of the "bright" pupils are classed as "foreign". Thus it may be seen that 9 1/3 % more "dull" pupils than "bright" pupils were classed as "foreign". Fourteen, or 66 2/3 %, of the "dull" pupils were classed as "local", while nineteen, or 76 %, of the "bright" pupils were classed as "local". Due to the small number of pupils included in this study, the differences expressed here are probably not of great significance.

TABLE 2
A COMPARISON OF THE TOTAL NUMBER OF CHILDREN IN THE HOMES OF THE "BRIGHT" PUPILS AND THE HOMES OF THE "DULL" PUPILS

<table>
<thead>
<tr>
<th></th>
<th>1 Child</th>
<th>2 Children</th>
<th>3 Children</th>
<th>4 Children</th>
<th>5 Children</th>
<th>6 Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Bright</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>14</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

In six instances a "bright" child was the only child in his home. Twelve others of the "bright" group had only one
other child in their family. Eight of these twelve were the older of the two children. In no case did the family of a "bright" child have more than four children in the family. None of the families of the "dull" children had just one child in the family. The highest number of children in any one family was six. Three families had six children each and all of these families were represented in this study by a "dull" child in our school.

TABLE 3


<table>
<thead>
<tr>
<th></th>
<th>Finished Elementary School</th>
<th>Finished 4-Yr. High School</th>
<th>Finished 4-Year College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>13</td>
<td>3</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Bright</td>
<td>8</td>
<td>14</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>17</td>
<td>3</td>
<td>41</td>
</tr>
</tbody>
</table>

It may be noticed that there are only sixteen parents of "dull" pupils listed in Table 3. Five of the parents of "dull" pupils had not finished even an elementary school. Three of the parents of "bright" pupils were college graduates. Some of the parents for both groups who are listed as having finished elementary school have done some work in high school and some of those listed as having finished high school have finished some work in college. All of the parents listed as having finished college have done work in a graduate school. All of the children of the three college
graduates who were listed in this study were listed by the teachers as being "bright" pupils.

**TABLE 4**

**A COMPARISON OF THE OCCUPATIONS OF THE FATHERS OF THE "BRIGHT" PUPILS AND THOSE OF THE FATHERS OF THE "DULL" PUPILS**

<table>
<thead>
<tr>
<th></th>
<th>Farmers</th>
<th>Merchants</th>
<th>Professions</th>
<th>Day Labor</th>
<th>Miscel-aneous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>9-43%</td>
<td></td>
<td></td>
<td>6-28%</td>
<td>6-28%</td>
<td>21-100%</td>
</tr>
<tr>
<td>Bright</td>
<td>9-36%</td>
<td>7-28%</td>
<td>5-20%</td>
<td>4-16%</td>
<td></td>
<td>25-100%</td>
</tr>
<tr>
<td>Total</td>
<td>18-40%</td>
<td>7-14%</td>
<td>5-10%</td>
<td>10-22%</td>
<td>6-14%</td>
<td>46-100%</td>
</tr>
</tbody>
</table>

* Included in this group are such occupations as: justice of the peace, bus driver, deputy sheriff, and rural mail carrier.

None of the "dull" pupils was from homes in which the father was either a merchant or a professional man. In each group, the number of children from farmers' homes was greater than the number from any other one occupation. Included in this list are three W.P.A. workers. Two of them have children who were classed in this study as "dull" and one of them has a child who was classed in this study as "bright". The number of cases treated here is too small for the results to be of great significance.

It may be seen in Table 5 that seven, or 33 1/3%, of the "dull" pupils came from homes in which the annual income for the family during 1939 was less than $1000.00. Only three, or 12%, of the "bright" pupils came from homes in which the annual family income during 1939 was less than
$1000.00. Ten, or approximately 22%, of the entire group came from homes in which the annual family incomes during 1939 was less than $1000.00. In six of the ten families of less than $1000.00 annual income, there were four or more children per home. Two of the families had six children each.

### TABLE 5


<table>
<thead>
<tr>
<th></th>
<th>Less Than $1000.</th>
<th>More Than $1000.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Bright</td>
<td>3</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>36</td>
<td>46</td>
</tr>
</tbody>
</table>

**Health Backgrounds**

### TABLE 6

A COMPARISON OF THE NUMBER OF CONTAGIOUS DISEASES OR SERIOUS ILLNESSES AMONG THE "DULL" PUPILS AND THOSE AMONG THE "BRIGHT" PUPILS

<table>
<thead>
<tr>
<th></th>
<th>Whooping Cough</th>
<th>Measles</th>
<th>Chicken-pox</th>
<th>Small-pox</th>
<th>Diphtheria</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Bright</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

In Table 6 it may be seen that eight, or approximately 38%, of the "dull" pupils have had a contagious
disease, while ten, or 40%, of the "bright" pupils have had such a disease. Table 7 shows that six, or almost 29%, of the "dull" pupils have physical defects or handicaps, while only three, or 15%, of the "bright" pupils have such defects or handicaps. All three of the "bright" pupils with defects had speech defects. Thus it is seen that the per cent. of "bright" pupils who have had some disease is larger than the per cent. of "dull" pupils, but the per cent. of defects was higher among the "dull" pupils than it was among the "bright" pupils. The number of cases studied here probably is too small to be of great difference.

