

THE RELATION BETWEEN CERTAIN HOME FACTORS AND THE
SOCIAL AND ACADEMIC PROGRESS OF THE SECOND-
GRADE PUPILS IN THE ROBERT E. LEE
SCHOOL, DENTON, TEXAS

APPROVED:

Merl E. Bonney
Major Professor

James F. Webb
Minor Professor

H. A. Osborn
Director of the Department of Education

L. A. Sharp
Chairman of the Graduate Council

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J. D. Parnell

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is to determine the relationship between certain home factors and the social and academic progress of the second-grade pupils in the Robert E. Lee Elementary School, Denton, Texas. More specifically, the problem is to compare the children's facilities, the economic, educational, social, and occupational status of the homes with the reading, intelligence quotient, social, and health status of the pupils who lived in these homes in 1939-40.

Sources of Data

Information on home environment of the second-grade pupils was secured by means of personal interviews with the parents and by administration of the Minnesota Home Status Index,¹ a scale for measuring urban home environment. The following items were considered: children's facilities in the home, the economic status of the home, the cultural status of the home, and the occupational status and educational status of the parents.

¹Alice M. Leahy, The Minnesota Home Status Index.

The health status of each pupil was secured from reports on examination made by local physicians. The academic status was determined by administration of the Gates Primary Reading Tests, Types I, II, and III.² The intelligence scores were secured by administration the California Test of Mental Maturity, Primary Series.³ Data on the social status of each child were secured by combining each pupil's score on the following eight choosing situations: (1) choosing partners for having photograph made, October 26, 1939; (2) choosing names for giving Christmas presents, November 24, 1939; (3) choosing partners for a train trip, January 8, 1940; (4) choosing a seating companion for high-second grade, January 21, 1940; (5) choosing pupils to whom valentines would be given, February 14, 1940; (7) choosing a pupil to hold the fossil while a picture was made, April 15, 1940; and (8) choosing a partner for a trip to the college flower exhibit, May 10, 1940.

Method of Procedure

In securing the data on the homes, the writer interviewed the mother in most cases. An approach was usually made by asking her if she had seen the health chart made on

²A. I. Gates, Gates Primary Reading Tests, Types I, II, and III.

³Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tieg, California Test of Mental Maturity, Primary Series.

her child by the local physicians. It was found that many of the pupils had failed to take the reports home. Upon hearing the question, most of the mothers became interested and invited the writer into the home. Accessibility was also made easier by the writer's acquaintance with most of the parents.

When the mothers had seen the health report and had asked a few questions, the interviewer began to lead to questions related to objective factors in the home environment. Whenever the desired information could be secured by observation, no questions were asked.

Early in the investigation it was observed that questions related to the educational status of the parents and to the occupational status of the fathers caused some embarrassment. The mothers gave many and varied excuses for the situation. However, the data were secured even when embarrassment was evident.

After data on the home environment and the children's school status were secured, each child was scored on the items considered in the study. Alphabetically, the pupils were numbered, and tabulations were made for each child on his social and economic home status, school social status, health status, intelligence quotient, and reading status. The eight highest total home status scores were placed in Group I; the eight next highest scores in Group II; the eight next to the

lowest scores in Group III; and the six lowest scores in Group IV; these scores were used as a criterion. The pupils' scores on their school social status, health, intelligence quotient, and reading were checked against this criterion in order to determine whether certain home factors seemed to influence the children's social and academic progress.

Related Studies

Many and varied investigations in the field of the relation of socio-economic conditions to the pupil's school status have been made in recent years. This intense research has probably resulted from the inception of the child-centered school and from the curriculum revision movement in the United States.

One of the most interesting investigations is that related to the effect of an unstable home on the child. A good example of this type of study is found in the Cleveland Child Guidance Clinic.⁴ This organization makes a routine mental-health study of every child placed in the Cleveland Children's Aid Society, a study home for dependent children for whom placement plans must be made. One group chosen for study offered a fairly large unselected group of children who presented an adequate cross section of all the various problems of child guidance. The homes of these children

⁴F. Newman, "The Effect on the Child of an Unstable Home Situation," *Mental Hygiene*, XII, (1928), 740-750.

were broken by illness, health, desertion, or by what was considered parental anti-social behavior. The three types of children considered in the study included the following:

1. Those who had not previously presented any serious behaviour or personality problem.

2. Those whose problems were characterized by overt misbehaviour which could best be defined as imitative of their environment.

3. Those whose actual symptomatic behaviour duplicated that of the second type, but which was complicated by personality difficulties.

In the discussion of this problem, it was stated that children of the first two types often came from the poorest homes, but that they had been shown affection. The standards was often far below the accepted standards, but the children felt secure in their group.

The type that was distinguished by personality difficulties rather than by misbehavior was the child whose misbehavior took overt form because he has been uprooted from familiar surroundings and was required to adjust himself to a new set of personalities. The author concluded that his behavior was dangerous, because it had its roots in a feeling of insecurity, which often causes children to resort to stealing, to undesirable gang activity, and to destructiveness. The author also concluded that children

who came from unstable homes and were placed in strange homes missed the stable love outlet which they needed and that they were often driven to find other satisfaction for their ego.

