

SOCIAL AND EMOTIONAL INFLUENCES OF HOME
LIFE ON CHILDREN IN SCHOOL

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CHAPTER I

INTRODUCTION

Problem

The problem of this investigation is three-fold in its objectives: (1) to discover what authorities in the field of education believe about personality in relation to home and school influences, (2) to determine the personality characteristics and the home status of a group of third-grade children in the Stonewall Jackson School of Denton, Texas, and (3) to make analyses and comparisons in an effort to determine whether any perceptible relationships exist between home status and the degree of self and social adjustment possessed by the pupils.

Procedure

Books and periodicals were examined for material dealing with the problem under investigation. The California Test of Personality was submitted to the third-grade pupils in the Stonewall Jackson School of Denton, Texas, as a means of obtaining an index to the personality attributes and problems of the children. Later the writer visited in each home represented by the pupils and submitted the

Minnesota Home Status Index to the parents, in most cases to the mother, for the purpose of gaining an insight into the home environments from which the pupils came. The teacher, who is the investigator in this study, devised a rating scale (Table 24) by means of which she could check each pupil on the degree to which he possessed certain personal traits. She evaluated each pupil by means of this rating scale before she had compiled the results of the personality test or of the home status index, to avoid coloring her ratings in any way by the findings of the standardized tests previously administered.

After the testing had been completed, the results were carefully tabulated and checked for accuracy, and comparisons were made between the outcomes of the several tests in order to discover any relationships that might exist.

Organization

Chapter I of this study states the problem under consideration, describes the procedures used, and presents an outline of the organization of the study.

Chapter II is a survey of literature dealing with personality in relation to home and school influence.

Chapter III contains an analysis of the results of the California Test of Personality and presents and analyzes

the data pertaining to the self adjustment and the social adjustment of the pupils.

Chapter IV contains an analysis of the home status test, showing the general conveniences and facilities provided by the homes, and providing comparable sigma scores for each family group on the six phases of the home status index.

Chapter V deals with the teacher's rating scale and with comparisons of the results of all of the tests and ratings made in an attempt to determine any relationships that seemed to be present.

Chapter VI lists conclusions growing out of the study and presents recommendations for improved procedure in meeting the problem of home-school-personality relationships.

CHAPTER II

PERSONALITY IN RELATION TO HOME AND SCHOOL INFLUENCE

Educational research and progress in recent decades have contributed to the concept that the twentieth may well be termed "the century of the child"¹ in so far as school programs and educational procedures are concerned. Chiefly through the pioneering efforts of John Dewey, the school as an American institution has built the central theme of its purpose about the child and his needs, interests, and welfare, to the end that the individual pupil may become efficient as a member of the social groups in which he moves and works. Emphasis has shifted from subject matter as the end of education to the child as a well-rounded personality, able to meet the situations of life with assurance and self-confidence. Subject matter is now considered as only one of the avenues through which the development of child personality may be realized. An understanding of child nature is essential in this new program, as is the concept of child personality as the fundamental thing in education. Little can be done with the child unless his personality

¹Una Bernard Sait, New Horizons for the Family, p. 225.

is shaped in accordance with the ideal of what the child is to become in society.

The human social group, in the course of its evolution, has become an intensely competitive, highly cooperative organization.² If this statement appears inconsistent, it is only because, in the modern setup of society, both competition and cooperation must exist side by side in the social group if progress is to be made. Human beings are mutually interdependent, and the home is no longer a social and economic entity unto itself, but is influenced either directly or indirectly by thousands of outside forces which cooperate to make the home a functioning social organization. In this complex order of things, the child and his personality must find a place which will result in effectiveness and happiness to the individual.

The economic status of the child's family; the knowledge, interests, and traditions of the home group; and the attitudes which govern the family experiences will influence his food and the adequacy of his clothing and shelter; his health habits, his manners, and, to a large extent, his standards of conduct; his attitude toward knowledge, politics, sex, religion, other people, himself; the magazines and books he reads; the trips he takes; the skills he develops;

²Abraham Myerson, The Foundations of Personality, p. 275.

and the acquaintances he makes.³ The personality of the child is veritably shaped in the home.

Personality

"The personality is the expression of the total forces of the individual, it is the product of their integrated activity, it is the man in action as seen by the outsider and known to himself."⁴ An individual possesses personality to the extent that he gets along harmoniously with other people and makes favorable impressions on them. In addition to possessing social effectiveness, an individual should be free from unnecessary stresses and be adjusted within himself. Such desirable personal qualities as ethical attitudes and social ideals, if possessed by the individual, contribute much to the effectiveness of his personality. Thus fine personality is nothing more than a delicate balance between personal qualities and social abilities. A genuinely desirable personality is possessed by the individual who feels right about the way he is living and who receives favorable recognition from people because of the way he shares their interests.⁵

³Edna W. Bailey, Anita D. Layton, and Elizabeth L. Bishop, Studying Children in School, p. 19.

⁴Charles Macfie Campbell, Human Personality and the Environment, p. 3.

⁵Louis P. Thorpe, "The Nature and Significance of Good Personality," Education, LXI (June, 1941), 580-581.

Personality traits receive their meaning only from social relationships. An individual personality is judged, weighed, and evaluated in comparison with the standards of the group in which he finds himself. "The frequency, consistency, and intensity of his behavior are considered in relation to the quality and intensity of the stimulating situation."⁶

Since personality is essentially active and dynamic in its nature and function, when the active mood is removed from personality, only death remains. For this reason the individual is continually going about and doing something. If he is regarded as a passive or an inert specimen, he is tragically misunderstood, and those who thus regard him are unable to do much toward assisting his growth because of their complete misinterpretation of his essential nature.⁷ The child, who is everywhere and all the time on the move, is cramped and retarded when placed in a situation in which, if he moves at all, he must move according to prescribed directions and must engage in explorations only at the best and under the guidance of those in authority. In such a rigid atmosphere personality cannot experience normal and healthful growth and development. Personality is strengthened

⁶Clarence E. Ragsdale, "Modern Psychological Theories Which Have Implications for Personality Development," Education, LXI (June, 1941), 582.

⁷A. Gordon Melvin, Building Personality, p. 213.

by active participation in all facets of life, provided competent supervision is available to keep the child going in wholesome directions.

The acting personality must become the ideal of school life. The unified personality must become the actor and the doer. Into whatever experience pupils enter they must enter with their total personality. We have too much neglected the whole activity of the individual.⁸

The human personalities of those with whom we come in contact in the everyday business of life, in the home, at work, and in the wider social environment, exert a profound influence upon the happiness and the efficiency of each one of us; yet how little we know of the infinitely complicated and mysterious system of forces called the personality! Everyone realizes that he "likes" some individuals, whereas he dislikes or is repellent to others; but in most cases he does not know exactly what it is about the other person which either attracts or antagonizes him. He may say that the other person has either a pleasing or a displeasing personality, but he seldom knows the implications involved when he uses the word "personality" in defining how he feels toward his associates. Personality is much talked about but seldom analyzed; it is one of those indefinables which make up such a large part of human experience and thought.⁹

⁸Ibid., p. 225.

⁹Campbell, op. cit., p. 1.

The basic needs of the human personality can be grouped in five major categories, as follows:

1. Urge for success, achievement, mastery, and the desire to avoid failure, frustration, and disappointment.
2. Craving for recognition, approval, and admiration, which is satisfied more readily by the attitudes of others than by one's own inner feeling of achievement.
3. Yearning for sympathy, affection, intimacy, and a deeper understanding of oneself.
4. Desire for security, freedom from physical want, a sense of possession, and release from worry and anxiety.
5. Craving for adventure, new scenes and experiences, exhilarating activity, and a change from monotony, dullness, and routine.¹⁰

All of these basic needs are affected by the society in which one lives and works, by the home from which one comes, and by the persons with whom one associates.

Totalitarian society seeks social strength through the repression of human differences and the development of homogeneity. Democratic society, on the contrary, hopes to achieve social strength through the development of human differences. Education can not hope to build human relations, can not hope to serve democratic society, until it cheerfully subordinates its preconceptions to the interests of the individual of proved worth or unquestioned promise.¹¹

¹⁰Willard S. Elsbree, "School Practices That Help and Hurt Personality," Teachers College Record, XLIII (October, 1941), 25-26.

¹¹Paul Klapper, "Education, Builder of Human Relations," School and Society, LIV (October 25, 1941), 343.

The development of individual differences, which is thus shown to be a primary objective of democratic society, implies the recognition of personality as an index to the inner traits that make people different and that set them apart one from the other. The human personality must be understood and dealt with adequately if individual differences are to be fostered for the welfare and advancement of the individual and of society, for personality differences are the essence of individual differences.

The Home

Good teaching may be defined as anything which promotes the process of making and remaking better personality. Whatever hinders or seems not to promote this process is wasteful or useless. Such a conception of teaching inevitably brings about a drastic reform in current educational thought and practice. In the first place this conception locates the fundamentals of education firmly and soundly in the home and not in the school. In the past, the school has accepted too much of the responsibility for the character formation and the personality of children. "The teacher who realizes that his work is that of making personality will realize how hopeless that task can be unless the children under his care come from homes which have already made them desirable personalities."¹²

¹²Melvin, op. cit., p. 229.

So great is the influence of the home that teachers, since they cannot remove children from poor homes and undesirable backgrounds, must not assume full responsibility for the character of children in their charge. They should rightly assume the responsibility of building upon what character is presented to them when the child comes to school, but they cannot accomplish much unless the home and the community have first laid a sound foundation in the mind and being of the child. The school cannot restore personality and character in the face of adverse influences in the home and the community.¹³

Within the close relationships of family life the child can best learn the rudiments of social living and grow into emotional maturity -- provided these relationships are wholesome and harmonious. "But the extreme susceptibility of the little child to the influences of his social environment exposes him to almost inevitable maladjustment, whenever these relationships are in any way unwholesome and discordant."¹⁴

The quieter, more stable, and broader proportioned home life of an earlier day produced an environment that lent itself to the normal development of the child. Evaluations which we are called upon to make today were unnecessary, but the rapidly changing and shrinking home challenges us to consider the effects which the new social adjustments so immediately reflected in the home have upon the welfare

¹³Ibid.

¹⁴Sait, op. cit., p. 234.

of children. We must find sound measures, apply sure tests to determine the strength and the weakness of the home plants in which the children of the nation are reared.¹⁵

In view of the personality-forming influences of the home environment and of the impressions made by the parents upon the child, one can safely make the assertion that "it takes big people to be parents."¹⁶ The privilege of bringing up a young life to assume its rightful place in the world constitutes the biggest business of human experience; and real abilities, true devotion, and consecrated purpose must be brought to bear upon the task.

On the part of parents, "self-criticism is stimulated by the knowledge that the manner, morals, and emotional and mental habits of their children are being fashioned through daily living, in which they, as parents, furnish concrete models and should be sympathetic companions, guides, and interpreters."¹⁷ Emotionally maladjusted parents almost invariably do violence to their children by using the parent-child relationship as a battlefield for attempting to get at their own unsolved problems. The warped personalities of children are frequently due to parental maladjustments which render the home atmosphere

¹⁵White House Conference on Child Health and Protection, The Home and the Child, p. 3.

¹⁶Lee Edward Travis, "Personality Hazards and Potentialities of the Modern Home," Education, LXI (June, 1941), 607.

¹⁷Sait, op. cit., pp. 238-239.

unwholesome and create fresh distortions in their children. The psychological sins of the parents are visited upon their children, even to the third and fourth generations, or beyond.¹⁸¹³

The child's emotional development is largely determined by the atmosphere of the home, by the interrelationships between family members. Of first importance is the relationship between the parents, and what has been called the "friction home" is perhaps the most frequent potent source of maladjustments in the children. The breaking up of a home by death, desertion, or divorce almost always has deleterious effects, but discord between parents/who continue to live together may be even more harmful.¹⁹¹⁴

Too many modern homes are the breeding grounds for too many problems of childhood. Too many men and women have too many emotional problems of their own to be good fathers and mothers. Too many parents try to work their own adjustments out through each other and their children.

There should be a decree and a declaration:

Hear ye! Hear ye!

Only those men and women who are well adjusted and happily married will be allowed to have children. Under any other circumstances it is grossly unfair to everybody concerned to bring children into the world. Harmony within the souls of each of the parents and harmony between parents furnish the only safe background for any child.²⁰¹⁵

¹⁸¹³Ibid., p. 238.