**TABLE 7**

A COMPARISON OF THE NUMBER OF PHYSICAL DEFECTS OR HANDICAPS AMONG THE "DULL" PUPILS AND THOSE AMONG THE "BRIGHT" PUPILS

<table>
<thead>
<tr>
<th></th>
<th>Harelip</th>
<th>Crossed Eyes</th>
<th>Speech Defect</th>
<th>Deformed Limbs</th>
<th>Stuttering</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Bright</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Twelve, or about 57%, of the families of "dull" pupils had had some contagious disease, while eight, or 32%, of the families of "bright" pupils had had some contagious disease. Five, or approximately 24%, of the families of the "dull" pupils had some physical defect, while three, or 12%, of the families of the "bright" pupils had some physical defect. This datum is shown in Table 8 and Table 9.
TABLE 8

A COMPARISON OF THE NUMBER OF CASES OF CONTAGIOUS DISEASE OR SERIOUS ILLNESS AMONG THE FAMILIES OF "DULL" PUPILS AND THOSE AMONG THE FAMILIES OF "BRIGHT" PUPILS

<table>
<thead>
<tr>
<th></th>
<th>Whooping Cough</th>
<th>Measles</th>
<th>Mumps</th>
<th>Chicken-pox</th>
<th>Small-pox</th>
<th>Scarlet Fever</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Bright</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

TABLE 9

A COMPARISON OF THE NUMBER OF PHYSICAL DEFECTS OR HANDICAPS AMONG THE FAMILIES OF "DULL" PUPILS AND THOSE AMONG THE FAMILIES OF "BRIGHT" PUPILS

<table>
<thead>
<tr>
<th></th>
<th>Withered Limbs</th>
<th>Defective Sight</th>
<th>Defective Hearing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dull</td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Bright</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Distributions of Pupils

As has already been stated, no limit was placed on how many names each teacher was to turn in except that she was to hand in the names of a "few bright" pupils and a "few dull" pupils. It may be noticed in Table 10 that a total of forty-six pupils was selected. Thirteen of the "bright" ones were boys and twelve of them were girls. Thus, it is seen that 53\% of the boys reported were listed as "dull" pupils while only 33 1/3 % of the girls reported were listed as "dull" pupils. On the other hand, 46\% of the boys
### TABLE 10
GRADE DISTRIBUTION OF PUPILS ACCORDING TO RATINGS OF TEACHERS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys Dull</th>
<th>Boys Bright</th>
<th>Girls Dull</th>
<th>Girls Bright</th>
<th>Total Dull</th>
<th>Total Bright</th>
<th>Grand Total Dull</th>
<th>Grand Total Bright</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-B</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2-A</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-B</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3-A</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>4-A</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-B</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>13</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>25</td>
<td>21</td>
<td>25</td>
</tr>
</tbody>
</table>

reported were listed as "bright" pupils and 66 2/3% of the girls reported were listed as "bright" pupils. It may be seen that in the first and second grades, a majority of the pupils turned in were classed as "bright", while in the third and fourth grades, the same number of "bright" and "dull" pupils were turned in. Only one girl was selected from both first grades and she was rated "dull".

The highest and lowest ages for the girls are not as far apart as they are for the boys. No girl in the group was older than nine years, while the oldest boy was thirteen years. That boy, as may be seen in Table 11, was enrolled
## TABLE 11
GRADE DISTRIBUTION OF PUPILS ACCORDING TO AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>1-A</th>
<th>1-B</th>
<th>2-A</th>
<th>2-B</th>
<th>3-A</th>
<th>3-B</th>
<th>4-A</th>
<th>4-B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>186</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>28 18</td>
</tr>
</tbody>
</table>

in the third grade. Each child chosen from the first grade was six years of age at the beginning of the 1939-40 session of school. Twenty-eight, or about 64%, of the pupils selected are boys, while eighteen, or about 36%, of them are girls. It may be seen that no girls were chosen in one section of the first grade. The largest age group reported for both boys and girls was the eight-year age group. A total of fourteen pupils—eight boys and six girls—was reported at this age-level. The nine-year age group was next highest with eleven pupils. The six-year and seven-year age groups each had nine pupils reported. No child twelve years of age was reported.
TABLE 12

Distribution of I.Q.'s According to Sex

<table>
<thead>
<tr>
<th>Score</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>135-139</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>130-134</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>125-129</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>120-124</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>115-119</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>110-114</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>105-109</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>100-104</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>95-99</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>90-94</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>85-89</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>80-84</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>70-74</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>65-69</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>60-64</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>18</td>
<td>46</td>
</tr>
</tbody>
</table>

A boy had the lowest I.Q. score (49) and two boys tied for the highest I.Q. score (135). The I.Q. scores did not
vary as much among the girls as they did among the boys. Only one girl had a score less than 90, while ten boys each made less than 90. No girl made a score higher than 129, while two boys each made a score higher than 129. Seven of the pupils, six of them boys, made scores less than 80. All of these seven are from homes where the income is low and the living conditions are frugal. In each of these seven homes there are three or more children and in five of the homes there are at least five children to the home. Eleven of the pupils each made an I.Q. score of 120 or more. Nine of these eleven are boys. In two of the homes that were represented by a pupil with a high I.Q. score, the income was low, but in all of the eleven homes represented by children with high I.Q. scores, there is evidence of culture and refinement. The father of one of the pupils who scored higher than 100 is on the W.P.A. relief roll. In only one of these homes was there more than three children, there being four children in that home. The median score for the boys was 100, that for the girls was 108.33, and that for the group as a whole was 105.83.