Ridenour⁵ made a study of the backgrounds of thirty withdrawing children. She found that eight homes of the group were found to be classifiable under a descriptive heading of "Poverty" which meant being totally or partially dependent on public charity. However, five children came from wealthy homes, and several were found to be from broken homes. The role played by ill health or physical inferiority in predisposing to withdrawing was well recognized. In comparison with a group of control children, it was found that in thirteen of the thirty homes of the withdrawing group both parents were "social", whereas in twenty of the thirty homes of the control group the parents were "social." The author concluded, therefore, that the home environment, especially the social tendencies of the parents, played an important part in the solution of the problem.

In 1937, Cecilia Pisula⁶ investigated certain behavior problems of children from high and from low economic groups. A group of fifty children from homes of high socio-economic

⁵Nina A. Ridenour, "A Study of the Background of Withdrawing Children," Journal of Educational Research, XXVIII, (1934), 132-143.

⁶Cecilia Pisula, "Behavior Problems of Children from High and Low Economic Groups", Mental Hygiene, XXI(1937), pp. 452-455.

status were studied in comparison with a control group of fifty from dependent homes. The author found that children from the more comfortable homes showed more school maladjustments than the children from a low economic status. They also exhibited more problems based on submissive traits, fewer problems based on aggressive traits, and about an equal number of "faulty-habit" problems.

These studies are indicative of the importance of the present problem. They also denote trends pertaining to the relation of socio-economic factors to child development.

CHAPTER II

THE RELATION OF THE SOCIAL AND ECONOMIC STATUS OF THE HOME TO THE SOCIAL STATUS OF THE CHILDREN IN SCHOOL

Home Environment

Children come to school from homes; therefore no intelligent guidance of a child is possible unless we see him against the background of his family. It is important to have extensive information as to the intimate details of family life because children grow and flourish under a wide variety of home conditions.

A report from The White House Conference contains several statements relative to what a good home contributes to a child's development today and for all his future life.

1. Meets need of child for security through parent's affection, understanding, and consideration and through the accepted place of the family in the community.

2. Meets need of child for accomplishment through opportunities for work, with enough success to encourage endeavor through opportunities for helpful service to others through freedom from interference with natural desires for achievement.

3. Provides early health care through diet, clothing, sleep, rest, play through medical supervision, protection from fatigue, overstrain, infection.

4. Provides opportunities for mental development through encouragement to do for himself, through answering questions, through giving him space and materials for play.

5. Provides early social training through experience with other children under supervision, through vocational guidance, through training in manners and morals, through help in learning to live in harmony with aims and objects of the other people.

6. Assists child in orientation, in developing his views of life, his concept of God, and his scheme of the universe.¹

Problems of child development demand that factors constituting the child's home environment be measured. This is difficult to do at best. However, with the use of a standardized scale for the purpose, the task is less difficult.

Data on the home environment of the second-grade pupils in the Robert E. Lee Elementary School were secured by administration of the Minnesota Home Status Index,² a scale for measuring urban home environment. This scale affords numerical expression to the nature and extent of variations existing in living conditions in the thirty homes of the second-grade pupils.

In order to approximate the whole complex of the physical home environment in which each child lives, it was necessary to secure information on many objective aspects of the home. All data are classified arbitrarily into groups in order to facilitate recording, and are placed under one of the following headings, as found in the printed scale: Children's Facilities Index, Economic Status, Cultural Status, Social Status, Occupational Status, and Educational Status.³ A compilation

¹Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, Studying Children in School, p. 20.

²Alice M. Leahy, op. cit.

³Ibid.

of scores on these items constitutes the pupils' economic and social status scores which are represented in table form at the conclusion of the discussion of all individual factors previously mentioned.

Children's Facilities

Data were secured on the following items relating to children's facilities in the home: playground equipment, bicycle or tricycle, recreational room, music lessons outside of school, dancing lessons outside of school, allowance to spend, and story books for children. The presence of these facilities is indicated in Table 1.

TABLE 1

PER CENT OF SECOND-GRADE PUPILS WHO HAVE
CERTAIN HOME FACILITIES

Facilities	Per cent of Pupils
Story books for children.....	70
Tricycle or bicycle.....	32
Children's allowance to spend.....	27
Recreational room.....	14
Playground equipment.....	8
Music lessons outside of school.....	5
Dancing lessons outside of school.....	0

Data in Table 1 show that only one of the seven facilities listed in the table was possessed by more than one-half of the group; the remaining ones were possessed by less than one-half. Six of the seven facilities were possessed by less than one-third of the group. Therefore it is to be concluded that a

majority of the second-grade pupils did not possess home facilities which are considered desirable for child development. The economic status of the home and the facilities show a coefficient of correlation of $\pm .61 \pm .08$. This high correlation is easy to understand since the facilities of the children have been measured.