¹⁹¹⁴Ibid., p. 236.

²⁰¹⁵Travis, op. cit., p. 605.

The smooth-running, ordered household contributes to the development of children for two reasons: first, because it frees the time and energy of the adult members of the family for the needs of the children, and prevents those situations, always detrimental to their development, which arise out of haste and irritability; second, because it provides an environment in which both boys and girls may develop a wholesome attitude toward home life and prepare for their own future home-making. But to evaluate the management of the home in the same terms as the guiding of the machinery of a great industry is not easy. The factors which enter into the management of the home plant are too subtle, too difficult to reduce wholly to measurable terms. Many of these factors offset the development of the child for good or ill, but to what extent and how?²¹

The child -- beloved as he is -- is often an alien in his home when it comes to any consideration of his special needs in the furnishings and equipment of the home. He must accommodate himself to an adult environment -- chairs and tables are too big and too high for him; there is no suitable place for his books and his toys. He moves in a misfit world with nothing proportioned to his needs. Often this results in retarding his physical, mental, and social development.

This tendency to crowd out the child's interests and to restrict or confine his activities to an adult environment is attributed partially to a forced shrinkage of living space and an increased ratio of adults to children. At certain economic levels economy of space and of money is of paramount importance. The child, forced to live in the midst of restrictions and among things which may be neither beautiful nor useful to him, possibly suffers more than the adult from limitations resulting from these economies.²²

If the home remains static in this fast changing society, it is not meeting the needs of the child. The industrialization of society has affected the home profoundly. Formerly children learned from their parents trades which they would follow in after life. Children were an asset in the home where industrial

²¹White House Conference, op. cit., p. 5.

²²Ibid., p. 39.

activity centered; now they are a liability. Much of their education and recreation and guidance are subsidized by outside agencies. With industrial and social life offering more and more stimulus, making increasing demands, the home has lost much of its old meaning. The entire family spends less time than formerly in homes and more time in the community.

The home is bound to survive if it retains what is worth retaining in the past and adjusts itself to the present and future social demand. Thus considered it continues as a background of security and a restful retreat where the child may expect to find a healthy development.²³

Thus it is seen that the influence of the home upon the personality of the child is profound and far-reaching. If one thinks in terms of personality, he concludes that the child is largely what the home has made him.

The School

Ideally the school should supplement the home in such a way that the growth of the child is fostered through the medium of an integrated environment. The ideal home possesses all of the requirements for an educative situation. Sharing so far as he is able in the daily life, experiences, and occupations of a small and sympathetic group, the child finds protection, stimulation, and guidance. While remaining sheltered and secure within the family, he receives at the same time an introduction to the larger life around him, and an interpretation of the world of thought and of action which becomes an integral part of his developing

²³Ibid., Foreword, p. xiii.

experience. Here in the ideal home resides the best opportunity for securing individual development, for fostering independence of thought and socialized disposition, which is the fundamental habit of subordinating individual activities to the general interest.

The ideal school should grow gradually out of life in the home; it should embody those elements which contribute to growth in the pre-school years, but it should do this systematically and in an organized and enlarged manner. The child needs contacts with more children and with more grown people than are afforded him within the limited circle of the home situation. He needs to participate in a wider range of occupations and activities than is usually possible at home. The child's education is not the primary aim of many of the activities carried on in the home, and therefore the school is needed to supplement the home by providing the child with a selected, enlarged, and organized environment whose sole and all-controlling aim is educational.²⁴

Good teaching is more than a blind interest in the product of the teaching process; it is primarily interested in the most satisfying and efficient learning process by which achievement is arrived at and satisfaction is at-

²⁴Sait, op. cit., p. 256.

tained. "Not what the child at any moment has learned counts most, but the mental and emotional process by which he has learned it is of first importance, since upon it rests his future progress."²⁵

One of the biggest problems in the entire educational system is the training of teachers to consider the child as an individual personality.²⁶ The educational procedure requiring the least effort on the part of the teacher is the one which regards every child in the same light, regardless of his individual differences. This concept issues in the development of stereotyped instruction which makes little recognition of the child as a personality and hence constitutes the old way of thinking, in contrast to the new, which holds that every child is a distinct individual requiring a personalized slanting of educational techniques in his direction. Mass teaching is losing its position as a philosophy of education, and individual instruction is gaining favor. In its effort to make every individual conform to its rigid program, mass teaching is in contrast to democratic principles, which maintain that the individual is able to think and to choose for himself and to undergo experiences in keeping with his own personal needs, interests, and capabilities.

²⁵Garry Cleveland Myers, Developing Personality in the Child at School, p. 12.

²⁶Ibid., p. 6.

The latest and perhaps most significant mass reaction of teachers has been directed toward the child and his personality. Teachers have discovered that they know relatively little about the urges, desires, ambitions, obstacles, and conflicts which constitute the basis of everyday behavior and the hope of understanding and guiding children and youth to adequate adjustment and significant living. Teachers have not received, in teacher-training institutions, an appreciation of the nature and implications of important problems of mental health, of the mental hazards peculiar to childhood and youth, and of the mental health hazards and potentialities of home, school, and community environments. In fact, most teacher-training programs have emphasized almost everything except an adequate study of the child.

But the problem has wider ramifications. War and depression, and political, economic, and social forces and movements inexorably touch the child in the schoolroom and constitute a background and elements of a total environment which teachers must understand if they hope to give significant aid in the problems of personality adjustment and development.²⁷

Among the necessary attributes in a free and wholesome life are expression, spontaneity, and creativity. These are also the ingredients essential to the development of mental health. Their existence is assumed to mean that excessive fears and anxieties have been dispelled and that an atmosphere prevails in which cordial human relationships flourish. A classroom in which these qualities do not exist usually creates barriers to mental health and personality development, as well as adjustment. From this it

²⁷Ernest W. Tiegs, "Personality: Education's Greatest Adventure," Education, LXI (June, 1941), 577.

appears that one of the first responsibilities of the educational system and of educators is to encourage creative expression in the schools; at the same time they should oppose efforts to restrict or curtail this essential phase of a sound program for mental health and development.²⁸ This, of course, requires definite planning in the direction of the all-round development of the individual personality of the child; and it also demands carefully worked out techniques and procedures. A certain amount of "machinery" is necessary, but caution must be exercised that there is not too much mechanization of learning.

As new engineering methods are introduced to "perfect" the machinery, the vital part of it often runs with less efficiency in terms of the learner rather than with more. The pupil is a human being; so is the teacher. The more her work is mechanized by those above her the more like a machine she is, the less a human being; the less, therefore, she treats the pupil as a human being. But she doesn't "learn" him. He does the learning; and he learns when he feels like learning, and only then. She can stop him by a lever or a button, but her task is not to stop his learning or retard it; hers is to start his learning and to keep it going at the most efficient rate. He is a creature with feelings which are very personal. Only as those feelings are employed as allies will he learn best and create more wholesome feelings for more learning. And when he leaves the school as a product, the measure of his worth is not so much in what he knows as in his readiness to go on learning with adequate satisfactions and with ability to live usefully and happily with other persons of his age. The school does most for the child when it helps him grow in ability and desire to learn more and to be as comfortable and likable as possible while he grows.²⁹

²⁸Paul Witty, "Personality Hazards in Our Schools," Education, LXI (June, 1941), 610.

²⁹

Myers, op. cit., pp. 5-6.

Sometimes the school presents hazards to the development of wholesome personality. Among these hazards may be mentioned the following influences which hinder the proper growth of personality:

1. Administrative practice or routine may block the wholesome development of boys and girls.

2. Excessively large classes should be avoided.

3. Arbitrary enforcement of homogeneous groupings may react unfavorably in some instances to the proper development of the individual personality.

4. Rigid departmentalization, which prevents the completion of tasks and the organization and integration of related experiences, often operates as a hindrance to personality growth.

5. One of the greatest hazards to child personality which the school often presents is the failure to recognize and to provide for individual differences in ability and interest, and to offer every boy and girl an opportunity for successful experience in activities which he deems worthy.

6. Unstable, nervous, emotional teachers usually bring about similar traits in the pupils with whom they work. Personality difficulties have been shown to be much more numerous in these cases than with stable, well-poised teachers.

7. Dogmatic, uncompromising teachers, whose attitude

toward subject-matter mastery is likely to make it difficult for many pupils to achieve success in their school experiences, present an unwholesome influence which reacts unfavorably on the personalities of the pupils.³⁰

The new concept of the modern school implies that:

The peculiar task of the public school is not to select the raw materials -- these must be taken as they are available -- but to adjust the plant to run so as to make the best possible product from the raw materials at hand. But the raw material is different from the raw materials of a steel or woolen mill. In the latter the raw materials and the product are highly standardized. What enters the school plant is not standardized to begin with. Each child is fundamentally different from every other child on entering school. He is an individual personality. Presumably the school aims to turn him out a finished product that is still an individual personality. But the very nature of the mechanism of the school tends to deal with him as if he were like other individuals and tends to make him more and more like that. But being an individual with experiences and feelings all his own, he meets with all sorts of annoyances and emotional disturbances as he goes through the educational mill, losing much of the best that was in him before he is turned out, or he may fail wholly to fit the machinery well enough to get through.³¹

Thus it is seen that the responsibility of the school is indeed an important one in the formation of personality and in the development of well-rounded individuals.

Related Studies

In a study conducted in a city of 60,000 people, Francis

¹⁴ ³⁰Witty, op. cit., pp. 610-611.

²⁰ ³¹Myers, op. cit., pp. 3-4.

and Fillmore³² surveyed the home environment and analyzed the personalities of the school children from two distinct socio-economic groups, the artisan classes and the well-to-do suburbanites. Environmental influences closely related to personality development were found to be good health of parents, parents' care as shown in the upkeep and furnishings of the home, parents' knowledge of the child's school-mates and interest in the child's games and activities at school, allowing the child to go away from home with other children, allowing freedom in recreational activities, permitting the use of spending money as the child pleases, giving care to religious upbringing, showing reasonable watchfulness over the child's health, and the social activities of the parents.

The study emphasized the fact that the parents' attitudes rather than physical environment are of major importance in influencing the development of personality in the child. Even though the health of parents and the condition of the home are listed under physical environment, they may logically be considered as related to or a part of attitudes. Since parent attitudes are the decisive factor, parents must be certain that they are adjusted and have an

³²Kenneth V. Francis and Eva A. Fillmore, The Influence of Environment upon the Personality of Children, University of Iowa Studies in Child Welfare, IX, No. 2, pp. 8, 41, 43, 47.

intelligent interest in the child's welfare in order to further the child's development along helpful lines. The study points out that parental attitudes do shape the personality of the child, while his material surroundings are not of vital importance so far as his personality is concerned.

Such factors as poor economic conditions, broken homes, foreign-born parents, and physical sickness were found to influence child personality only in so far as they created harmful attitudes and gave rise to emotional disturbances.

Crockett³³ conducted a survey, by means of the California Test of Personality, of the elementary pupils in the schools of a small Texas city, for the purpose of comparing the personality status of town and school-bus pupils. An almost identical state of adjustment existed in both groups, the average differences being so slight as to be negligible and inconclusive, although the town pupils made an average score slightly above that of the bus pupils. Case studies pointed out that reading ability, comprehension ability, and physical disabilities are factors influencing scorings on standardized tests. No better adjustment was

³³Dixie Crockett, "A Comparative Study of the Personality of Town Pupils and School Bus Pupils in the Elementary Grades" (Unpublished Master's Thesis, Graduate Division, Department of Education, North Texas State Teachers College, 1940), pp. 115-118.

perceptible among the pupils who had been coming to school by bus over a longer period of time than by those coming for a shorter time, and the study indicated that no significant difference in personality adjustment is brought about by living either in town or in the country. Tests submitted to pupils in the various elementary grades indicated that personality development and adjustment do not necessarily improve with progress in school.

Christiansen,³⁴ in a study of the elementary pupils in the school system of a small Texas city, using the California Test of Personality, the Harlow Achievement Test, and Lacey's "Social Information Tests" (mimeographed), found that environment and family status affect social concepts of children. Intelligence quotients influence concepts, children with high or normal intelligence quotients having fewer misconceptions than those with low intelligence quotients. Experiences, opportunities, and environmental conditions are factors which influence personality and affect one's ability to adjust to his social needs and surroundings. Good health and physical fitness are important assets in personality and adjustment, since many children possess physical defects and nervous tendencies which

³⁴Anna Elizabeth Christiansen, "Relationship of Social Concepts and Personality in the Third Grade of Travis Elementary School, Mineral Wells, Texas" (Unpublished Master's Thesis, Graduate Division, Department of Education, North Texas State Teachers College, 1942), pp. 54-55.

impair their efficiency and thwart the normal development of their personalities.