Summary

It was found in this study that there are certain pieces of information necessary to the proper instructing of children which can be obtained best when the teacher visits the home of the child. Thus, the teacher gains a better
knowledge of the conditions surrounding the child at home and the child comes to know more fully that the teacher is interested in him and his welfare. The teacher will want to know if the parents move so often and change the child from one school to another one so often that the child has difficulty in adjusting himself to his new surroundings. She will want to know how many children are in the home and how many of these are older and how many younger than the child being studied. She will need to know what attitude the parents have toward education. She will be interested in knowing the income of the family and how adequate it is to meet all the needs of those who are dependent upon it. It will be well for her to know the morbidity record of the entire family for the last few years at least. When she knows such information as this, she probably can deal more justly and sympathetically with the child, especially the child who seems to be disinterested in his school work. The normal boy or girl who feels that his teacher is interested in his welfare will go a long way toward success in school. One of the best ways for the teacher to show the child that she is concerned over his problems is to become acquainted with his problems and help him to work out a solution of them that is satisfactory to him.
CHAPTER IV
CASE HISTORIES

Introduction

With the idea in mind that a visit in the homes of her pupils would be beneficial, each of the teachers involved in this study visited in the home of each child she had reported as either "dull" or "bright". For this purpose, the teacher temporarily dropped her role of teacher and became a social worker. She did not make the visit until it was definitely known that her visit to the home would be appreciated by both the pupil and the parents. Usually the teacher went home from school with the child. In some instances she went, as far as the child and parents knew, for some reason other than to study the home conditions of the child. Sickness of a child gave the teacher an excellent reason for visiting his home. As a result of each visit the teacher was able to gain information that she probably would never have gained in any other way. In every instance she was able to cause a more friendly relation to exist between the home and the school.

An anecdotal file was kept by each teacher for each child in her room. In these files she recorded the results of her visits to homes as well as other incidents which she considered important. Briefs of the files for the forty-six children included in this study are presented in this chapter. The files were very helpful to the teachers during the year.
Case Data

Pupil A---Grade-1st, C.A.-6, I.Q.-61.4, Sex-Male

This boy was rated as "dull" by his teacher. On the first day of school this boy seemed to have no sense whatever of how one should act when associating with other children. He wanted to turn chairs over, chase other children over the room, run through the halls, and, in general, pay no attention to the rights of others. His facial expression was such that one would think the boy was not as mentally alert as a normal child should be. During the first few days of school the teacher tried to teach him something about how he should behave at school but it seemed that her efforts were all in vain. He wanted to do nothing except amuse himself in such a way that the teacher could do nothing other than give him all of her time. It was soon discovered that the boy was tongue-tied. A suggestion was made to the teacher that she visit the home of the child, which she did. She found him to be next to the youngest of six children. Because of his speech impediment, he had been allowed many extra privileges in the home. The mother quite frankly admitted in his presence that she could not handle him. The teacher explained to the mother that the boy would necessarily have to behave himself differently at school. This the mother understood and assured the teacher that she would do all she could to assist in bringing about the necessary change of attitude in the boy. The teacher and
mother both explained to the boy the purpose of school and why one child must respect the rights of other children. Gradually there was some change in his behavior at school. The boy probably never will be classed as a "bright" pupil. The big thing the teacher has tried to do this past year is to get some right principles of conduct established in the mind of this boy. The teacher was definitely right in rating the boy as "dull" but the boy will be able to learn rather well if correct study habits and proper attitudes toward school can be instilled into him as he grows older.

Pupil B---Grade-1st, C.A.-6, I.Q.-135, Sex-Male

This boy was rated "bright" by his teacher. He is an only child. His father is a medical doctor and his mother is a graduate nurse. His room at home has been furnished in such a way that his home environment is very conducive to his being a good student. He consumes quite a bit of the class time at school in telling of his experiences and would use more time if the teacher would permit him to do so. But his experiences have been so many and so varied for a child of his age and he speaks in such an interesting manner that the other children of the room are always anxious for him to tell more of his experiences. He has had to learn not to expect too much of the time and attention of the teacher. His mind is very active but he has had to learn at school that there is a time for work and another time for play. When he decides he must do a piece of work, he always does
it well. He is always happy and is friendly with all of the other children in his grade. Although this boy has not been "spoiled" by his parents, he has received so much of their attention that he has had to learn that the other children at school have a right to a part of the time and attention of the teacher.

Pupil C---Grade-2nd, C.A.-8, I.Q.-98, Sex-Female

This girl was rated "dull" by her teacher. When the girl entered the first grade, her teacher noticed that her eyes seemed not to be normal. The girl was having great difficulty in learning to read. It was soon found that she wrote from the right side of the paper to the left side. Later it was found that she was trying to read in the same manner. Through the aid of a local service club and doctor, glasses were fitted to her eyes. Immediately her work began to improve in an almost unbelievable way. Because she was so pleased with her own improvement, the teacher often made favorable comments about her work so the child could hear the remarks. The girl, who at the beginning of the year had not been able to learn at all, did work as well as a number of the other children in her room by the end of the year. During her second year of school she has not made as much progress as she did during the first year but she has continued to make improvement. Although her home environment is undesirable, she is an ambitious child. The
parents have been exceedingly glad because of the progress
the girl has made in school. The teacher was correct in
rating the child as "dull", but she is not an "exceptionally
dull" child.

Pupil D---Grade-2nd, C.A.-7, I.Q.-122, Sex-Male
This boy was rated "bright" by his teacher. He is the
younger of two children, the other child being a girl who is
some ten years older than he is. He seems to be a typical
boy. He likes to play games that are rough but he is very
polite and courteous and can be quiet when it is time for
him to be. He shows that he has received a lot of training
in citizenship and character at home. The father of this
boy is a rancher and the boy likes nothing better than to
travel with his father. A horse was his most-prized present
last Christmas and he and the horse soon became good friends.
Despite the fact that he is the youngest child and is the
only boy, he has been taught to respect the rights of other
children. The teacher rated this boy correctly, for he is
able to grasp information easily, retain it well, and use
the information gained in an organized way to help him in
solving new problems.