Economic Items in the Homes

The income of a family is generally an index to the economical level of the home, because the facilities that can be purchased generally depend on the income. Data have been secured on the presence of the following items in the homes of the second-grade pupils in order to determine the economic status of the families: gas, bathroom, telephone, vacuum cleaner, washing machine and mangle, electric refrigerator, automobile, boat, families that took vacation last year, paid assistance in the home, and radio. These data are contained in Table 2.

Data in Table 2 show that seven of the ten economic items listed in the table were possessed by less than one-third of the pupils' homes. Only three items were possessed by more than one-half of the group, and no item was possessed by as many as two-thirds of the group. These data indicate that a majority of the second-grade pupils' homes did not possess certain economic items that are considered necessary for attaining a desirable standard of living.

TABLE 2

PER CENT OF HOMES OF SECOND-GRADE PUPILS THAT
POSSESS CERTAIN ECONOMIC ITEMS

Items	Per Cent of Homes
Vacuum cleaner.....	8
Electric refrigerator.....	16
Washing machine and mangle.....	30
Telephone.....	19
Families that took vacations last year.....	33
Gas.....	49
Automobile.....	51
Bathroom.....	59
Radio.....	62
Paid assistant in the home.....	0

Cultural Status of the Homes of the Second-
Grade Pupils

The inheritance of native capacities and traits is from a family stock and cannot be judged with certainty from knowledge of the immediate family group, but the characteristics of the small family group with whom a child lives in the intimate contacts of daily life have great significance in determining his chances to realize his potentialities.⁴

In order to determine the cultural status of the second-grade pupils', data were secured on the presence of the following items in the home: kodak, typewriter, piano, encyclopedia, magazines, newspapers, desirable books for adults, parents' musical inclination, and father's membership in professional clubs. These data are contained in Table 3.

⁴Edna W. Bailey, Anita D. Laton, and Elizabeth L. Bishop, op. cit., p. 19.

TABLE 3

PER CENT OF SECOND-GRADE PUPILS' HOMES THAT HAVE
CERTAIN CULTURAL ITEMS

Items	Per Cent of Homes
Father's membership in professional clubs.....	3
Typewriters.....	8
Encyclopedia.....	10
Piano.....	19
Magazines.....	24
Musical inclination of parents.....	27
Kodak.....	32
Newspapers.....	68
Good books for adults.....	89

Data in Table 3 show that only two of the nine cultural items listed in the table were possessed by more than fifty per cent of the second-grade pupils. The remaining seven items were possessed by less than one-third of the group. Five of the nine items were possessed by less than one-fourth of the group. These data indicate the very low cultural status of a majority of the pupils' homes. The correlation between the cultural status of the home and the pupils' school social status is $r = .63 \pm .07$. This high correlation indicates that a positive relation exists between certain home factors and the pupil's school social status.

The Second-Grade Pupils' Fathers' Occupations

For the purpose of this study, the occupations engaged in by the second-grade pupils' fathers have been classified in seven categories which are listed in Table 4.

TABLE 4
PER CENT OF SECOND-GRADE PUPILS'
FATHERS WHO ARE ENGAGED IN
CERTAIN TYPES OF
OCCUPATIONS

Type of Occupation	Per Cent of Fathers
Day labor.....	35
Slightly skilled.....	27
Semi-professional and managerial.....	11
Semi-skilled.....	3
Skilled.....	16
Professional.....	3
Unemployed.....	5

Data in Table 4 show that over half of the second-grade pupils' fathers were classified as day laborers or slightly skilled workmen. Only nineteen per cent were classified as skilled workers or professional men. These data show that a majority of the second-grade pupils' fathers were employed in occupations that indicated a low socio-economic status for the family.

Educational Status of the Second-Grade Pupils' Parents

In order to determine the educational status of the second-grade pupils' parents, data were secured on the number whose school attainment was the eighth grade or less, entrance into high school, completion of high school, entrance into college, and completion of college. This information is contained in Table 5.

TABLE 5

PER CENT OF FATHERS AND MOTHERS OF SECOND-
GRADE PUPILS WHO REACHED CERTAIN
SCHOOL ATTAINMENTS

Attainment Reached	Per Cent of Mothers	Per Cent of Fathers
Eighth grade or less.....	68	70
Entered high school.....	16	21
Completed high school.....	8	3
Entered college.....	5	3
Completed college.....	3	3
Graduate work.....	0	3

Data in Table 5 show that over two-thirds of both fathers and mothers of the second-grade pupils completed no more than eight grades in school. Less than one-fourth of the parents entered high school, and less than ten per cent of those who entered high school were graduated. Only three per cent of the group entered college; data from the interview sheets show that these were husband and wife, and that the husband completed his graduate work for the ministry. The preceding data indicate the low educational status of a majority of the second-grade pupils' parents. The mothers' academic status and the children's social status average show a correlation of $.39 \pm .13$. A correlation of $.31 \pm .11$ is found between the parents' educational status and the children's intelligence quotient. The mother's academic status and the home status of the child have a correlation of $.46 - .09$. The educational

status and the occupational status of the father show a correlation of $.43 \pm .10$. All of these correlations are high enough to justify the conclusion that the parent's academic status and the father's educational status are two factors that are related to the children's social status and to their intelligence quotient status.