CHAPTER III

AN ANALYSIS OF THIRD-GRADE CHILDREN IN TERMS OF THE CALIFORNIA TEST OF PERSONALITY

Introduction

For the purpose of analyzing the personality of each of the fifteen pupils in the third grade of the Stonewall Jackson School, Denton, Texas, the writer administered to the group the California Test of Personality, Elementary, Form A, devised by Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark, and published by the California Test Bureau, Hollywood. This test divides the phases of personality into factors of self adjustment and of social adjustment. Under each of these two major divisions are six subdivisions of twelve questions each. The phases of self adjustment considered in the test are self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. The social-adjustment phase of the test is divided into social standards, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations.

This test provides for each question to be answered either affirmatively or negatively, by checking either "yes" or "no" on the test form. The fifteen pupils in the class took the test as a group, under the direction of the writer, who carefully explained all phases of the test and assisted the pupils in making the proper interpretations of the test questions. Each pupil was encouraged to respond frankly and naturally to the test, having been assured that his responses would in no way affect his grade or his position in the class.

The pupils' responses to the California Test of Personality were compiled and tabulated according to the twelve divisions of the test. The results of the test are analyzed in the present chapter.

Self Adjustment

Test of self-reliance. -- Table 1 lists the twelve questions used in testing the pupils' attributes of self-reliance, and indicates the number of affirmative and negative responses to each question. Of the fifteen pupils who took the test, fourteen indicated that they usually apologize when they are wrong, and fourteen likewise stated that they protest when they discover that someone is trying to cheat them. Thirteen of the pupils had rather plan their own work than have someone else do their planning for them,

TABLE 1

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON
SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY
AND NEGATIVELY TO THE TEST OF SELF-RELIANCE
IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Would you rather plan your own work than have someone else plan it for you?.....	13	2
Do you usually apologize when you are wrong?.....	14	1
When you have some free time, do you usually ask your parents or teachers what to do?.....	3	12
When someone tries to cheat you, do you usually try to stop him?.....	14	1
Is it easy for you to recite or talk in class?.....	9	6
Do you like to meet new people or introduce them to others?.....	9	6
Do you usually go to bed on time, even when you wish to stay up?.....	5	10
Is it hard to do your work when someone blames you for something?.....	11	4
Do you usually eat food that is good for you, even if you do not like it?.....	8	7
Do your parents or teachers usually need to tell you to do your work?.....	6	9
Do you get excited when things go wrong?..	9	6
Do you usually keep at your work until it is done?.....	12	3
Total.....	113	67
Per cent.....	62.77	37.23

and twelve indicated that they usually keep at their work until it is completed. Eleven admitted experiencing difficulty in concentrating on their work in the midst of emotional disturbances produced by someone's blaming them for something. Twelve pupils expressed independence in the use of free time, whereas three confessed to relying upon their teachers and parents for suggestions as to what to do with leisure or spare time. Only nine of the fifteen pupils find it easy to recite or talk in class, nine like to meet new people or introduce them to others, and nine tend to become excited when things go wrong. Six of the pupils need to be prompted by parents or teachers in order to get their work done. Eight stated that they usually eat food that is good for them, even if they do not like it, but only five usually go to bed on time without protest, even if they want to stay up longer.

All things considered, the rating of the third-grade pupils on self-reliance appears to be fairly favorable, although a more authentic evaluation will be made later in the chapter, when the total scores will be compared with the possible scores provided by the test form. A total of 113 affirmative answers (62.77 per cent) and sixty-seven negative answers (37.23 per cent) were recorded by the pupils who took the test of self-reliance. These percentages do not, however, represent a true picture of the self-

reliance characteristics of the pupils, since some of the questions are stated in such a way that a negative response is more indicative of self-reliance than is a positive reaction.

Test of sense of personal worth. -- In Table 2 are presented the questions designed to measure the pupils' sense of personal worth, together with the number of affirmative and negative responses to each question. All fifteen of the pupils believed that their friends and classmates were usually interested in the things they did, and fourteen said that people often do nice things for them. Thirteen had their sense of personal worth stimulated by the fact that they could do most of the things they undertook to accomplish. Twelve believed that their friends usually think that their ideas are good, and twelve admitted that they are sometimes cheated when they trade possessions with someone else. Ten pupils had the feeling that they are looked upon by their classmates as being "bright," and ten also stated that their friends and classmates often want to help them in some phase of their work. Buoyed up by their sense of personal worth, eleven pupils felt that their families believed they were doing well in their school work. In spite of the fact that ten pupils felt that their classmates considered them to be bright, nine admitted a sense of inferiority when they declared that their friends

TABLE 2

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF SENSE OF PERSONAL WORTH IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do your friends generally think that your ideas are good?.....	12	3
Do most of your friends and classmates think you are bright?.....	10	5
Are your friends and classmates usually interested in the things you do?.....	15	0
Do you wish that your father (or mother) had a better job?.....	6	9
Do your classmates seem to think that you are not a good friend?.....	2	13
Do your friends and classmates often want to help you?.....	10	5
Are you sometimes cheated when you trade things?.....	12	3
Do your classmates and friends usually feel that they know more than you do?.....	9	6
Do your folks seem to think that you are doing well?.....	11	4
Can you do most of the things you try?.....	13	2
Do people often think that you cannot do things very well?.....	5	10
Do people often do nice things for you?....	14	1
Total.....	119	61
Per cent.....	66.11	33.89

and classmates usually feel that they (the classmates) know more than they do. Looking at the economic position of their families, six pupils expressed a desire that their father (or mother) had a better job. Five pupils felt inferior in that their friends believed that they cannot do things very well. In spite of everything, however, only two of the group felt that their classmates did not consider them as good friends.

The affirmative responses to the test of sense of personal worth totaled 119 (66.11 per cent), whereas the negative responses totaled sixty-one (33.89 per cent). This is not an authentic picture of the situation because of the fact that some of the questions are stated in such a way that a negative response indicates a greater sense of personal worth than does an affirmative answer. Later in the chapter, an attempt will be made to evaluate the pupils' sense of personal worth in a manner that will be more conclusive than the data presented in Table 2.

Test of sense of personal freedom. -- In testing the pupils' sense of personal freedom, the twelve questions appearing in Table 3 were utilized by the California Test of Personality. According to the responses appearing in this table, all of the pupils were accorded a high degree of freedom in the selection of friends, all fifteen

TABLE 3

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF SENSE OF PERSONAL FREEDOM IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
May you usually choose your own friends?....	15	0
Are you allowed enough time to play?.....	12	3
Do others usually decide to which parties you may go?.....	10	5
May you usually bring your friends home when you want to?.....	10	5
May you usually do what you want to during your spare time?.....	11	4
Do you have a chance to see many new things?	10	5
Do your folks often stop you from going around with your friends?.....	1	14
Are you allowed to do most of the things you want to?.....	11	4
Are you given some spending money?.....	14	1
Do your folks stop you from taking short walks with your friends?.....	2	13
Are you punished for lots of little things?	4	11
Do you feel that your folks boss you too much?.....	4	11
Total.....	104	76
Per cent.....	57.77	42.23

stating that they usually may choose their own friends.

Fourteen of the group have their sense of personal freedom increased by the fact that their parents allow them some

spending money, and twelve stated that they are permitted enough time to play. Eleven are usually permitted to do what they desire to do in their spare time, and eleven likewise are usually allowed to do most of the things they want to do. Ten have the freedom to bring their friends home with them when they want to do so, and ten also have an opportunity to see many new things. On the other hand, ten of the pupils stated that someone else usually decides about their attending parties and other social activities. Four feel that their families boss them too much, and four others expressed a belief that they are punished for far too many "little things." Only two were forbidden to take short walks with their friends, and only one stated that his family sometimes forbade him to go around with certain friends. On the whole, the pupils' sense of personal freedom seems to be well developed; and the fact that the responses totaled 104 affirmative ones (57.77 per cent) and seventy-six negative ones (42.23 per cent) bears out this apparent high degree of personal independence. Later in the chapter, a more detailed analysis will be attempted.

Test of feeling of belonging. -- Table 4 presents a list of the questions dealing with a feeling of belonging on the part of the pupils, and shows the affirmative and negative responses which the pupils made to these questions. All of the pupils expressed an attitude of pride in their

TABLE 4

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF FEELING OF BELONGING IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do pets and animals make friends with you easily?.....	12	3
Are you proud of your school?.....	15	0
Do your classmates think you cannot do well in school?.....	4	11
Are you as well and strong as most boys and girls?.....	13	2
Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends?.....	13	2
Are the members of your family usually good to you?.....	13	2
Do you often think that nobody likes you?..	6	7
Do you feel that most of your classmates are glad that you are a member of the class?.....	12	3
Do you have just a few friends?.....	6	7
Do you often wish you had some other parents?.....	1	14
Are you sorry you live in the place you do?	2	13
Do your friends have better times at home than you do?.....	4	11
Total.....	101	75
Per cent.....	56.11	43.89

school; and thirteen said that they are as well and strong as most boys and girls, that their various relatives are as nice as those of most of their friends, and that the members of their families are usually good to them. Twelve pupils felt that pets and animals make friends with them easily; and that their classmates are glad that they are members of the class was the opinion of twelve members of the third-grade group. Six often feel that no one likes them, and six also admitted that they have only a few friends. Four believed that their friends have better times at home than they do; and four gave expression to an inferiority complex in so far as their school work is concerned, stating that their friends believe that they cannot do well in school. Two are dissatisfied with their homes, and wish they lived somewhere else. One even admitted that he wished he had some other parents. On the whole, this group of pupils seems to possess only a fair sense of the feeling of belonging to their groups and environments, although the present tabulation is not to be regarded as conclusive. Of the total number of responses to the questions on a feeling of belonging, 101 (56.11 per cent) were affirmative and seventy-five (43.89 per cent) were negative.

Test of freedom from withdrawing tendencies. -- In Table 5 are listed the questions for measuring the pupils' degree of freedom from withdrawing tendencies, and also

TABLE 5

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF FREEDOM FROM WITHDRAWING TENDENCIES IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Have people often been so unfair that you gave up?.....	9	6
Do you often think of many things that are dangerous?.....	9	6
Do you often meet people who are so mean that you hate them?.....	7	6
Do you often think about such things as failing in your studies, losing money, losing your parents, or dying?.....	10	5
Do your friends or your work often make you worry?.....	8	7
Is your work often so hard that you stop trying?.....	6	9
Are people often so unkind or unfair that it makes you feel bad?.....	9	6
Do your friends or classmates often say or do things that hurt your feelings?.....	7	8
Do people try to cheat you or do mean things to you?.....	7	8
Are you often with people who have so little interest in you that you feel lonesome?.....	6	9
Are your studies or your life so dull that you often think about many other things?...	5	10
Are people often mean or unfair to you?.....	5	10
Total.....	88	90
Per cent.....	48.88	51.12

the affirmative and negative responses to these questions. The "yes" and "no" answers are almost equally divided. As shown in the table, ten of the pupils exhibited a morbid attitude by their declaration that they often think of such things as failing in their studies, losing money, losing their parents, or death. Nine often "give up" because of the unfairness of people with whom they come in contact, often think of many things that are dangerous, and often find people so unkind or unfair that they are thereby made to feel bad. Eight expressed frequent worry because of their friends or their work; and seven often meet people who are so mean that they hate them, often have their feelings hurt by friends or classmates, and often discover people trying to cheat them or do mean things to them. Their work was found to be so hard that six pupils admitted that they had stopped trying; and six also stated that they are frequently with people who have so little interest in them that they feel lonely. Five of the group were obsessed with the belief that people are often mean or unfair to them, and five were bored by their studies or by life in general.

The picture here is not encouraging. Such evidence of morbidity, worry, and persecution-complex among third-grade pupils is unwholesome, as it would be among any

group of pupils. Unless care is taken to develop a more optimistic attitude toward life, these pupils may develop into warped personalities who will feel that all of life is "down" on them. Eighty-eight (48.88 per cent) of the responses were affirmative, whereas ninety (51.12 per cent) were negative. In a later analysis, a more authentic picture of the situation will be presented.