Pupil E---Grade-3rd, C.A.-7, I.Q.-135, Sex-Male
This boy was rated "bright" by his teacher. When he
was five years of age he was sent to a private kindergarten.
At the beginning of the 1938-39 session of school he started
to public school in the first grade. It was soon decided that he was too far advanced mentally for the first-grade work. After a good bit of consultation on the part of all persons concerned, he was placed in the second grade. He did excellent work in the second grade and was promoted to the third grade at the end of that year. Mentally, he has been one of the strongest pupils in the entire third grade. In his third month of third-grade work, his reading ability was that of a child in the third month of the seventh grade. His knowledge of geography and history is shown by the fact that he was able to make higher scores on tests in these subjects than students of the seventh grade made on the same tests. He likes to play by studying maps, charts, puzzles, and problems. At school he often complains to the teacher that the other children do not play with him. And, as a matter of fact, the other children do not play with him. He likes to play with them by jumping up and down, shaking his hands, and hollering while the other children are playing some game. They do not like this and will run from him and play somewhere else. He does not know how to play as a normal boy of his age should play. A brother two years younger than he seems to be perfectly normal. Although the boy under consideration here is frail, he has never had a serious illness. His father is a bookkeeper and is very good at making things of the trinket type. Neither his father nor his mother is highly educated, but both are well
above the average in general knowledge and intelligence. The teacher very definitely gave this child a correct rating. If there be a child in the Decatur Elementary School who is a genius, this is the child.

Pupil F---Grade-3rd, C.A.-13, I.Q.-49, Sex-Male
This boy was rated "dull" by his teacher. He made the lowest scores on the standardized tests that were given. He is the youngest child in a family of three boys. The family income is about $1300.00 per year. The boy talks very little. The mother thinks this is due to the fact that the other members of the family strive very hard to grant his requests regardless of whether or not he states his wants clearly. By merely pointing or making some grunting noise, he lets his wants be known. The mother does not hesitate to say in the boy's presence that the boy is not bright and can not learn. She wants him to go to school "to learn as much as he can". If the proper mental condition were developed in him and if his speech difficulty were corrected, the boy probably could learn a lot more than he has learned thus far. He very definitely is out of place in a public school but the mother will not listen at all to his being placed in a corrective school suitable to his needs. Although he is physically strong for his age and size, he is not rough with the smaller boys in his grade but enjoys playing with them and they enjoy playing with him. He is appreciative of any kindness that is shown him and may easily be made a
staunch friend. He likes to attend school and does manual
tasks with a great deal of enthusiasm. This is the type of
work that is given him largely at school. His teacher has
studied him closely this past year and has done much to help
him find himself in respect to the type of work he can best
do.

Pupil C---Grade-4th, C.A.-9, I.Q.-113, Sex-Female
This girl was rated "bright" by her teacher. Her
mother teaches private piano lessons in the public school
and her father operates a service station. She is the older
of two children, both girls. She does not seem to care very
much for things that usually interest girls but had rather
play with boys and play games that usually appeal to boys.
She does not like to practice piano lessons but had rather
play baseball or play with her dog. She had much rather
ride her bicycle than play with her dolls. Of the two chil-
dren, she is the favorite of her father. She is not a
friendly child but she is not disrespectful. Her circle of
friends is not very large and includes very few girls. The
rating given by the teacher is a correct one although the
child is not one of the brightest pupils in the school. No
doubt her unfriendly disposition keeps her from achieving as
much success as she is mentally capable of achieving.

Pupil H---Grade-4th, C.A.-9, I.Q.-91, Sex-Male
This boy was rated "dull" by his teacher. He is the
son of a deputy-sheriff and is the youngest of four boys. He and all of his brothers are good students in school although none of them is an exceptional child. He is the type of child who will work on an assigned task until he has done the best he can do with it. He is interested in making money on Saturdays and evenings after school and has already become somewhat self-supporting. He is always polite and conducts himself as a young gentleman should. When the teacher wants some child to run an errand, she can always depend on this boy to perform the duty for her in the best way possible for him. No doubt the boy will use all resources at his command to make himself a better citizen as he grows older.

Pupil I—Grade-2nd, C.A.-6, I.Q.-120, Sex-Female

This girl was rated "bright" by her teacher. She attended a private kindergarten at the age of five years and was permitted to go to the second grade her first year in public school. She has been one of the best pupils in the second grade. Due to the fact that she is frail, she had to miss a few days of school, but not enough to affect her school work. The father and mother of this girl are not well educated but are interested in her education and are desirable patrons of the school. It is possible that the girl has not been allowed to play with other children enough as she does not play freely with the other children at school. The child's timidity is due, at least in part,
to the fact that her mother is very retiring and quiet.

Pupil J—Grade-1st, C.A.-6, I.Q.-128, Sex-Male

This boy was rated "bright" by his teacher. He is the son of a teacher and is the youngest of four children, there being three girls older than he. As one might expect, the boy is somewhat effeminate and petted. However, he is so quiet and reserved in his manners that his being petted does not cause him to be an overbearing child. Although he is small for his age, he plays the roughest of games with the other boys of his room.

Pupil K—Grade-1st, C.A.-6, I.Q.-125, Sex-Male

This boy was rated "bright" by his teacher. His father drives a bus for the school. Both parents are intelligent and have given the child a cultural influence in the home. He is an only child but he has been permitted to play with other children enough that he is able to play well with the other children at school. The boy likes school and takes great pride in doing his work well. Although the child has no particular talent for music, he enjoys hearing music and is greatly interested in the songs he has learned at school.