Complete Social and Economic Home
Status of the Pupils

By combining the scores on the home facilities, the economic items, the cultural items, the occupational status of the parents, and the educational status of the parents of each pupil, a total score on the social and economic home status for each pupil was obtained. These data are presented in Table 6.

TABLE 6
SOCIAL AND ECONOMIC HOME STATUS RANK OF THE
SECOND-GRADE PUPILS

Group I		Group II		Group III		Group IV	
Pupil	Score	Pupil	Score	Pupil	Score	Pupil	Score
28	250	10	179	30	169	4	149
13	206	18	176	20	161	12	149
19	198	8	174	22	160	21	149
29	188	14	174	24	158	7	148
3	187	5	173	25	157	1	146
15	187	9	170	17	153	26	146
6	182	11	170	27	153		
16	180	23	170	2	149		
Avg.	197		173		160		148

Data in Table 6 show that the average social and economic home status score for Group I exceeded the average score for Group IV by forty-nine points, which is a very wide margin. The difference indicates that pupils in the lowest bracket have much more undesirable home surroundings than pupils in the highest bracket.

The gradual lowering of scores within the groups also indicates that the second-grade class contains pupils of various socio-economic levels. However, the fact that the three high scores in Group I are very much higher than the scores in Groups II, III, and IV indicates that the social and economic home status of practically all of the second-grade pupils is low.

The School Social Status of the Second-Grade Pupils

The introductory chapter contains a discussion of the eight sociometric tests which were used as a basis for determining each pupil's social status at school. The scores on these tests have been compiled and appear in Table 7. The pupil numbers are arranged in accordance with the rank which they attained in the social and economic home status represented in Table 6.

Data in Table 7 show a wide difference between the average scores of Groups I and IV. The difference between successive average scores tends to become smaller when noted in descending order; that is, there is a wider difference in

TABLE 7
SCHOOL SOCIAL STATUS OF SECOND-GRADE PUPILS

Pupil No.	Scores for Group I	Pupil No.	Scores for Group II	Pupil No.	Scores for Group III	Pupil No.	Scores for Group IV
28	.03	10	.06	30	.019	4	.03
13	.05	13	.03	2	.013	12	.04
19	.13	8	.016	22	.03	21	.006
29	.011	14	.018	24	.02	7	.03
3	.03	5	.07	25	.020	1	.009
15	.12	9	.05	17	.020	26	.007
6	.07	11	.04	27	.05		
16	.015	23	.009	2	.020		
Avg.	.057		.366		.024		.019

the average scores of Groups I and II than appears between Groups II and III or between Groups III and IV. This condition indicates that the pupils in Group I have a very much higher social status than pupils in the other three groups. It is also indicative of the extremely low social status of the groups in the lower brackets.

A Comparison of the Social and Economic Status of
the Second-Grade Pupils With Their
School Social Status

Previous tables contain data on both the social economic status and the school social status of each pupil in the second grade. A comparison of these data appears in Table 8. This information shows that the group of pupils who made the highest average social and economic home scores also made the highest average scores in their school social status. The group who ranked next to highest on social and economic home scores had

TABLE 8
A COMPARISON OF THE SOCIAL AND ECONOMIC
HOME STATUS

Group I			Group II		
Pupil	Social and Economic Home Score	School Social Score	Pupil	Social and Economic Home Score	School Social Score
23	250	.03	10	179	.06
13	206	.05	18	176	.030
19	198	.13	3	174	.016
29	183	.011	14	174	.013
3	187	.03	5	173	.07
15	187	.12	9	170	.05
6	182	.07	11	170	.04
16	180	.015	23	170	.009
Avg.	197	.057		173	.037

TABLE 8--Continued

Group III			Group IV		
Pupil	Social and Economic Home Score	School Social Score	Pupil	Social and Economic Home Score	School Social Score
30	169	.018	4	149	.03
20	161	.013	12	149	.04
22	160	.03	21	149	.006
24	158	.02	7	148	.03
25	157	.020	1	146	.009
17	173	.020	26	146	.007
27	153	.05			
2	149	.020			
	160	.191		148	.019

the same ranking on their school social status scores, and so on down through Group IV. These data indicate that the group of pupils who had the most desirable home surroundings also had the highest school social rank. It is therefore concluded that the pupils' home environment had some relation to their school social status. In this connection, it is interesting to note the correlations between the pupils' successive social status ratings from October, 1939, to May, 1940: October 26 and November 24, $r = .63$; November 24 and January 3, $r = .94$; January 3 and January 21, $r = .75$; January 21 and February 14, $r = .76$; February 14 and March 4 $r = .65$; March 4 and April 10, $r = .89$; April 10 and May 18, $r = .36$.

Summary

Data in Chapter II pertain to the relation between the social and economic status of the home and the school social status of the second-grade pupils. An analysis of data shows that a wide difference existed between both the average social and economic home status score and the average school social status score of Groups I and IV. It was also found that many low scores existed in both factors; this indicated a low home status and a low school social status for a majority of the pupils.