Test of freedom from nervous symptoms. -- Table 6 indicates the questions by which the pupils' freedom from nervous symptoms was measured, together with the number of affirmative and negative responses. The questions are stated in such a way that an affirmative answer indicates the presence of a nervous symptom, whereas a negative response indicates freedom from such symptoms. Eleven of the pupils frequently have bad dreams at night, and find that they are not hungry at meal time. Five had the habit of biting their finger-nails often, and are troubled frequently by pains in their eyes. In the mornings, seven often feel tired; and six take cold easily. Four expressed difficulty in going to sleep at night after they have retired. Headaches and nausea are frequent complaints of three pupils in the group; whereas two are frequent victims of sneezing spells, and of the habit of tapping with their fingers on tables, chairs, or desks. Only one pupil complained of having dizzy spells.

TABLE 6

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF FREEDOM FROM NERVOUS SYMPTOMS IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do you often have sneezing spells?.....	2	13
Do you often have bad dreams?.....	11	4
Do you bite your finger-nails often?.....	5	10
Does it usually take you a long time to go to sleep at night?.....	4	11
Does your head ache often?.....	3	12
Do you often find you are not hungry at meal time?.....	11	4
Do you take cold easily?.....	6	9
Do you often feel tired in the forenoon?..	7	6
Do you often tap with your fingers on a table or desk?.....	2	13
Do you often feel sick at your stomach?...	3	12
Do you often have dizzy spells?.....	1	14
Do your eyes hurt you often?.....	5	10
Total.....	60	118
Per cent.....	33.33	66.67

In the main, the pupils are relatively free from symptoms of nervousness, as is indicated by the sixty (33.33 per cent) affirmative answers, compared with the 118 negative (66.67 per cent) responses recorded by the pupils in the third-grade group taking the test. A later analysis

will show the relationship of the responses in terms of the standard scores for the test.

Social Adjustment

Test of social standards. -- As the first phase of the social-adjustment test, the social standards of the third-grade pupils were measured in terms of the twelve questions appearing in Table 7, along with the number of affirmative and negative responses to each. The questions are worded in such a manner that a negative response indicates the possession of a high social standard. For this reason, the 108 (60.56 per cent) negative answers tend to indicate favorable social standards, whereas the seventy-one (39.44 per cent) affirmative responses are, in the main, indicative of unfavorable standards. A further analysis in this chapter will help to clarify the standing of the group with relation to social standards.

All of the third-grade pupils concurred in stating that they should thank those who have performed a service for them, in obedience to their parents even when their friends tell them that obedience is unnecessary, and in obeying signs against trespassing on other people's property. Eleven stated that children should be nice to people they do not like. Eight were willing to say that sickness and trouble come as the result of personal behavior

TABLE 7

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON
SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND
NEGATIVELY TO THE TEST OF SOCIAL STANDARDS IN THE
CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
When people get sick or are in trouble, is it usually their own fault?.....	8	7
Is it all right to disobey teachers if you think they are not fair to you?.....	3	12
Should only the older boys and girls be nice and friendly to new people?....	0	15
Is it all right to take things you need if you have no money?.....	1	14
Is it necessary to thank those who have helped you?.....	15	0
Do children need to obey their fathers or mothers even when their friends tell them not to?.....	15	0
If a person finds something, does he have a right to keep it or sell it?....	2	13
Is it all right to make fun of boys and girls who do not believe what you do?..	0	15
Should children obey signs that tell them to stay off of other peoples' grounds?.	15	0
Should children be nice to people they don't like?.....	11	4
Is it all right for children to cry or whine when their parents keep them home from a show?.....	1	14
Is it all right to cheat in a game when the umpire is not looking?.....	0	14
Total.....	71	108
Per cent.....	39.44	60.56

or negligence. Three pupils believed they were justified in disobeying their teachers when they considered the teachers to be unfair to them. Two pupils were addicted to the old precept of "finders are keepers," saying that one who finds something has the right to sell it or keep it. One pupil believed that it is all right to take things he needs when he has no money with which to purchase those things; and one felt that children are warranted in whining or crying when their parents force them to remain at home instead of going to the show. All of the pupils concurred in saying that being nice and friendly to new people is the responsibility of everyone, old and young alike, and in declaring that it is poor behavior to make fun of people who have different beliefs.

Test of social skills. -- A scale for the measurement of social skills is represented by the questions listed in Table 8, taken from the California Test of Personality.

How the pupils responded to these questions is likewise shown in the table by the number of affirmative and negative answers accorded each question by the group. Fourteen of the fifteen children stated that they usually help other boys and girls to have a good time on social occasions, and that they often say nice things to people when they do well or accomplish something commendable. Twelve expressed a venturesome spirit by stating that they are willing

TABLE 8

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF SOCIAL SKILLS IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do you like to speak or sing before other people?.....	8	7
When people make you angry, do you usually keep it to yourself?.....	7	8
Do you help new pupils to talk to other children?.....	10	5
Does it make you feel angry when you lose in games at parties?.....	2	13
Is it hard for you to talk to people as soon as you meet them?.....	7	8
Do you usually help other boys and girls to have a good time?.....	14	1
Do you usually act friendly to people you do not like?.....	6	9
Do you often change your plans in order to help people?.....	11	4
Do you usually forget the names of people you meet?.....	6	9
Do you often say nice things to people when they do well?.....	14	1
Do you try games at parties even if you haven't played them before?.....	12	3
Do you talk to new children at school?.....	12	3
Total.....	109	71
Per cent.....	60.55	39.45

to attempt to play new games at parties; and the same number signified a willingness to talk to new children at school and thus help them to feel at home in new surroundings. Eleven declared that they frequently change their plans in order to help other people, and ten assist new pupils in becoming acquainted with the other children in the class or school. Eight of the pupils enjoy speaking or singing before other people. Seven keep the matter to themselves when others make them angry, and seven others admitted it is difficult for them to converse with other people as soon as they meet them. Six of the group usually act friendly, even to people they do not like; and the same number usually forget the names of people they meet. Only two confessed to becoming angry when they lose in games at parties or other social affairs.

Judging from the data in Table 8, one would conclude that the social skills of this group of third-grade children are rather well developed; but a later analysis will offer further data on this point. Of the total number of responses to the questions on social skills, 109 (60.55 per cent) were affirmative and seventy-one (39.45 per cent) were negative.

Test of freedom from anti-social tendencies. -- In Table 9 are listed the questions having to do with freedom from anti-social tendencies, together with the affirmative

TABLE 9

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON
SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND
NEGATIVELY TO THE TEST OF FREEDOM FROM ANTI-
SOCIAL TENDENCIES IN THE CALIFORNIA
TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do people often ask you to do such hard or foolish things that you won't do them?....	8	7
Are the tests at school often so hard or unfair that it is all right to cheat?.....	1	14
Do you often make friends or classmates do things they don't want to do?.....	0	15
Are things sometimes so bad at school that you stay away?.....	2	13
Do people often act so badly that you have to be mean or nasty to them?.....	4	11
Do you often have to make a "fuss" or "act up" to get your rights?.....	6	9
Is anyone at school so mean that you tear, or cut, or break things?.....	0	15
Is it hard to make people remember how well you can do things?.....	6	9
Is someone at home so mean that you often have to quarrel?.....	4	11
Do you sometimes need something so badly that it is all right to take it?.....	1	14
Do classmates often quarrel with you?.....	5	10
Do you like to scare or push smaller boys and girls?.....	3	12
Total.....	40	140
Per cent.....	22.22	77.78

and negative responses to each question. In this table it may be noticed that there is a wider divergence in the number of "yes" and "no" answers than has appeared in any of the other tests analyzed in this chapter. Most of the questions are worded in such a manner that a "no" response indicates freedom from the anti-social tendency in question, whereas a "yes" answer indicates the presence of the tendency. For this reason, the 140 (77.78 per cent) negative answers represent a high degree of freedom from anti-social tendencies among this group of children, whereas the forty (22.22 per cent) affirmative responses indicate something of the presence of these tendencies.

Eight of the pupils asserted that people frequently ask them to do such hard or foolish things that they refuse to do them. Six confessed to having to create a "fuss" or to "act up" in order to get their rights; and six found it difficult to make others remember how well they can do things. Five pupils often find themselves in quarrels with their classmates, and four frequently engage in quarrels at home because someone in the family is so "mean" as to make quarreling necessary. Four others find it necessary, at times, to be mean or nasty because of the bad behavior of others. Three of the children confessed to an enjoyment in scaring or pushing smaller boys and girls. Finding

things at school, two stated that they sometimes stay away for this reason. One pupil found the tests at school so difficult that he felt justified in cheating in order to receive a passing mark, whereas another pupil believes he is justified in taking things that he badly needs. No one had experienced a temper tantrum at school because of the mean behavior of others; neither had anyone attempted to make his friends or classmates do things which they did not want to do.

Test of family relations. -- Table 10 deals with the questions relating to family relations, and presents the total number of affirmative and negative responses to each question. Here again, in most instances, a negative answer represents a wholesome family relationship, while an affirmative response indicates the presence of an undesirable family relationship. For this reason, the 113 negative responses, representing 63.34 per cent of the total, are indicative of the presence of wholesome family life in the homes of the third-grade pupils included in this study; while the sixty-six affirmative responses, accounting for 36.66 per cent of the total, point to unwholesome home conditions.

All of the pupils declared that they have no partiality toward one parent in comparison with the other.

TABLE 10

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON
SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND
NEGATIVELY TO THE TEST OF FAMILY RELATIONS IN THE
CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do you have a hard time because it seems that your folks hardly ever have enough money?.....	5	10
Do your folks seem to think that you are just as good as they are?.....	12	2
Are you unhappy because your folks do not care about the things you like?.....	2	13
When your folks make you mind, are they usually nice to you about it?.....	10	5
Do your folks often claim that you are not as nice to them as you should be?...	6	9
Do you like both of your parents about the same?.....	15	0
Does someone at home pick on you much of the time?.....	5	10
Does it seem to you that your folks at home treat you mean at times?.....	3	12
Do you try to keep boys and girls away from your home because it isn't as nice as theirs?.....	1	14
Do you sometimes feel like running away from home?.....	4	11
Do you feel that no one at home loves you?.....	1	14
Have you often felt that your folks thought you would not amount to anything?.....	2	13
Total.....	66	113
Per cent.....	36.66	63.34

Twelve believed that their family accepted them in the home on a basis of equality with other members. Ten were willing to concede that when their parents made them "mind," they went about it in a nice way. Six pupils stated that the members of their families often criticized them for not being as nice in the family group as they should be. Five had noticed difficulties in the home because of the lack of money, and five others were picked on at home by one or more members of the family group. Because of unhappy conditions at home, four confessed that they sometimes believed they would like to run away from home. Three even asserted that members of their families treated them "mean." Two were unhappy because of lack of harmony in family interests, and two were cognizant of the fact that their families thought they would never amount to anything. Only one pupil said that he tried to keep other boys and girls from coming to his home because it was not so nice as theirs, and another pupil had the idea that no one in his family group loved him.

Test of school relations. -- School relationships among the pupils constitute the trend of the questions presented in Table 11, which also shows the number of affirmative and negative responses recorded by the pupils. The "yes" and "no" answers are practically equal in number, there being eighty-eight (48.88 per cent) affirmative answers and ninety-two (51.12 per cent) negative responses.

TABLE 11

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE TEST OF SCHOOL RELATIONS IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do you think that the boys and girls like you as well as they should?.....	10	5
Do you think that the children would be happier if the teacher were not so strict?.....	1	14
Is it fun to do nice things for some of the other boys and girls?.....	14	0
Is school work so hard that you are afraid you will fail?.....	4	11
Do many of the children get along with the teacher much better than you do?.....	3	12
Does it seem to you that some of the teachers have it in for pupils?.....	2	13
Do your schoolmates seem to think that you are nice to them?.....	13	2
Would you like to stay home from school a lot if it were right to do so?.....	8	7
Are most of the boys and girls at school so bad that you try to stay away from them?.....	2	13
Do your classmates choose you as often as they should when they play games?.....	11	4
Do many of the other boys or girls claim that they play games fairer than you do?.	6	9
Do the boys and girls usually treat you nice at school?.....	13	2
Total.....	88	92
Per cent.....	48.88	51.12

Fourteen pupils receive much enjoyment from doing nice things for some of the other boys and girls, and thirteen believed that their classmates appreciate their kindness and feel they are nice to them. Eleven pupils felt that they were chosen as often as they should be by their companions when they were selecting participants in games. Ten were confident that the boys and girls with whom they associate in school like them as well as they should. Eight pupils apparently attend school only from a sense of duty or obligation, as they admitted that they would frequently like to remain home from school if it were right to do so. Six pupils had been accused of unfairness in their games. Four were obsessed with a fear of failing in their school work because of its difficulty. Three felt that they did not get along as well with the teacher as many of their classmates did. Two believed that some of the teachers "have it in for" them. Two others expressed a desire not to associate with the majority of the boys and girls at school because they were so "bad." One pupil objected to the strictness of the teacher, and believed that this produced unhappiness for himself and for others in the class.