Pupil L—Grade-1st, C.A.-6, I.Q.-126, Sex-Male

This boy was rated "bright" by his teacher. The child's father is a rather retiring type of person and this characteristic may be noticed in the boy. However, he beams personality and has a winning smile when he is spoken to. He is rather
studious and exerts some effort to make his work be just what he thinks the teacher wants it to be. On the playground he likes to run and whoop with a gun in one hand and a wooden sword in the other. There is one other child in this family, an older brother. Both children bear evidence of the fact that high ideals are held up before them in the home at all times.

Pupil M---Grade-1st, C.A.-6, I.Q.-126, Sex-Male

This boy was rated "bright" by his teacher. His father is a farmer of the progressive type. A visit to the child's home reveals the fact that a great deal of money has been spent in giving the child books and other materials that will assist him in liking to read and study. He is an only child. He has a pet squirrel and some pet rabbits which he feeds and takes care of. To watch him and talk with him for a short while will prove to anyone that the teacher was right when she classed this boy as "bright".

Pupil N---Grade-1st, C.A.-6, I.Q.-107, Sex-Female

This girl was classed as "dull" by the teacher. A look at her I.Q. score will cause one to doubt the teacher's wisdom in classing the girl with this group. However, a better acquaintance with the child will probably prove that the teacher was right. There are three other children in the family, all of whom are younger than the child considered here. The father operates a small service station. It seems that the child does not get enough attention at home to permit her to
do as well in her work at school as she is capable of doing. Neither the father nor the mother has finished high school and neither has ever outwardly manifested much interest in their child's education. A great deal of the teacher's work with this child has been in trying to get her to become more interested in school work than she now seems to be.

Pupil O---Grade-1st, C.A.-6, I.Q.-82, Sex-Male

This boy was rated as "dull" by his teacher. His father is employed in W.P.A. work. He comes from a home in which the father has practically no formal education and the mother has had very little. Of course the income is small. There are four children in the home besides this boy. Although the boy is very definitely able to learn, he has an attitude toward school work which must be improved if he is ever to do much good in school. Frequently the parents keep him out of school to do little jobs for which he may receive a very small amount of money. Certainly the family needs the money but the boy needs the schooling worse. Here the teacher has tried to instill a love for the beautiful and the aesthetic. But he receives so little of this type of training at home that it is difficult for him to become much interested in it at school.

Pupil P---Grade-2nd, C.A.-8, I.Q.-68, Sex-Male

This boy was rated "dull" by his teacher. His father does day labor on a farm close to Decatur and has a small
annual income. This boy is the fourth of six children. He has a sister in the fourth grade and two brothers withdrew from the seventh grade during the year. The mother of these children has a fair education and is very ambitious for her children. But there is not the desire on the part of the children. The boy considered here has been truant from school several times. He is permitted to associate with boys who are quite a few years older than he, and, as a result, he has ideas that are not common for boys of his age. Probably the best way to remedy the bad situation here would be to cause a change in the home life and environment of the boy. He has a good bit of ability but he is not interested in ever achieving some worthy goal in life.

Pupil Q---Grade-2nd, C.A.-7, I.Q.-107, Sex-Male

This boy was ranked "bright" by his teacher. He is the son of a progressive farmer and dairyman. Both the father and the mother are graduates of a high school. They are interested in both school and church work in Decatur. This boy has one brother and one sister older than he. He does not do as well in school as his I.Q. score might indicate, but his training in good behavior has been extensive and he is a high type of citizen in school. He is quite a bit talented in music and is usually in programs that the school presents. He is very definitely one of the "bright" group. He is quite a lover of pets and sometimes brings a pet to school with him.
Pupil R---Grade-2nd, C.A.-7, I.Q.-114, Sex-Female

This child was rated "bright" by her teacher. She is the daughter of a farmer and is the older of two children, the other child being a boy. The mother of the girl has visited school frequently, thus manifesting outwardly an interest in the school life of her child. Because the girl knows that the teacher and the mother are good friends, she feels that the teacher is a good friend of hers also. The child is a very good type of citizen to have in the school room. Several times she has brought pets or books of hers to school for the other children of her room to enjoy.

Pupil S---Grade-2nd, C.A.-7, I.Q.-113, Sex-Female

This girl was rated "bright" by her teacher. The father of this girl operates a cafe. Although the parents are relatively uneducated, they are both interested in the education of their children. This girl and her two older sisters are good pupils. They are always interested in doing their work just as the teacher desires it to be done. When opportunity is given for creative work, the girl considered in this study gives evidence that she is able to do some original thinking. Their home life is very conducive to their being good students.

Pupil T---Grade-2nd, C.A.-7, I.Q.-107, Sex-Female

This girl was rated "bright" by her teacher. She is the daughter of a W.P.A. worker and is the second of three daughters. Despite the fact that the income in this home is small,
this girl is always neatly dressed and shows that she has been
given some training as to the value of wise use of time and
opportunity. Each parent received an elementary school edu-
cation but neither finished high school.

Pupil U---Grade-2nd, C.A.-7, I.Q.-127, Sex-Female

This girl was rated "bright" by her teacher. She is the
older of two girls. Her father is a farmer close to Decatur.
Her I.Q. score indicates that the teacher classed her correctly.
Her ability to do creative work is very good. She tells
stories well and likes to retell stories that her mother has
read to her. She likes to draw and color.