When a comparison was made between each group's average social and economic home score and its average school social score, it was found that pupils who lived in more desirable home surroundings rated higher on their school social status than pupils who lived in undesirable homes. It was therefore concluded that there was a relation between certain home factors and the pupils' social status at school.

CHAPTER III

THE RELATION OF THE SOCIAL AND ECONOMIC STATUS OF THE HOME AND THE SOCIAL STATUS OF THE CHILDREN TO CERTAIN HEALTH FACTORS

Health Status

Supervision of health of the student population is an important factor. It should be taken into account in estimating what a pupil's school life does mean or can mean for his whole development and welfare. This problem demands the coöperation of home and school.

In order to secure a score for the health status of the second-grade pupils considered in this study, four items were considered: teeth cavities, dental care, defective eyes, and tonsils and adenoids. Ten points were allowed for each pupil who had no teeth cavities. One point was allowed for the following items: dental care by a dentist, having defective eyes treated, and having defective tonsils and adenoids treated. Therefore thirteen was the perfect health status score. One point for each cavity, and one point for the absence of any other specified health factors were deducted from the total score. Individual scores of pupils with their group ranking, based on this tabulation, are contained in Table 9.

Data in Table 9 show that twenty-three pupils have teeth

TABLE 9

THE HEALTH SCORES OF SECOND-GRADE PUPILS BASED ON
THE NUMBER OF TEETH CAVITIES, DENTAL CARE,
CORRECTIVE EYE AND TONSIL TREATMENT

Pupils	Number of Cavities	Dental Care	Defective Eyes Treated	Defective Tonsils Treated	Total Health Score
1	5	y	x	x	6
2	3	y	x	x	8
3	0	y	y	x	12
4	3	y	x	x	8
5	0	y	x	x	11
6	4	y	x	x	7
7	0	x	y	x	11
8	4	y	x	x	7
9	10	y	y	x	12
10	1	y	y	x	11
11	0	y	x	x	11
12	2	x	x	x	8
13	5	y	x	y	7
14	0	x	x	x	10
15	10	y	x	y	12
16	1	y	x	y	11
17	2	y	x	x	9
18	8	y	x	y	4
19	4	y	y	x	8
20	3	y	x	x	8
21	5	y	x	x	6
22	2	y	x	x	9
23	2	y	x	x	9
24	3	y	y	x	4
25	1	y	y	x	11
26	2	x	x	x	8
27	3	y	y	y	10
28	2	y	y	x	10
29	0	x	x	x	10
30	0	x	x	x	10

x means "No"
y means "Yes"

cavities, ranging from one to ten; nineteen have regular dental care; six have not had defective eyes treated, and six have not had defective tonsils and adenoids treated or removed. Conferences with parents revealed that some of the medical care received was secured through the local Kiwanis club. A few parents felt that the suggested medical attention was unnecessary; others stated that they would have the necessary work done at an early date.

An analysis of data in Table 9 shows that no pupil has a perfect health score according to criteria used for scoring this item. Twenty-one of the thirty-two pupils have scores of seven or above, indicating that they meet about half of the requirements for a perfect health score.

A Comparison of the Pupils' Social and Economic
Home Status and School Social Status
With Their Health Status

In order to determine whether any relation seemed to exist between certain factors in the children's homes, their school social status, and their health status, a rating of the second-grade pupils' scores on these items was made. This information is contained in Table 10. These data show that the pupils' health scores did not vary as much as their social status scores. Groups I and II had the same health score, and Groups III and IV were only one point and 2.2 points respectively below this score. This condition may be due to the fact that a criterion for determining the pupil's health

TABLE 10
A COMPARISON OF THE SOCIAL AND ECONOMIC HOME STATUS AND SCHOOL SOCIAL STATUS
OF THE SECOND-GRADE PUPILS WITH THEIR HEALTH STATUS

Pupil	Group I			Group II				Group III				Group IV			
	Home Score	School Score	Health Score	Pupil	Home Score	School Score	Health Score	Pupil	Home Score	School Score	Health Score	Pupil	Home Score	School Score	Health Score
28	250	.03	10	10	179	.06	11	30	169	.018	10	4	149	.03	8
13	206	.05	7	18	176	.030	6	20	161	.013	8	12	149	.04	8
19	198	.13	8	8	174	.016	7	22	160	.03	9	21	149	.006	4
29	188	.011	10	14	174	.018	10	24	158	.02	4	7	148	.03	11
3	187	.03	12	5	173	.07	11	25	157	.020	11	1	146	.009	6
15	187	.12	9	170	.05	12	17	173	.020	9	2	146	.007	8	
6	182	.07	11	170	.04	11	27	153	.05	10					
16	180	.015	11	23	170	.009	9	2	149	.020	8				
AVG.	197	.057	9.6		173	.037	9.6		160	.024	8.6		148	.019	7.4

rank was decided upon arbitrarily. However, from data in Table 10 it may be seen that the two upper-brackets health scores, the total home status scores, and the school social status scores were each higher than the lower-brackets scores. This fact leads to the conclusion that the pupils who lived in desirable homes attained higher social and health ratings than the pupils who lived in less desirable homes.