Test of community relations. -- Phases of community relations as they affect the elementary-school child are

indicated by the questions listed in Table 12, together with the responses made to them by the fifteen pupils who cooperated in this study. Over three fourths of all of the responses are affirmative in nature: 136 affirmative (75.55 per cent) as compared to forty-four negative (24.45 per cent). These figures seem to indicate that these pupils, in the main, have developed a satisfactory degree of community consciousness and are already manifesting interest in and ability to participate in community enterprises.

All of the pupils sometimes help other people; and all of them try to persuade their friends to obey the laws -- despite the fact that it has already been pointed out that some of the pupils believed themselves justified in disobeying rules and regulations if they could do so without being detected. Fourteen of the pupils visit many of the interesting places near their homes, take good care of their own pets or assist in the care of other people's pets, and help children to keep away from places where they might get sick. Thirteen pupils clean up things around their homes, and the same number usually try to be nice to people who are of different color or race. Twelve of the pupils are made glad when family relationships are harmonious and happy, and eleven sometimes do things to improve the appearance of their homes. The lack of interesting places near their homes is regretted by nine of the

TABLE 12

NUMBER OF THIRD-GRADE PUPILS IN THE STONEWALL JACKSON
SCHOOL, DENTON, TEXAS, RESPONDING AFFIRMATIVELY AND
NEGATIVELY TO THE TEST OF COMMUNITY RELATIONS
IN THE CALIFORNIA TEST OF PERSONALITY

Questions	Response	
	Yes	No
Do you visit many of the interesting places near where you live?.....	14	1
Do you sometimes do things to make the place where you live look nicer?.....	11	4
Do you think there are too few interesting places near your home?.....	9	6
Do you ever help clean up things near your home?.....	13	2
Do you take good care of your own pets or help other people with their pets?..	14	1
Do you sometimes help other people?.....	15	0
Do you try to get your friends to obey the laws?.....	15	0
Do you help children keep away from places where they might get sick?.....	14	1
Do you usually try to be nice to people who are not the same color or race as you are?.....	13	2
Is it all right to do what you please if the police are not around?.....	3	12
Does it make you glad to see the people around your house get along fine?.....	12	3
Do you dislike many of the people who live near your home?.....	3	12
Total.....	136	44
Per cent.....	75.55	24.45

pupils, and the people who live in their neighborhood are disliked by three of the pupils. And, in spite of the fact that all of the pupils expressed an interest in trying to get their friends to obey the laws, three of them believed it is all right to do what they please provided the police are not around!

Analysis of the Scores for Self Adjustment and Social Adjustment

In the analyses of the preceding twelve tables, it has proved difficult to obtain a clear picture of the total situation with respect to the various phases of self adjustment and social adjustment considered in the California Test of Personality. This difficulty is due largely to the fact that the questions, as they appear in the test, are not uniformly and consistently worded so that an affirmative answer will signify a favorable reaction, while a negative response will indicate an unwholesome situation. As has been pointed out in several instances, a negative answer often indicates the presence of a desirable trait. In an effort to reconcile these discrepancies and to reach a definite conclusion as to the self-adjustment and social-adjustment phases of the personality development of the fifteen boys and girls who cooperated in this study, the writer has compiled the total scores of all the pupils for each phase of the test. These scores were computed in

accordance with the rules governing the test, and have been carefully checked for accuracy. The plan for evaluating the test eliminates the inconsistencies of the wording of the questions to the extent that they do not influence the score. In other words, the plan for scoring has been standardized on the basis of pupil attitude and pupil behavior in the light of what is desirable and what is undesirable. The analysis of these scorings will now be presented and discussed.

Total scores for self adjustment. -- Table 13 shows that none of the pupils attained the possible score of seventy-two points on self-adjustment, since the highest scores were recorded by pupil one, consisting of a total of sixty-five points on the six tests of self adjustment. This score was high, amounting to ninety per cent of the total possible score provided by the test. Pupil thirteen made a score of sixty-three (eighty-seven per cent of the total possible score), and pupils five and fourteen made scores of sixty-two (eighty-six per cent). Close follow-ups were pupils ten, with a score of sixty-one (eighty-four per cent); seven, with a score of sixty (eighty-three per cent); and eleven, with a score of fifty-nine (eighty-two per cent). Next in order is pupil fifteen, with a score of fifty-three (seventy-three per cent), and pupil two, with a score of fifty-one (seventy-one per cent). A score of forty-three

TABLE 13

THE TOTAL SCORE OF EACH INDIVIDUAL THIRD-GRADE PUPIL IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, ON THE SIX PHASES OF THE SELF-ADJUSTMENT TEST IN THE CALIFORNIA TEST OF PERSONALITY, AND THE PERCENTAGE OF THE POSSIBLE COMPOSITE SCORE (SEVENTY-TWO POINTS) REPRESENTED BY THE TOTAL COMPOSITE SCORE IN EACH INSTANCE

Phases of Self-adjustment Test	Pupils														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Self-reliance.....	9	9	5	6	9	4	9	5	8	10	8	7	6	10	9
Sense of personal worth.....	9	9	7	4	11	6	10	6	8	11	10	4	11	11	10
Sense of personal freedom.....	11	12	6	5	11	8	11	7	9	11	11	3	12	12	11
Feeling of belonging	12	10	8	8	12	3	12	10	9	11	11	7	12	12	12
Freedom from withdrawing tendencies	12	3	0	3	10	0	8	4	4	9	7	4	11	10	11
Freedom from nervous symptoms.....	12	8	11	8	9	4	10	7	5	9	12	6	11	7	9
Total composite score.....	65	51	37	34	62	25	60	39	43	61	59	31	63	62	53
Per cent of possible composite score.....	90	71	51	47	86	34	83	54	59	84	82	43	87	86	73

is recorded for pupil nine, representing fifty-nine per cent of the possible score. The five lowest children, when judged by their scores on self adjustment, are pupils eight, with

a score of thirty-nine (fifty-four per cent); three, with a score of thirty-seven (fifty-one per cent); four, with a score of thirty-four (forty-seven per cent) twelve, with a score of thirty-one (forty-three per cent); and six, with a score of twenty-five (thirty-four per cent). Thus it is seen that the pupils' scores on self adjustment ranged from a high of sixty-five points (ninety per cent of the possible score) to a low of twenty-five points (thirty-four per cent of the possible score). Pupils one, five, seven, ten, eleven, thirteen, and fourteen had scores amounting to eighty-two per cent or more of the possible score.

Total scores for social adjustment. -- Table 14 shows the pupils' total scores on the six phases of the social-adjustment test and their combined scores for the test as a whole, and indicates the percentage of the possible score represented by their total composite scores. With the possibility of making a score of seventy-two on this test, pupils one and five are shown to have attained to within two points of this possible score, with scores of seventy (ninety-seven per cent of the highest possible attainment). In descending order, the other pupils and their scores are as follows: pupil fourteen, sixty-nine (ninety-six per cent); pupils seven, ten, thirteen, and fifteen, sixty-six (ninety-one per cent); pupil eleven, sixty-four (eighty-seven per cent); pupil nine, sixty-three (eighty-seven per cent);

TABLE 14

THE TOTAL SCORE OF EACH INDIVIDUAL THIRD-GRADE PUPIL IN THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS, ON THE SIX PHASES OF THE SOCIAL-ADJUSTMENT TEST IN THE CALIFORNIA TEST OF PERSONALITY, AND THE PERCENTAGE OF THE POSSIBLE COMPOSITE SCORE (SEVENTY-TWO POINTS) REPRESENTED BY THE TOTAL COMPOSITE SCORE IN EACH INSTANCE

Phases of Social-adjustment Test	Pupils														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Social standards....	12	10	12	8	11	10	11	12	12	11	9	11	11	11	11
Social skills.....	10	3	9	6	12	4	10	8	5	9	9	9	9	12	9
Freedom from anti-social tendencies.	12	8	8	4	11	4	10	4	12	12	11	11	11	12	11
Family relations....	12	12	6	6	12	4	12	6	11	11	12	8	12	11	12
School relations....	12	4	11	6	12	4	11	7	12	11	12	10	11	12	12
Community relations.	12	10	12	7	12	11	12	11	11	12	11	9	12	11	11
Total composite score.....	70	47	58	37	70	37	66	48	63	66	64	58	66	69	66
Per cent of possible composite score.....	97	65	80	51	97	51	91	66	87	91	87	80	91	96	91

pupils three and twelve, fifty-eight (eighty per cent); pupil eight, forty-eight (sixty-six per cent); pupil two, forty-seven (sixty-five per cent); and pupils four and six, thirty-seven (fifty-one per cent). Table 14 shows the range of scores for social adjustment to be from seventy points

(ninety-seven per cent of the highest possible score) to thirty-seven points (fifty-one per cent). Pupils one, three, five, seven, nine, ten, eleven, twelve, thirteen, fourteen, and fifteen have scores amounting in each case to eighty per cent or more of the highest possible total score provided by the California Test of Personality.

Comparison of scores for self adjustment and social adjustment. -- Some interesting comparisons may be drawn from an examination of Tables 13 and 14. Pupil one has the highest score of the group for self adjustment, and ties with pupil five for the highest score in social adjustment. Pupil five, who, with pupil one, has the highest score in social adjustment, has the third highest score in self adjustment. Pupil six, who has the lowest score for self adjustment, ties with pupil four for the lowest score on social adjustment; and pupil four is next to the lowest in score points for self adjustment. Pupils one, five, seven, ten, eleven, thirteen, and fourteen made scores on both tests equivalent to eighty per cent or more of the highest possible total score. These figures tend to indicate that pupils who score high in self adjustment will likewise score high in social adjustment, and vice versa; and those who make low scores in one of these phases of personality development may be expected to score low in the other phase. This trend is indicative of the fact that

pupils with well-rounded personalities are personally well-adjusted individuals, and at the same time are usually acceptable, well-adjusted members of the social groups in which they have relationships with other persons. This group of third-grade children tended to be more proficient in phases of social adjustment than in phases of self adjustment, if their higher scores in social adjustment can be accepted as an index to their personality development.

Total scores for the class as a whole are shown in Table 15 as they are related to the test of self adjustment.

TABLE 15

TOTAL SCORES ON THE PHASES OF THE SELF-ADJUSTMENT TEST MADE BY THE THIRD-GRADE CLASS AS A WHOLE, AND THE PERCENTAGE OF THE HIGHEST POSSIBLE SCORE (180 POINTS) REPRESENTED BY THE TOTAL SCORES IN EACH INSTANCE

Phases of Self-adjustment	Total Score Made by the Class	Per Cent of Possible Score
Self-reliance.....	114	63.33
Sense of personal worth.....	127	70.55
Sense of personal freedom.....	140	77.77
Feeling of belonging.....	149	82.77
Freedom from withdrawing tendencies.....	96	53.33
Freedom from nervous symptoms.	128	71.11

Shown also are the percentages represented by these total

scores, computed in the light of the highest possible total score of 180 points in each case.

Table 15 indicates that the phase of social adjustment in which these third-grade pupils were strongest was that of a feeling of belonging, in which they scored a total of 149 points (82.77 per cent of the total possible score). A close second was a sense of personal freedom, in which the pupils scored 140 points (77.77 per cent of the possible score). A score of 128 points (71.11 per cent) indicated a fairly favorable condition with respect to freedom from nervous symptoms; and 127 points (70.55 per cent) for a sense of personal worth is a fair showing in this regard. The class score on self-reliance was lower than it should have been, totaling 114 points (63.33 per cent), and that on freedom from withdrawing tendencies was very low -- ninety-six points (53.33 per cent of the possible score).