Pupil V---Grade-2nd, C.A.-7, I.Q.-87, Sex-Male

This pupil was rated "dull" by his teacher. He is the
son of a widow and lives on a farm about two miles from Deca-
tur. Oftentimes he has to let his school work give way to
work at home in order that he may help in the making of a
living. He is the youngest of four children, there being a
sister and two brothers older than he. The children do not
do good work in school but they have a sense of responsibility
and thoroughness that is not often found in children of their
ages. The boy being considered here has a keen sense of the
value of a horse or cow and knows more about the practicalness
of life than most boys of his age. It is possible that he
knows a good deal more than is told by his I.Q. score. He
is a desirable type of citizen in the school.
Pupil W---Grade-2nd, C.A.-7, I.Q.-78, Sex-Female

This child was rated "dull" by her teacher. She is the fifth child in a family of six children. Her father does construction work and moves frequently from one town to another. The child had attended two different schools before she came to Decatur. Her parents have never seemed to take much interest in the school life of their children. The girl was absent quite a bit and was often tardy to school. She was not entirely disinterested in her school work when she was present and sometimes she did good work. It is possible that if her attendance could become regular, her work would improve greatly. Physically she seemed undernourished and sometimes she did not go home for lunch nor did she bring lunch to school. Because she entered school late, she never did seem to become very friendly with any other of the girls.

Pupil X---Grade-2nd, C.A.-8, I.Q.-67, Sex-Male

This boy was rated "dull" by his teacher. His father is on the W.P.A. roll at present, therefore the income for the family is small. This boy is the youngest of five children, there being four boys older than he. A set of twins is just older than this boy. The home life of the family is not at all inviting. They live in a shack consisting of one room and a small shed at the back of the room. The older boys are often kept out of school to do odd jobs of work. Sometimes all of them are out of school because of the lack of clothes to wear. It is possible that if the boy were given a better
environment and more encouragement, his school work would be greatly improved.

Pupil Y---Grade-3rd, C.A.-9, I.Q.-60, Sex-Male

This boy was rated "dull" by his teacher. His father is a trucker. Oftentimes the boy goes on a trip with his father and is up most if not all of the night. Then, if he is at school the next day, he is so sleepy that he can not do any school work. He is the fourth child in a family of five children. Neither of his parents has had much formal education and they seem to be disinterested in whether or not the children receive much education. This boy says he does not care about school because he plans to be a cowboy. It is rather difficult to teach a child of his type much because the home environment is as it is. The parents are profuse in their criticism of public schools in general today.

Pupil Z---Grade-3rd, C.A.-9, I.Q.-86, Sex-Male

This boy was rated "dull" by his teacher. He is the youngest of three boys, all of whom attend public school at Decatur. To say that the family lives in a wagon yard tells that the home environment is not as it should be. The only place the boys have to play is the streets and alleys of the town. This boy can not be depended upon to tell the truth. He is a very nervous child, and, when the teacher corrects him for some misdeed, he cries and thinks the whole world is against him. On three different occasions he has been known to take something that did not belong to him. The biggest
need of this boy is a change to a more healthful and moral home atmosphere.

Pupil AA---Grade-3rd, C.A.-8, I.Q.-113, Sex-Male

This boy was rated "bright" by his teacher. He is the son of an ice manufacturer and is an only child. He has a speech impediment but he is not self-conscious because of it. He is musically talented and usually takes part in programs of the school. He is a descendant of pioneers of Decatur through both his father and his mother. Quite a bit of attention is paid him by close relatives and he is somewhat "spoiled" although he has a lot of friends among the boys and girls of his grade at school.

Pupil BB---Grade-3rd, C.A.-8, I.Q.-110, Sex-Female

This girl was rated "bright" by her teacher. She is the daughter of a farmer and is the oldest of three girls. Although little attention seemingly is given the girl's education by the parents, they are both fairly well educated and support the school as much as the average farmer patron of the school supports it. Once this little girl let her bus leave her at the school in the afternoon. Of course she was greatly upset, but when she found that she would be taken home by a teacher, her emotions were soon quieted and she was happy once more. She is somewhat irresponsible and careless.

Pupil CC---Grade-3rd, C.A.-8, I.Q.-109, Sex-Female

This girl was rated "dull" by her teacher. Her I.Q.
score is higher than one boy who was rated "bright" by the same teacher. The father of this girl is a farmer. She is the second child in a family of four children, there being a sister older and a brother and sister younger. The child does much better work at school sometimes than she does at other times. It is difficult to tell just why this is so unless it is because the girl is rather sickly and her work is governed somewhat by the way she feels. She is not, strictly speaking, a "dull" child.

Pupil DD---Grade-3rd, C.A.-8, I.Q.-101, Sex-Male

This boy was rated "bright" by his teacher although his I.Q. score was only 101 and Pupil CC was rated "dull" by the same teacher even though her I.Q. score was 109. This boy is an only child and is the son of a rock mason. He is an unusually quiet child but is not timid or bashful. He is large for his age. He is very friendly and has many friends.

Pupil EE---Grade-3rd, C.A.-8, I.Q.-92, Sex-Male

This boy was rated "dull" by his teacher. He is the youngest of three boys. His father works for a pipe line company. The boy is attending the Decatur Public Schools for the first time this year. He was rather slow to become acquainted with the other children in his room. He has a good sense of humor which he often uses on the teacher. It is possible that he thinks more about playing a prank on someone than he does about his school work.
Pupil FF---Grade-3rd, C.A.-8, I.Q.-121, Sex-Male

This boy was rated "bright" by his teacher. Both his father and his mother are teachers. He is the older of two children, the other being a girl. He scored the highest reading ability of any of the children in the first four grades. He was born with a hare-lip and a cleft palate. Several operations have been done to correct his malformation but there is still a speech defect. He is quite interested in the study of piano. Although his I.Q. score is not as high as several others in this study, this boy has proved to observers that he has one of the most alert minds in the groups studied.