CHAPTER IV

RELATION BETWEEN THE SOCIAL AND ECONOMIC STATUS OF THE HOME, THE SCHOOL SOCIAL STATUS, AND THE CHILDREN'S INTELLIGENCE QUOTIENT

Intelligence Status of Second-Grade Pupils

Data on the intelligence quotient of the second-grade pupils in the Robert E. Lee School were secured by administration of the California Test of Mental Maturity, Primary Series.¹ The results are presented in Table 11.

TABLE 11
THE INTELLIGENCE QUOTIENT STATUS OF THE SECOND-GRADE PUPILS

Group I		Group II		Group III		Group IV	
Pupil	I.Q.	Pupil	I.Q.	Pupil	I.Q.	Pupil	I.Q.
23	134	10	113	30	119	4	120
13	91	18	110	20	83	12	111
19	121	8	96	22	106	21	96
29	95	14	112	24	109	7	113
3	96	5	109	25	87	1	85
15	101	9	81	17	88	2	66
6	137	11	101	27	77		
16	93	23	98	2	67		
Avg.	103		102		92		99

¹Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tilgs, California Test of Mental Maturity, Primary Series.

Data in Table 11 show that the maximum intelligence quotient score for Group I was 137, the minimum, 91; Group II, maximum 113, minimum, 81; Group III, maximum 119, minimum 67; Group IV, maximum 120, and minimum 66. An analysis of these data shows that a wide range existed between the highest score of 137 in Group I and the lowest score of 66 in Group IV. It also shows that a difference existed between the average scores of Groups I and IV; the average score for Group I was 108, whereas the average for Group IV was 99. The extreme variance of scores within Group I, supplemented by the low scores in the other three groups, indicates the low intelligence quotient of a majority of the second-grade pupils.

Comparison of the Pupils' Intelligence
Quotient Scores With Their Total
Home and School Social Status

In order to determine whether any relation seemed to exist between certain home factors and the social status and intelligence quotient status of the second-grade pupils, a comparison was made of data in Tables 8 and 11. This information is contained in Table 12. These data show that the average intelligence quotient scores of pupils in the two upper brackets were higher than the average intelligence quotient scores in the two lower brackets. The same thing is true of the social and economic home status scores and the school social status scores. It is to be noted that a smaller difference exists between the average intelligence quotient

TABLE 12

A COMPARISON OF THE SOCIAL AND ECONOMIC HOME STATUS OF THE SECOND-GRADE PUPILS WITH THEIR SCHOOL SOCIAL STATUS AND THEIR I. Q. STATUS

Group I				Group II				Group III				Group IV			
Pupil	Home Score	School Social Score	I. Q.	Pupil	Home Score	School Social Score	I. Q.	Pupil	Home Score	School Social Score	I. Q.	Pupil	Home Score	School Social Score	I. Q.
23	250	.03	134	10	179	.06	113	30	169	.013	119	4	149	.03	120
13	206	.05	91	18	176	.030	110	20	161	.013	88	12	149	.04	111
19	198	.13	121	8	174	.016	96	22	160	.03	106	21	149	.006	96
29	188	.011	95	14	174	.013	112	24	158	.02	109	7	148	.03	118
3	187	.03	96	5	173	.07	109	25	157	.020	87	1	146	.009	85
15	187	.12	101	9	170	.05	81	17	173	.020	93	2	146	.007	66
6	182	.07	137	11	170	.04	101	27	153	.05	77				
16	180	.015	93	23	170	.009	93	2	149	.020	67				
AVG.	197	.057	108		173	.037	102		160	.024	92		143	.019	99

scores of successive groups than existed between the successive group scores on social and economic home status and school social status. A correlation of $.46 \pm .09$ was found to exist between the pupils' intelligence quotient and their social and economic home status. Although this correlation is not extremely high, it is to be concluded that certain home factors seem to have affected the pupils' intelligence quotient and thereby their school social status.

CHAPTER V

RELATION OF THE SOCIAL AND ECONOMIC STATUS OF THE HOME AND THE SOCIAL STATUS OF THE CHILDREN TO THEIR READING RECORDS

Reading Status of the Second-Grade Pupils

For the purpose of this study, the reading status of each pupil, secured by administration of a reliable reading test, is an index to his academic status. In this connection it is to be emphasized that reading disabilities are a serious handicap and are not always confined to the dull pupil. Freshman classes in college have been found to show a range in reading skills from the third-grade level to the level of the superior adult.¹ It is important that provision be made by the school or home to discover the pupil's difficulties, to arrange for their removal, and to consider the pupil's limitations in passing judgment on his school performances.

Table 13 contains data relative to the reading status of the second-grade pupils. Information in this table was secured by administration of the Gates Primary Reading Tests, Types I, II, and III.²

¹Edna W. Bailey, Anita D. Laton, Elizabeth L. Bishop, op. cit., p. 152.

²Arthur I. Gates, Gates Primary Reading Tests, I, II, III.