These tabulations tend to indicate that the pupils were socially well adjusted with regard to a feeling of independence and personal freedom, and with respect to a strong sense of belonging in the social groups in which they associate with their fellows. They manifested more symptoms of nervousness than perhaps should be found in a group of children of this age, but the deficiency here is certainly not serious. Their capabilities for self-reliance are weaker than is desirable, and their tendencies

to withdraw from the social group are far too prevalent. In fact, Table 13 shows that pupils three and six recorded no scores whatever in this phase of the test, since they possessed all the tendencies toward withdrawal; and pupils two and four made only three points on this part of the test, and pupils eight, nine, and twelve recorded only four points each. The possession of tendencies toward social withdrawal is by far the weakest characteristic emphasized in the self-adjustment test.

Table 16 shows a compilation of the total scores for the class as a whole on the social-adjustment phase of the California Test of Personality, together with the percentage of the highest possible total score represented by the class totals in each instance.

TABLE 16

TOTAL SCORES ON THE PHASES OF THE SOCIAL-ADJUSTMENT TEST
MADE BY THE THIRD-GRADE CLASS AS A WHOLE, AND THE
PERCENTAGE OF THE HIGHEST POSSIBLE TOTAL SCORE
(180 POINTS) REPRESENTED BY THE TOTAL
SCORES IN EACH INSTANCE

Phases of Social Adjustment	Total Score Made by the Class	Per Cent of Possible Score
Social standards.....	162	90.00
Social skills.....	124	68.88
Freedom from anti-social tendencies.....	141	78.33
Family relations.....	147	81.66
School relations.....	137	76.11
Community relations.....	164	91.11

The division of the social-adjustment test dealing with community relations was accorded the highest total score of any of the six phases of this test, with a total of 164 points, representing 91.11 per cent of the highest possible total score. Social standards, however, constituted a close second, with a total score of 162 points (90.00 per cent of the possible score). Family relations appeared in third rank, with 147 points (81.66 per cent); freedom from anti-social tendencies was next in order, with 141 points (78.33 per cent); then came school relations, with 137 points (76.11 per cent), followed by social skills, with 124 points (68.88 per cent). This tabulation shows that, in the main, these third-grade children are very well adjusted in their community relationships, and have a high concept of social standards which should be operative in their relations with other persons. Anti-social tendencies are present to a higher degree than is desirable, but they are not alarmingly dominant. The children are, on the whole, fairly well adjusted in their family and school relationships; but they are very weak in the practical application of social skills. The discrepancy between their scores on social standards and social skills is strikingly noticeable. Apparently, these third-grade pupils are well acquainted with the standards and principles that should govern their social behavior, but they lack the ability to make these

principles function. Whereas the pupils made next to their highest score on social standards, their lowest score was recorded for social skills. This gulf between theory and practice is only indicative of the widespread weakness in all facets of life, which causes ideals to be far in advance of actual practice.

CHAPTER IV

ANALYSIS OF THE HOME ENVIRONMENTS OF THE THIRD-GRADE PUPILS

Introduction

The mothers of the fifteen children in the third grade of the Stonewall Jackson School of Denton, Texas, cooperated in the present study by taking a test to enable the writer to gain some concept of the home environments in which the children lived. The Minnesota Home Status Index, by Alice M. Leahy, published by the press of the University of Minnesota, was chosen as one of the best tests of its type and one of the most readily adaptable to the purposes of this study. In administering this test, the writer visited the mothers individually in their homes and assisted them in recording their responses to the items of the test.

When the interviews with the mothers had been completed, the writer computed sigma scores by using the procedure recommended in connection with the test, and these sigma scores were plotted graphically for each home represented in the third-grade group of children. These graphs assisted the writer in making her interpretations of the data related

to the social status of the homes, and enabled her to see to better advantage the home environments of her individual pupils.

The Minnesota Home Status Index is divided into six sections dealing with the following phases of home environment: children's facilities, economic status of the family, cultural status, sociality of the parents, occupational status of the father, and educational status of both parents. The mothers, in cooperating in this study, readily and willingly supplied data on all of these phases of the investigation, which are to be analyzed in the present chapter.

Home-status Tests

Children's facilities. -- In Table 17 are listed the questions in the test which dealt with facilities provided for the children by the home or family group. Shown also in this table are the number of "yes" and "no" responses to the questions, indicating the number of homes providing the various facilities.

Twelve of the fifteen families allowed the child to have a certain amount of spending money at regular intervals. This fact may be partially responsible for the high degree of independence and sense of personal worth exhibited by the third-grade pupils, as previously shown in Chapter III. Eleven of the children have bicycles or tricycles of

TABLE 17

NUMBER OF PARENTS RESPONDING AFFIRMATIVELY AND NEGATIVELY
TO THE QUESTIONS IN THE MINNESOTA HOME STATUS INDEX
RELATING TO CHILDREN'S FACILITIES IN THE HOME

Questions	Response	
	Yes	No
Does the family have two or more pieces of playground equipment?.....	10	5
Does the child have a bicycle or a tri-cycle?.....	11	4
Is there a nursery or recreational room?...	2	13
Has the child had paid lessons in music outside of school?.....	3	12
Has the child had paid lessons in dancing outside of school?.....	3	12
Is the child given a certain amount of money regularly to spend?.....	12	3
Does the child have an account in a public or school bank?.....	6	9
Has the child ever belonged to any paid clubs or groups?.....	10	5
Did the child go to a camp this summer or last summer?.....	0	15
Has the child been to a dentist within the past year?.....	10	5
Total.....	67	83
Per cent.....	44.67	55.33

their own. Ten of the families own two or more pieces of playground equipment suitable for the use of the third-grade age level child. Ten of the children had belonged to paid groups or clubs. The same number of children had been

to a dentist within the past year. Six children have accounts in downtown banks and thus are beginning to learn, early in life, valuable lessons in the use and saving of money. Three of the children have had paid music and dancing lessons outside of school. Two homes are equipped with a nursery or a recreational room for the use of the children. None of the children in the group had attended a summer camp in the last two years. The mothers reported also on the number of children's books to be found in the homes. Three of the homes had up to ten children's books, seven had from eleven to thirty books, three had from thirty-one to fifty books, and two had over fifty books for children.

Sixty-seven (44.67 per cent) of the responses indicated the presence in the homes of some of these facilities for children, while eighty-three (55.33 per cent) responses were negative, pointing out the lack of these facilities. That this group of children is not particularly well supplied with children's facilities is indicated by the fact that a larger number of the responses are negative than positive. An analysis of the sigma scores later in the chapter will point out the actual status of children's facilities in the homes represented by the third-grade group under consideration.

Economic status. -- Table 18 lists the questions used

to study the economic status of the homes of the pupils, and shows the number of affirmative and negative responses which indicate the presence or lack of the respective

TABLE 18

NUMBER OF PARENTS RESPONDING AFFIRMATIVELY AND NEGATIVELY TO THE QUESTIONS IN THE MINNESOTA HOME STATUS INDEX RELATING TO THE ECONOMIC STATUS OF THE HOME

Questions	Response	
	Yes	No
Are there stores in the same block with the home?.....	6	9
Is there a factory or warehouse within one-fourth mile of the home?.....	6	9
Is there a central heating system?.....	0	15
Is there a second bathroom or more?.....	2	13
Do you have a telephone?.....	10	5
Do you have a vacuum cleaner?.....	9	6
Is there a washing machine and mangle in the home?.....	10	5
Do you have an electric refrigerator?.....	12	3
Does the family have an automobile?.....	9	6
Does the family have a boat?.....	0	15
Did the family go away for a vacation within the past year?.....	9	6
Is there any paid assistance in the home?...	6	9
Total.....	79	101
Per cent.....	43.89	56.11

factors in economic status. Twelve of the mothers said they owned electric refrigerators, and ten had telephones and washing machines and mangles in the home. Nine owned a

vacuum cleaner, and nine families had gone away for a vacation during the past year. Also, nine families out of the fifteen owned an automobile. Six of the homes were located in the same block with neighborhood stores, and the same number were located within a quarter of a mile of warehouses or factories. Six of the housewives had paid assistance in the performance of household duties. Only two of the homes had two or more bathrooms. None of the families owned a boat, nor did any of the homes have a central heating system. In collecting data as to the number of rooms in the homes and the number of persons in the families, not shown in the table because of such wide variations as to render tabulation impracticable, the writer discovered that seven of the families live in homes providing only from 0.25 to 1.49 rooms per person, two families had homes in which there were from 1.50 to 1.99 rooms per person, four homes had from 2.00 to 2.24 rooms per person, and two homes were sufficiently spacious to allow for 2.25 or more rooms per individual member of the family. The fact that so many of the families live in crowded conditions is not at all a favorable condition, and provides a good index to the true economic status of a large portion of the families represented in the study.

Seventy-nine (43.89 per cent) of the responses indicated the presence of favorable aspects of economic status,

whereas 101 (56.11 per cent) represented an unfavorable economic status. A later analysis of the sigma scores will supply a clearer picture of the total situation with respect to economic status.

Cultural status. -- In Table 19 are shown the questions and responses concerning the cultural status of the families cooperating in the present investigation. Eleven of the fifteen families have encyclopedias in the home, eight

TABLE 19

NUMBER OF PARENTS RESPONDING AFFIRMATIVELY AND NEGATIVELY
TO THE QUESTIONS IN THE MINNESOTA HOME STATUS INDEX
RELATING TO THE CULTURAL STATUS OF THE HOME

Questions	Response	
	Yes	No
Does the family have a folding camera?.....	5	10
Is there a typewriter in the home?.....	5	10
Does the home have a fireplace?.....	8	7
Does the family own a piano?.....	4	11
Is there an encyclopedia in the home?.....	11	4
Does either parent play a musical instrument?	5	10
Has the father been a member of a profes- sional or scientific society?.....	5	10
Total.....	43	62
Per cent.....	40.96	59.04

homes have fireplaces, and five families own a typewriter and a folding camera. In five families, one or both parents play

musical instruments; and five of the fathers have been or are members of professional or scientific societies. Only four of the fifteen families own pianos. Of the total number of responses made by the mothers to the questions in this test, forty-three (40.96 per cent) were affirmative, indicating a favorable degree of cultural status, while sixty-two (59.04 per cent) were negative, pointing to the weakness in the families' cultural status. The cultural status, as measured by this test, is low.

In a survey of reading materials in the homes, the writer found that five of the families subscribe to one daily newspaper, five families receive two daily papers, and five families receive three or more daily newspapers. Eleven of the families subscribe to and receive up to three magazines, one family takes from four to five magazines, and three families receive six or more magazines regularly. Nine of the families had fewer than fifty books (in addition to children's books) in the home, five families had from fifty-one to 250 books, and only one of the families had books numbering from 250 to 500. Thus it is seen that cultural elements such as may be obtained from the reading of periodicals and books are insufficiently emphasized in this group of families, whose general cultural pattern appears to be low in terms of this particular test. The sigma scores, presented later in this chapter, will lend additional light upon the situation.

Sociality. -- Table 20 shows that ten of the fathers had been or were members of civic or political clubs, and eight of them had belonged to social clubs and to parent-teacher associations. Four had been or were members of fraternal societies, but none belonged to study clubs, or literary or art societies.

All but two of the mothers were members of the parent-teacher association of the school, and ten of them were members of study clubs or of literary or art societies. Eight mothers belonged to social clubs, five to civic or political clubs, and three to fraternal organizations.

In fourteen of the homes, one or both parents liked to fish or hunt and frequently participated in these outdoor activities. Eight of them enjoyed playing bridge, while five were tennis or golf enthusiasts.

Indications are that the degree of sociality of this group of parents is about average, since there is little difference between the number of affirmative and negative responses to the questions relating to social activities. Ninety-six (49.24 per cent) of the responses were affirmative, indicating a favorable degree of sociality, whereas ninety-nine (50.76 per cent) were negative, representing shortcomings in sociality. When the sigma scores are analyzed later in this chapter, perhaps a clearer picture of the true situation will be evoked.