Pupil GG---Grade-3rd, C.A.-8, I.Q.-105, Sex-Male

This girl was rated "bright" by her teacher. She is the daughter of a bank employee and has one brother older than she. She seems to have quite a bit of natural ability as a leader among the children of her grade. She is talented in music although she has a number of characteristics which tend to class her as a tomboy. She is very independent and seems at times to be almost haughty. She is not one of the most intelligent children in her group and yet she commands as much respect from the group as any one of the group.

Pupil HH---Grade-3rd, C.A.-8, I.Q.-121, Sex-Male

This boy was rated "bright" by his teacher. His father is a groceryman. He is an only child. His mother is a graduate of a college and his father has had some training in a
college. They are both vitally interested in the work of the school and are influential as civic workers. This boy has received some citizenship training in the home that is above the type one will find in the average home. He is unusually careful not to damage his clothes during play at school and yet he is not effeminate at all. He is very modest and polite at all times even in his dealings with the other children of his group.

Pupil II---Grade-3rd, C.A.-8, I.Q.-95, Sex-Male

This boy was rated "dull" by his teacher. His I.Q. score indicates that he is not unusually dull. His father is a farmer and dairyman. This boy already assumes a good bit of responsibility around the home. He is the youngest of four children but he is by no means what one might expect of the baby child of a family. He has quite a bit of knowledge about business for a boy of his age. He is very congenial with the other children at school. His pet sports are hunting and trapping. A few times he has brought baby animals to school for other children to see them. He is a border-line case between "dull" and "bright". He does not care so much for formal book knowledge but he has learned a lot about nature and the world of everyday living.

Pupil JJ---Grade-3rd, C.A.-8, I.Q.-93, Sex-Female

This girl was rated "dull" by the teacher. She is the daughter of a farmer and is the older of two girls. She has
been sick quite a bit and has had to miss school an unusual amount. When she is at school, often she has missed so much that she is not able to do work along with the other children in her room. She is definitely in need of a tonsil operation. She does not have the nervous energy that is usually found in a healthy girl of her age. It is now understood that her tonsils are to be removed before another school year begins. This, no doubt, will be a great aid to her in her school work.

Pupil KK—Grade-4th, C.A.-10, I.Q.-80, Sex-Male

This boy was rated "dull" by his teacher. His father is a farmer and rural mail carrier. The boy has three sisters older than he. The boy is one of the most nervous and irresponsible children in the school. He is forever committing some sort of misconduct and then when he is corrected by the teacher he starts to cry and nervously jerk. Once he had stolen some articles of clothing from some other boys at school. All he would do, when he was questioned about it, was to cry, jerk nervously, and deny his guilt. The boy has not been dealt with harshly at school but he has a step-father and it is not known but that the step-father mistreats him at home. It seems that he is very definitely a case for a clinic where he can be given remedial treatments for his nerves. Possibly his eyes affect him to some extent. It is possible that adolescence is affecting him somewhat. It is difficult to give him the treatment he needs in a public school.
Pupil LL---Grade-4th, C.A.-11, I.Q.-72, Sex-Male

This boy was rated "dull" by his teacher. He is the second of four children. There is a girl older than he and a boy and a girl younger than he. The father is a farmer of a rather small income. The boy is decidedly undernourished and seems to have something of a defeated outlook on life. It is known that he has to work hard at home but he very seldom misses school work in order that he may stay at home and work. He is eager for commendation and affection and strives hard in his limited way to do good work. His experiences have been so limited and his sphere of action so small that he is not able to understand his school work as well as most of the other children in his room.

Pupil MM---Grade-4th, C.A.-9, I.Q.-97, Sex-Female

This girl was rated "dull" by her teacher. She is the daughter of a farmer and is the youngest of three children. She skipped the first grade and did second-grade work her first year in public school. Then she spent two years in the third grade. A sickness during her first year of public school seems to have affected her both physically and mentally. Now she is exceedingly large for her age and is not active as other children her age are. Her size causes her to be clumsy and often her clumsiness is embarrassing to her.

Pupil NN---Grade-4th, C.A.-9, I.Q.-104, Sex-Female

This girl was rated "bright" by her teacher. She is the
daughter of a farmer and has a brother and a sister older than she. She has an outstanding talent in art work. She does pencil sketches and water color paintings that look to be the work of one much older than she. A study of drill work in such subjects as arithmetic and English is disliked very much by her but if she may draw, paint, color, or do some creative piece of art she will remain busy. Nor is she the only member of her family who has the talent for art. The big task a teacher has with this child is getting her to leave her favorite work alone long enough to learn some of the facts about other subjects. A knowledge of some of the other subjects has been tied in with her art work but the present curriculum and organization of the Decatur Elementary School will not permit as much of this type of work as this girl needs.

Pupil 00---Grade-4th, C.A.-9, I.Q.-109, Sex-Female

This child was rated "bright" by her teacher. She is the youngest of four children. The other three are boys. The mother is a widow and is now working at the W.P.A. sewing room. Although the income is small, the children are kept in school regularly and are cleanly and neatly dressed. All of the children have a keen sense of honor and may be depended upon to do the right way at all times. It is evident that all of these children have a feeling of humility, yet there is pride when the least inference is made to their financial condition. Once some clothes were distributed through the school to children who were in need. A sweater was given to this little girl.
Although she was extremely proud of it, she did not want to take it unless she could pay for it in some way.