TABLE 13
THE READING STATUS OF THE SECOND-GRADE
PUPILS

Group I			Group II			Group III			Group IV		
Pupil	Reading Grade	Reading Age in Months	Pupil	Reading Grade	Reading Age in Months	Pupil	Reading Grade	Reading Age in Months	Pupil	Reading Grade	Reading Age in Months
28	3.41	106	10	3.44	107	30	3.36	105	4	2.88	100
13	2.83	79	18	3.35	105	20	1.58	81	12	2.11	89
19	3.50	119	8	2.26	90	22	3.44	102	21	1.98	87
29	2.11	89	14	2.30	99	24	2.21	88	7	3.01	101
3	2.37	99	5	3.25	104	25	2.10	89	1	1.91	85
15	2.50	94	9	2.33	100	17	2.65	96	2	2.37	92
6	3.29	105	11	3.24	104	27	1.65	82			
16	1.81	85	23	1.71	83	2	2.37	92			
Avg.	2.73	97		2.87	99		2.42	92		2.38	92

Data in Table 13 show that the average reading score for Group I was 2.73, whereas Group IV averaged 2.38. The average reading age in months for Group I was 97, whereas Group IV averaged 92. It is obvious that approximately one-half of a year's difference and one-half of a grade's difference existed between the scores of Groups I and IV.

A Comparison of the Pupils' Reading Status, the Social and Economic Status of the Home, and the Social Status in School

In order to determine whether the home environment and the school social status had any relation to the pupils' reading status,

TABLE 14

A COMPARISON OF THE SOCIAL AND ECONOMIC HOME STATUS
WITH THE SCHOOL SOCIAL STATUS AND THE READ-
ING STATUS OF THE SECOND-GRADE PUPILS

Group I					Group II				
Pupil	Home Status Score	School Social Score	Reading Grade	Reading Age in Months	Pupil	Home Status Score	School Social Score	Reading Grade	Reading Age in Months
28	250	.03	3.41	106	10	179	.06	3.44	107
13	206	.05	2.83	79	18	176	.030	3.35	105
19	198	.13	3.50	119	8	174	.016	2.26	90
29	188	.011	2.11	89	14	174	.018	2.80	99
3	187	.03	2.37	99	5	173	.07	3.25	104
15	187	.12	2.50	94	9	170	.05	2.88	100
6	182	.07	3.29	105	11	170	.04	3.24	104
16	180	.015	1.81	85	23	170	.009	1.71	83
Avg.	197	.057	2.73	97		173	.037	2.87	99

TABLE 14--Continued

Group III					Group IV				
Pupil	Home Status Score	School Social Score	Reading Grade	Reading Age in Months	Pupil	Home Status Score	School Social Score	Reading Grade	Reading Age in Months
30	169	.018	3.36	105	4	149	.03	2.88	100
20	161	.013	1.58	81	12	149	.040	2.11	89
22	160	.03	3.44	102	21	149	.006	1.98	87
24	158	.02	2.21	88	7	148	.03	3.01	101
25	157	.020	2.10	89	1	146	.009	1.91	85
17	173	.020	2.65	96	2	146	.007	2.37	92
27	153	.05	1.65	82					
2	129	.020	2.37	92					
	160	.024	2.42	92		148	.019	2.38	92

a comparison was made between the data in Tables 8 and 13. This information is contained in Table 14. From these data it is seen that the pupils whose scores fell in the two upper brackets in the total home status scores and in the school social status scores also ranked in the two upper brackets in their reading scores. Thus it is to be concluded that certain home factors and the social rating of the pupils appear to have a relation to their reading records.

CHAPTER VI

RELATION OF THE SOCIAL AND ECONOMIC STATUS OF THE HOME, THE SCHOOL SOCIAL STATUS, AND THE TEACHER'S RATING OF THE SECOND-GRADE PUPILS' PERSONALITY TRAITS

In order to determine whether the pupils who ranked in the two high-scoring groups in their social and economic home status and in their school status possessed more desirable personality traits and fewer undesirable personality traits, a comparison was made of data on the two first-mentioned items with the teacher's estimate of the pupils' personality characteristics. The following characteristics were considered: (1) dominating or aggressive, (2) timid, shy, and retiring, (3) nice-looking, and attractive, (4) clothes pretty and neat, (5) good in group performances, (6) good group leader, (7) fussy and whiney--blames others, (8) tattles on others, (9) shows off, (10) cheerful and happy disposition, (11) cooperation in group work.