TABLE 20

NUMBER OF PARENTS RESPONDING AFFIRMATIVELY AND NEGATIVELY
TO THE QUESTIONS IN THE MINNESOTA HOME STATUS INDEX
RELATING TO THE SOCIALITY OF THE PARENTS

Questions	Response	
	Yes	No
Has the father been a member of a:		
Fraternal society?.....	4	11
Social club?.....	8	7
Parent-teacher association?.....	8	7
Civic or political club?.....	10	5
Study club, literary or art society?...	0	15
Has the mother been a member of a:		
Fraternal society?.....	3	12
Social club?.....	8	7
Parent-teacher association?.....	13	2
Civic or political club?.....	5	10
Study club, literary or art society?...	10	5
Does either parent participate in any of the following forms of recreation?		
Fishing or hunting?.....	14	1
Bridge?.....	8	7
Tennis or golf?.....	5	10
Total.....	96	99
Per cent.....	49.24	50.76

Occupational status. -- The occupational status of the fathers of the third-grade children is shown in Table 21,

which indicates the number of fathers who customarily followed the various types of occupations listed. Three of the fathers were day laborers, two were slightly skilled workmen, one was semi-skilled, three were employed in the skilled trades, three occupied semi-professional and managerial positions, and three were in the professions.

TABLE 21

OCCUPATIONAL STATUS OF THE FATHERS OF THE
FIFTEEN THIRD-GRADE CHILDREN

Usual Occupation	Number
Day labor.....	3
Slightly skilled.....	2
Semi-skilled.....	1
Skilled trades.....	3
Semi-professional and managerial.....	3
Professional.....	3

The type of employment of the fathers is perhaps somewhat above the average, since nine of the fifteen fathers are employed in the skilled trades, the semi-professions, or the professions. The evaluation of the occupational status of the fathers on the basis of the sigma scores will perhaps reveal the matter more clearly than does Table 21.

Educational status. -- As another phase of the home environment, Table 22 shows the educational status of the fathers and mothers of the third-grade children included

in this study. Three of the fathers and two of the mothers had attained only to the eighth grade or less in their educational experience. Three fathers and one mother had entered high school but had not graduated, whereas two fathers and four mothers had completed their high school course of study. Three fathers and four mothers had entered college but had not completed their college course, while two fathers and four mothers had received their college degrees after having completed the regular college course of study. Two of the fathers and four of the mothers had done graduate work in college. These were the same six persons who had completed their college work. Indications are that the

TABLE 22

EDUCATIONAL STATUS OF THE PARENTS OF THE
FIFTEEN THIRD-GRADE CHILDREN

Educational Attainment	Father	Mother
Eighth grade or less.....	3	2
Entered high school.....	3	1
Completed high school.....	2	4
Entered college.....	3	4
Completed college.....	2	4
Graduate work.....	2	4

educational status of the parents of the third-grade children is above the average in view of the large proportion of both fathers and mothers who had completed high school,

received college degrees, and pursued graduate study. Doubtless the sigma scores will throw additional light upon the educational attainments of the parents.

Analysis of Sigma Scores

The Minnesota Home Status Index provides a scoring plan which allows a certain number of points for the responses made to each of the questions dealing with the six phases of home environment that have been discussed in this chapter: children's facilities, economic status, cultural status, sociality, occupational status, and educational status. These scorings have been worked out through scientific procedures by experts in the field of testing, so that the number of points allowed for each response is governed by the relative importance of the item with which the question deals, or by its desirability in terms of home environment. A conversion table is provided along with the test for the purpose of transposing the total scorings of each of the six phases of the test into so-called sigma scores, which are to serve as indexes for evaluating the status of the home with respect to the different aspects considered in the test. These sigma scores were computed for each of the fifteen families, and are shown in Table 23.

TABLE 23

SIGMA SCORES COMPUTED FOR THE FIFTEEN HOMES OF THE THIRD-
GRADE CHILDREN, BASED UPON THE SCORINGS OF THE SIX
PHASES OF THE MINNESOTA HOME STATUS INDEX

Family*	Children's Facilities	Economic Status	Cultural Status	Sociality	Occupational Status	Educational Status
1...	.8	1.5	1.5	.2	1.0	.8
2...	1.1	.2	1.7	1.8	1.4	1.9
3...	-1.3	-.5	-1.4	-.8	-1.3	-.5
4...	-1.7	-1.7	-1.4	-1.5	-1.8	-1.1
5...	2.0	1.6	.9	2.1	1.0	1.4
6...	-1.7	-1.4	-1.4	-.8	-1.8	-1.1
7...	-.6	-.5	-.9	-.6	0	1.3
8...	.1	-.5	.6	.5	0	.8
9...	.1	-1.1	-.8	-.5	-1.8	.8
10...	.5	-.4	-.9	-.1	-1.2	0
11...	1.4	.5	1.4	1.3	0	.8
12...	.5	-.8	-.7	-.1	-.2	-1.0
13...	1.1	.5	.1	1.1	1.4	1.3
14...	2.3	1.0	.6	1.0	1.0	.8
15...	1.4	.1	-.4	1.6	1.4	1.9

*The numbers of families correspond with the numbers of pupils used in previous tabulations; that is, pupil one comes from family one, pupil two from family two, and so on.

For children's facilities in the homes, the sigma scores range from a low of -1.7 for families four and seven to a high of 2.3 for family fourteen. In regard to economic status, the sigma range is from a low of -1.7 for family four to a high of 1.6 for family five. Cultural status has a sigma-score range from a low of -1.4 for families three, four, and six to a high of 1.7 for family two. The sigma scores for sociality range from a low of -1.5 for family four to a high of 2.1 for family five. Occupational status has a sigma-score range from a low of -1.8 for families four, six, and nine to a high of 1.4 for families two, thirteen, and fifteen. The sigma scores for educational status range from a low of -1.1 for families four and six to a high of 1.9 for families two and fifteen. The sigma scores shown in Table 23 indicate that the fifteen families rated higher in the possession of children's facilities than in any of the other phases of the home-status index, although their ratings in educational status were almost as high. In each of these phases of the test only four below-zero scores were computed. For economic status and cultural status, there are eight minus scores in the sigma scale; whereas there are seven for sociality and six for occupational status. Hence the families' rating in occupational status is higher than that in economic status, cultural status, or sociality.

Families one, two, five, eleven, thirteen, and fourteen have all of their sigma scores in the plus scale and hence rate comparatively high on all six phases of the home-status index. All of the sigma scores for family fifteen are plus scores with the exception of one, a $-.4$ score. The families tend to be either plus or minus in the sigma scale, a fact which implies the close interrelationship existing between all the phases of the home-status index. In other words, a family which is high in one of the six phases tends to be in the plus sigma range for all other phases; and a family which falls into the minus range for one range tends to be minus in the others. The only outstanding exception to this trend is family seven, in which four of the scores are in the minus range, one is zero, but the score for educational status is 1.3, which is relatively high.

In the following chapter, an attempt will be made to compare the results of the California Test of Personality with those of the Minnesota Home Status Index in an effort to determine whether home environment produces any perceptible influences upon the personalities of elementary children. To aid in this analysis, a test of personal traits, devised by the writer, will be discussed and analyzed and its results correlated with those of the standard tests already analyzed.

CHAPTER V

ANALYSIS OF THE PERSONALITY TRAITS OF THE FIFTEEN THIRD- GRADE CHILDREN AS REVEALED IN THE TEACHER'S SELF-DEvised RATING SCALE, IN THE CALIFORNIA TEST OF PERSONALITY, AND IN THE MINNESOTA HOME STATUS INDEX

Teacher's Rating Scale

The writer, desiring to make an additional evaluation of the personal traits of her third-grade pupils, devised a rating scale whereby each pupil was classified according to positive, negative, or average manifestations of twenty different personal traits. Careful observation, anecdotal records, and individual case studies constituted the bases for the evaluations, which were made for each pupil by the writer after she had become thoroughly familiar with each individual in the class. She made this personal rating before she had tabulated the results of the California Test of Personality and of the Minnesota Home Status Index, to avoid the possibility of her ratings being influenced in any way by the results of these standardized tests. The writer's ratings of each pupil on the basis of the twenty

TABLE 24 -- Continued

Personal Traits	Pupils															To- tal
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
About average.....	x		x				x			x	x			x	x	7
<u>Not-attention getting:</u> does not care whether or not he is center of attention.....		x			x	x			x				x	x		6
<u>Bossy:</u> often tells others what to do, by bossing them.....				x	x			x				x				4
About average.....	x	x					x			x			x		x	7
<u>Yielding:</u> does not mind being told what to do; does mind being bossed						x	x			x				x		4
<u>Not neat:</u> seldom thinks about how clean he is or whether he looks neat and tidy.....					x		x									2
About average.....	x		x					x					x			4
<u>Tidy:</u> thinks about keeping himself clean, neat, and tidy-looking		x			x		x		x	x	x			x	x	9
<u>Fights:</u> enjoys a fight.			x	x				x								3
About average.....	x	x			x	x	x			x	x	x	x	x	x	11
<u>Avoids fights:</u> never fights, but lets other person have his own way.....									x							1

TABLE 24 -- Continued

Personal Traits	Pupils															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
<u>Daring:</u> is ready to take a chance at things that are new or unusual; is never worried or frightened....	x		x	x			x	x		x	x					7
About average.....												x	x	x	x	4
<u>Afraid:</u> is often worried or scared or won't take a chance when something unexpected or unusual happens.....		x			x	x			x							4
<u>Leader:</u> knows how to start games or suggests something interesting to do so others like to join in.....	x		x	x			x	x		x	x				x	8
About average.....		x			x	x						x	x	x		6
<u>Follower:</u> waits for somebody else to think of something to do and always likes to follow suggestions which others make.....									x							1
<u>Active in games:</u> plays active games like football and volley ball or likes to run and jump, and so on...	x		x	x		x	x	x		x	x	x			x	10
About average.....									x				x			2

Six of the third-grade pupils are shown in Table 24 to have been restless, six were about average in this respect, and three were quiet and able to work very quietly without moving around. Seven pupils were very talkative, including five of those who were restless. Four were about average as to talkativeness, whereas four others were silent most of the time.

Only two of the pupils made extreme efforts to attract attention to themselves, whereas seven were about average in this respect, and six gave no indication that they cared whether or not they were the center of attention.

Four of the pupils were definitely disposed to bossiness, seven were about average in their manifestation of this trait, while four were yielding in temperament.

Only two of the fifteen third-grade pupils seldom thought of whether they were clean, neat, and tidy, and consequently were not neat in appearance; four were about average in neatness; and nine seemed to make special effort to keep themselves neat and tidy.

Three of the pupils were aggressive and belligerent, enjoying a fight; eleven were about average, not deliberately provoking a fight but being ready to stand up for their own rights, even though this attitude might result in a fight; only one pupil in the group was willing to let others "run over" him rather than to fight for his rights.

An attitude of daring and readiness to take a chance at things that were new or unusual was exhibited by seven of the pupils, four were about average in this respect, and four others were afraid, often worried or scared, or unwilling to take a chance when something unexpected or unusual happened.

Eight of the pupils possessed and exhibited traits of leadership to a marked degree, six were about average in leadership ability, and only one seemed to possess almost no leadership ability, always being content to follow the suggestions of others.

Ten of the pupils were highly active in games, two of them were about average, and three seldom participated in active games with other children, preferring to read or to sit and play quiet games which required little physical activity.

Seven of the third-grade pupils possessed a marked sense of humor, and were able to enjoy a joke even when they were made the brunt of it; five pupils were about average in possession of a sense of humor; and three were regarded by the teacher as entirely lacking in a sense of humor, never being able to appreciate a joke when it was on themselves.

Eleven of the pupils were very friendly, had a lot of friends, and were nice to everybody; three were about

average in their attitude of friendliness; and one was definitely unfriendly, not caring to make friends or being bashful about being friendly.

Ten of the pupils were always welcome in their social and school groups and were liked by everyone; four were about average in this respect; and one pupil was usually ignored, seemingly being a person whom nobody seemed to care much about and whom no one noticed when he was around.

Seven of the pupils were thought to be very good-looking, seven others were considered about average in physical appearance, and one was thought to be not good-looking at all.

Ten of the pupils were characteristically enthusiastic about everything they did, and seemed to find enjoyment in all things. Five were adjudged about average in enthusiasm. None of the pupils was considered to be listless, never having a good time or seeming to find much enjoyment in anything.

Eleven of the pupils were characteristically happy, cheerful, jolly, and good-natured, laughing and smiling frequently; four were about average in this respect; and none of the group was thought to be noticeably unhappy, sad, or worried, never laughing or smiling.