Pupil PP---Grade-4th, C.A.-9, I.Q.-115, Sex-Male

This boy was rated "bright" by his teacher. His father is a jeweler and he has a sister older than he. One will think when he first sees this boy that he is a very effeminate child, but upon closer acquaintance he will learn that the boy is as mischievous as the average boy. He likes to play jokes on other children and enjoys having a joke played on him. He is a great lover of pets and has several pets at home. Sometimes he almost borders onto irresponsibility. He has not been taught the value of money nor has he been trained to use his time and resources wisely. He is always happy and is friendly with other children at all times. It will be well for him to gain a sense of the value of time and opportunity.

Pupil QQ---Grade-4th, C.A.-9, I.Q.-108, Sex-Female

This girl was rated "bright" by her teacher. She lives with her mother who is separated from the child's father. The mother has no income to speak of. It is understood that the child's grandfather supports this family. This child has one sister older than she. The mother of the girls is well educated and is anxious for her girls to receive thorough educations. This girl is the normal, happy child but it is apparent that there is something lacking in her home life. She is very fond of dolls and often brings some to school. She has quite a collection of dolls from all over the world.
Pupil RR---Grade-4th, C.A.-8, I.Q.-117, Sex-Female

This child was rated "bright" by her teacher. Her father is one of the progressive farmers who live close to Decatur. There is one older boy in the family. Both the father and the mother are graduates of a high school. One can easily see that a high type of family life is enjoyed in the home of this child. The parents are both influential in school and community work. This girl is very friendly with other children and always finds time to express in some way her love for school and her appreciation of the teachers.

Pupil SS---Grade-4th, C.A.-9, I.Q.-92, Sex-Male

This boy was rated "dull" by his teacher. His father operates the projection machine in a local theater. There are four other children in the home, two boys older and two younger than the boy considered here. The boy discussed here is often absent from school because of illness. He is sickly and has a minimum of energy when he is at school. He would no doubt do better work in school if his health would permit.

Pupil TT---Grade-4th, C.A.-9, I.Q.-103, Sex-Male

This boy was rated "dull" by his teacher. His father is a preacher. There are a brother and a sister older than this boy and two sisters younger than he. He is attending the fourth different school system for him. Although he was late in entering the Decatur school, it seemed that he understood his work well from the beginning. He, however, is
inclined to be dilatory in doing his work and often it is not
done neatly when he does complete it. He sometimes complains
that he does not understand what is expected of him by the
teacher, but this is partly because he wants to receive more
attention from the teacher than he has been receiving.

Summary

In every instance where a teacher visited a home of a
child there was a better spirit of cooperation on the part of
the parents after the teacher's visit and a friendlier rela-
tion existed between the pupil and the teacher. The anecdotal
records which the teachers made were a great help in gaining
an understanding of the children for this study. In every
case except one the teachers rated the pupils correctly as
evidenced by the I.Q. scores made on standardized tests. In
general, the type of training given in the homes of the
"bright" pupils was better than that received by children rated
"dull". More books and magazines suitable for children were
found in the homes of the "bright" pupils than in those of the
"dull" pupils. In considering the ratings which the teachers
made of their pupils, the anecdotal files were a great help.
To understand the circumstances in which a person is working
helps one to understand why that person behaves as he does.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

At the beginning of the 1939-40 term of school it was decided that a program of case study would be made in the first four grades of the Decatur Elementary School. The purpose of this program was to see how accurately teachers could rate their children as compared with scores made on standardized tests by the pupils and to see what things would help the teachers to be able to rate their pupils more accurately. Teachers were asked to rate their pupils and then the pupils were given standardized tests to see how the teachers' ratings would compare with the scores the pupils made on the tests. Teachers visited the homes of pupils more than they had been accustomed to visiting. Anecdotal records of each child were kept during the year. Parents were encouraged to visit the school more than they had been visiting. This study has considered the ratings the teachers gave to forty-six students and has compared those ratings with the scores those students made on standardized tests. Some effort has been made to try to determine why the child rates as he does. In cases where the teacher's rating and the test score varied greatly, an attempt has been made to learn why they varied so much. When the teacher's rating and the test score were similar, efforts have been made to help the child correct any difficulty that
Conclusions

1. Every teacher should be able to correctly rate her pupils. If she cannot, she should set about to learn more about the pupils in order that she may rate more accurately.

2. Teachers are able, after they have become acquainted with a child and have gained a knowledge of his home life, to rate the work of the child with more sympathetic understanding. Thus, they are able to rate him more accurately.

3. Anecdotal files of pupils will be useful to teachers in rating their pupils.

4. Parents will cooperate readily with the school when they realize just what the school is trying to do. One reason why schools have not received a better cooperation from parents than they have in the past is that the teacher, the parent, and the child have not known each other.

5. Teachers are willing to carry out a program that will enable them to become better acquainted with their pupils, but they must be sure that the program is workable and worthwhile before they will be willing to undertake it.

6. The case study method is one very satisfactory way of letting the teacher know more about her pupils. She should be given enough time from her teaching duties to keep and study an anecdotal file for each of her pupils. The file should be kept in a centrally located place.
Recommendations

1. Teachers should be taught to keep anecdotal records of their pupils. These records should be kept up-to-date and should always be easily accessible to anyone who has cause to see them.

2. Teachers should welcome the opportunity to visit in the homes of their pupils. In this way the teachers will be able to build up a spirit that probably could not be built up in any other way.

3. The rating of pupils is one of the biggest tasks a teacher has to perform. Any information she may gain that will assist her in making these ratings should be sought by her.

4. More schools should use the anecdotal record and case study methods of improving their teachers' abilities to rate the pupils of the school.

5. The promotion of such a program of records and studies is primarily the duty of the principal of the school. He, working with the teachers, should promote the program.
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