A comparison of these data is found in Table 15. This information shows that the pupils who ranked Group I in both the total home status score and the school social status score, were estimated by the teacher to possess an equivalent of 5.2 desirable personality characteristics and an equivalent of 1.1 undesirable personality characteristics. The pupils who ranked Group IV on both the total home status score and the school

TABLE 15

A COMPARISON OF THE SECOND-GRADE PUPILS'
 SOCIAL AND ECONOMIC HOME STATUS,
 THEIR SCHOOL SOCIAL STATUS,
 AND THEIR PERSON-
 ALITY TRAITS

Group I					Group II				
Pupil No.	Home Score	School Social Score	Desirable Person-ality Score	Undesirable Person-ality Score	Pupil No.	Home Score	School Social Score	Desirable Person-ality Score	Undesirable Person-ality Score
23	250	.03	6	1	10	179	.06	6	1
13	206	.05	6	1	18	176	.030	4	0
19	198	.13	6	1	8	174	.016	4	1
29	188	.011	2	2	14	174	.018	6	1
3	187	.03	5	1	5	173	.07	6	1
15	187	.12	6	2	9	170	.05	6	1
6	182	.07	6	1	11	170	.04	3	1
16	180	.015	5	0	23	170	.009	5	1
Avg.	197	.057	5.2	1.1		173	.037	5.6	.87

TABLE 15--Continued

Group III					Group IV				
Pupil No.	Home Score	School Social Score	Desirable Personality Score	Undesirable Personality Score	Pupil No.	Home Score	School Social Score	Desirable Personality Score	Undesirable Personality Score
30	169	.018	4	3	4	149	.03	5	3
20	161	.013	5	2	12	149	.04	4	1
22	160	.03	1	3	21	149	.006	1	1
24	153	.02	1	3	7	148	.03	5	2
25	157	.020	1	2	1	146	.009	0	1
17	173	.020	3	1	2	146	.007	1	1
27	153	.05	1	2					
2	149	.020	1	1					
	160	.024	2.1	2.1		148	.019	2.6	1.5

social status score were estimated by the teacher to possess an equivalent of 2.6 desirable personality characteristics and 1.5 undesirable characteristics. Thus it is to be concluded that the pupils who had the most desirable home surroundings and who ranked high on their school social status score possessed a larger number of desirable personality characteristics than the pupils who lived in less desirable homes and who had a low school social status score. Again it appears that certain home factors had a relation to the number of desirable and undesirable personality traits which the teacher estimated as being possessed by the pupils.

CHAPTER VII

SUMMARY, FINDINGS, AND CONCLUSIONS

Summary

Data in this study are related to an analysis of the social and economic home status, the school social status, the health, intelligence, reading and friendship status, of thirty second-grade pupils in the Robert E. Lee Elementary School, Denton, Texas. A comparison is made between each child's home status and his social, health, intelligence, reading and friendship status in order to draw conclusions as to the relationship between certain objective environmental factors in the homes and the pupils' development.

The study is divided into seven sections, each of which constitutes a chapter. The first section contains an introduction to the problem; the second is an analysis of the relation between the social and economic status of the pupils' homes and the pupils' school social status; the third is a discussion of relation between the social and the economic status of the home, the pupils' social status, and certain health factors; the fourth is an analysis of the relation between the social and economic status of the home, the pupils' school social status, and their intelligence quotients; the fifth is a discussion of the relation between the social and

economic status of the home, the pupils' school social status, and their reading status; the sixth is an investigation of the relation between the social and the economic status of the home, the pupils' school social status, and the teachers' rating of the pupil's personality traits; the seventh is a summary of the problem with a list of the findings and the conclusions drawn from the investigation.

Findings

The following findings resulted from the investigation of various phases of the problem under consideration:

1. A majority of the pupils did not possess the home facilities which are considered desirable for child development.
2. A majority of the pupils' homes did not possess certain economic items that are considered necessary for attaining a desirable standard of living.
3. A majority of the homes evidenced a poverty of cultural items.
4. A majority of the pupils' fathers were employed in occupations that indicated a low socio-economic status for the family; over half of the fathers were classified as day laborers or slightly-skilled workmen; the fathers of the pupils in the two high-scoring groups had a much higher occupational status than the fathers of pupils in the low-scoring groups.

5. The parents of a majority of the pupils had a very low educational status; over two-thirds of them completed no more than eight grades in school; less than one-fourth of them entered high school; and less than ten per cent of those who entered high school were graduated; only three per cent of the entire group entered college, and only one-half of that three per cent were graduated. However, parents of five pupils in the highest-scoring group had a higher educational status than the parents of pupils in the lower-scoring groups.

6. A majority of the homes has a low social and economic status.

7. Over sixty per cent of the pupils who ranked high in school social status also ranked high in their total home status scores.

8. No pupil in the second grade had a perfect health score; twenty-three had teeth cavities; and six had received treatment for defective eyes, tonsils, and adenoids.

9. Approximately forty per cent of the pupils who ranked high in health status also ranked high in social status and in social and economic home status.

10. Forty per cent of the pupils who ranked in the two highest-scoring groups on intelligence quotient also ranked in the two highest-scoring groups in home status and school social status.

11. Almost two-thirds of the pupils who ranked high in their reading status also ranked high in home environment and

in their social status at school.

12. The pupils who ranked in the two high-scoring groups in their social and economic home status and in the school social status possessed more desirable personality traits and fewer undesirable personality traits than pupils in the lower-scoring groups.

Conclusions

The following conclusions have been drawn as a result of research on the problem under consideration:

1. A majority of the second-grade pupils had a low social and economic home status.

2. Certain home factors, including the presence of children's desirable facilities, the presence of certain desirable economic and cultural items, the parents' educational status, and the father's occupational status, had a positive relation to the pupils' social and academic progress.

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