An appreciation of a good joke was exhibited by nine

of the third-grade pupils; six were about average in their appreciation of jokes; whereas none was entirely lacking in a sense of appreciation of good jokes.

Six of the pupils were at ease in the presence of adults and were usually ready to talk with grown-ups, even with those whom they did not know very well; six other pupils were thought to be average in this trait; while three were perceptibly shy around adults, particularly those whom they did not know well.

Being at ease in class recitations, even before visitors, was a trait accorded to seven of the fifteen pupils, whereas seven others were about average in the matter of class recitations, and only one pupil was noticeably shy and embarrassed when reciting in the presence of visitors.

Only two of the pupils were thought to look and act older than they really were. Eight were considered to be about average; that is, their demeanor was typical of children of their age. Five of the group possessed traits of childish behavior typical of children younger than they were.

None of the pupils liked to be with boys and girls who were older than they were or who were ahead of them in school. Fourteen were about average in this trait; that is, they liked to be with boys and girls of their own age. One, however, preferred to be with younger friends rather than with those of his own age. With this one exception, this

group of children appeared to be well-adjusted in their social relationships.

Comparison of the Results of the Teacher's
Rating Scale with Those of the California
Test of Personality

A comparison of the teacher's ratings of the individual pupils on twenty personal traits with the outcomes of the California Test of Personality, summarized in Tables 13 and 14 (pages 57 and 59) is presented at this point in an effort to discover whether any perceptible relationship can be discovered as existing between the two varieties of tests.

Pupils one, three, four, six, eight, and eleven, who were definitely restless in class, made, for the most part, comparatively low scores on the various phases of the self-adjustment test, as shown in Table 13. Pupil one made a score equivalent to ninety per cent of the total possible score in self adjustment, and pupil eleven made a score equal to eighty-two per cent of the total possible score; but the other four pupils made very low scores in self adjustment. Table 14 indicates that these same pupils made much higher scores in social adjustment than in self adjustment. These comparisons tend to indicate that restlessness in class is sometimes caused by poor self adjustment, but it is not necessarily influenced by the degree of

social adjustment which the pupil possesses. In general, the same finding holds true in the case of talkativeness in class.

Pupils four and eight, who were noticeably interested in attracting the attention of those about them, made among the lowest scores in both self and social adjustment -- a fact which indicates that a desire for attention may be caused by a lack of self adjustment and of social adjustment. A lack of inner harmony and a sense of not being at ease in the social group may cause one to seek to attract attention. The same general tendency is present in bossiness among the pupils who manifested this trait. Rating comparatively low on both self and social adjustment, these pupils seemed to desire to dominate others as a means of attracting attention to themselves. With only one exception, those pupils who were not "bossy" made relatively high scores in both self and social adjustment.

The two pupils who took no pride in their personal appearance and consequently were not neat and tidy made among the lowest scores on both self and social adjustment, whereas most of those who were tidy and clean in appearance made comparatively high scores on the two major parts of the California Test of Personality. This finding indicates that personal appearance may be influenced by one's degree of self and social adjustment.

The three pupils who were aggressive and belligerent made rather low scores on both self and social adjustment -- a fact which indicates that their tendency to provoke fights with their fellows was unconsciously a means of asserting themselves in an effort to attain the harmony of self and social relationships which they craved. Likewise, their proneness to fighting was a means of attracting attention to themselves in an endeavor to achieve self and social adjustment.

The seven pupils who exhibited a daring attitude and an eagerness to take a chance at things that were new or unusual made slightly higher scores, on the average, on social adjustment than on self adjustment. This is likely an indication that, had they lacked such a high degree of social adjustment, they would not have been willing to risk what social acceptance they did possess in case of failure when attempting to accomplish the new or the unusual. One must feel fairly sure of himself and of his position in the social group before he does anything that might endanger the position he occupies.

The eight pupils who possessed marked abilities in leadership had scores on self adjustment which ranged from among the highest to among the lowest, and consequently no relationship could safely be drawn between leadership and

self adjustment. However, their scores on social adjustment were comparatively high, though some of them were relatively low also. The indication here seems to be that a sense of social adjustment is of more importance in leadership than is a sense of self adjustment. Perhaps it would be safe to say that the person who did not feel at ease in his social group would make little effort to be a leader of that group, because he would not be sure either of himself or of those whom he would lead.

The ten pupils who were characteristically active in games made such varying scores on both self and social adjustment that any attempt to discover a relationship between their participation in games and their scores on the California Test of Personality would be hazardous.

The seven pupils who possessed a marked sense of humor made fairly high scores on both self and social adjustment, a fact which indicates that there must be inner harmony within the self as well as harmony of social relationships if one is to possess a sense of humor.

Both self and social adjustment seemed to operate in connection with the eleven pupils who were characteristically friendly, although the scores on the personality test point to the fact that social adjustment is of more importance in the manifestation of a friendly attitude. The same general finding is true of those pupils who were

liked by everyone, who were always welcome, and whom others were always glad to have around.

No definite relationship could be discovered between those pupils who were judged to be good-looking and their scores on self and social adjustment. It thus appears that pupils do not give much consideration to personal traits when passing judgment upon the physical attractiveness of their fellows.

Both a high degree of self adjustment and a high degree of social adjustment was indicated for the ten pupils who were characteristically enthusiastic about the activities in which they engaged. The same was true of the eleven pupils who were happy, cheerful, jolly, and good-natured; both self and social adjustment seemed to be significant in the development and maintenance of this trait of personality.

A higher sense of social adjustment is clearly indicated for those six pupils who felt at ease with adults. The scores on self adjustment for some of this group were surprisingly low, but their scores on social adjustment were comparatively high.

Social adjustment seemed likewise to be more important in the case of those pupils who were active in class recitations and who could recite without embarrassment in the presence of visitors. Self adjustment is also important,

of course, but a sense of ease in the social group seems to be the determining factor in such a situation.

It was impossible to discover any definite relationship between self and social adjustment in the case of the two pupils who looked and acted older than they really were.

In summary of this phase of the study, it may be said that both self and social adjustment appear to be highly significant in the development of the personal traits measured in the teacher's rating scale devised for a personal evaluation of this group of pupils. However, the factors included in social adjustment seem to exert the most potent influence in relation to these traits. Since all of the personal traits are more or less social in nature and implication, it is not surprising that a feeling of ease and of belonging in the social group is highly significant in each instance.

Comparison of the Results of the Teacher's
Rating Scale with Those of the Minnesota
Home Status Index

Table 23 (page 79) shows the sigma-score rating of each of the fifteen families on the basis of the six phases of the Minnesota Home Status Index. The sigma scores were devised to show comparative data on the homes in so far as their children's facilities, economic status, cultural status, sociality, occupational status, and educational status were concerned. In this table the numbers used to

identify the families compare with those used for identifying the children in other tabulations; that is, pupil one comes from family one, pupil two from family two, and so on. The purpose of the present phase of the study is to compare the findings in Tables 23 and 24 in an attempt to discover whether any definite relationships were found to exist between the status of the home environment and the presence of the twenty personal traits included in the teacher's rating scale.

Of the six pupils who were restless in class, three had minus sigma scores on the home status index, one had minus scores on some phases of the index and plus scores on other phases, and only two had plus scores throughout the six phases of the home status index. Even a higher percentage of minus scores were recorded for the seven pupils who were quite talkative in class. These findings indicate that a below-normal home status is apt to produce restlessness and talkativeness on the part of pupils.

One of the two pupils who were always seeking to attract attention to themselves had the lowest scores on home status made by any member of the group. The other pupil who sought attention had one minus score, one zero score, and four sigma scores that were only slightly above zero. The six pupils in the class who made no effort to attract attention to themselves had, for the most part,

plus sigma scores on home status. The indication here is that the seeking of attention is likely to be the result, in part at least, of an inferior home situation which the pupil makes an effort to overcome by attempting to make himself conspicuous in the presence of his associates.

Two of the four pupils who were inclined to be "bossy" had poor home environment, with all of their sigma scores placed in the minus group; one had mixed sigma scores of plus and minus value; and only one had as many as five plus sigma scores out of a possible six. Bossiness, then, is sometimes to be explained by an attempt to counteract a poor home situation by thrusting oneself forward as a dominating personality in the social group.

The two pupils who seemed never to care whether they were neat and clean were the two in the group who made the lowest sigma scores on home status. Their home environment and the attitudes of their family groups were not conducive in developing pride in personal appearance. Economic status, of course, may be an influencing factor in personal appearance, but even the shabbiest of clothing may be kept clean and neat.

Two of the pupils who often engaged in fights had minus sigma scores throughout the home status test, and the third pupil had both minus and plus scores. Fighting, then, appears to be at times an effort to attain social recognition to overcome the handicaps of a poor home situation.

No relationship was apparent between home status and a pupil's tendency to be daring and to take a chance at things that were new or unusual, since some of the seven pupils who possessed this trait made among the lowest sigma scores on home status, whereas others made among the highest.

The same situation was found to be true in the case of the eight pupils who possessed distinct leadership ability, as their sigma scores on home status were almost equally divided among minus and plus scores. Thus a pupil's home status seems to have little effect upon his ability as a leader and the recognition that his group accords him as a leader.

A majority of minus sigma scores characterized the ten pupils who were active in games. Perhaps active participation is sometimes evidence of an effort to attain a social position and a group acceptance which are not supported by the home situation.

The seven pupils who possessed a definite sense of humor were predominantly plus in their sigma scores on home status. Thus a happy and convenient home environment seems to contribute toward a healthy sense of humor.

Of the eleven pupils who were characteristically friendly, five had sigma scores which were plus throughout the six phases of the home status index, and none had minus

scores throughout, although a number of minus scores were recorded for the six pupils who did not have a completely positive rating. Plus scores on home status were well in the majority, indicating that the home environment has some influence upon the friendliness of pupils. However, the one pupil in the group who was judged as definitely unfriendly had one of the most favorable home environments measured by the Minnesota Home Status Index. This pupil seemed to be an exception to the general trend.

Plus sigma scores were far in advance of minus scores for the ten pupils who were always welcome in the social groups, indicating that home environment is influential in determining the degree to which pupils are welcomed by their fellows.

Five of the seven pupils who were judged very good-looking had plus sigma scores throughout the six phases of the home status test. This fact indicates that a wholesome home environment has a favorable influence upon personal appearance, perhaps chiefly through the media of better clothing and better physical care.

Plus sigma scores predominated among the ten pupils who were characteristically enthusiastic about the activities in which they engaged, indicating that favorable status tends to produce a healthy mental attitude toward work and play.

In the main, the pupils who were characteristically happy and good-natured had favorable home environments, as indicated by a majority of plus scores on the Minnesota Home Status Index.

The six pupils who were at ease with adults had a majority of plus sigma scores on home status, although in this group was also the pupil who had the most unfavorable home environment.

Being active in class recitations and not being embarrassed, even in the presence of visitors, seemed not to have any perceptible relationship with home status, as the scores were fairly evenly divided among the six phases as plus and minus recordings; in this group were the pupil with the poorest home situation and also one of those pupils with the best home status.

Eleven of the twelve sigma scores for the two pupils who looked and acted older than they really were were plus, but so were most of the sigma scores for the five pupils who seemed younger than they really were. Hence no conclusion can be drawn as to the influence of home status upon apparent age in contrast to actual age.

No definite relationship could be discovered between home status and the preferences of pupils for friends who were either older or younger than they were. All of the pupils but one were thought to be about average in this

respect. This one exception, who preferred friends who were younger than he was, had one of the most unfavorable home environments discovered in the group.

In most instances, the nature of the home status seemed to exert an influence upon the degree to which the pupils possessed the twenty personal traits included in the teacher's rating scale.

Comparison of Self Adjustment, Social Adjustment, and Home Status

Tables 13 and 14 (pages 57 and 59) present, respectively, the total scores made by the individual pupils on the self-adjustment test and on the social-adjustment test, which are phases of the California Test of Personality. Table 23 (page 79) shows the sigma scores calculated as a result of the writer's checking, with the parents, the home environment by means of the Minnesota Home Status Index. A comparison of these results will now be attempted (Table 25) in an effort to discover any relationships that may have existed between home status and the self and social adjustment of the pupils.

Pupil one, who made percentage scores of ninety and ninety-seven, respectively, on the self-adjustment and social-adjustment tests, had plus sigma scores throughout the six phases of the home status index.

Pupil two, with a self-adjustment percentage score of

TABLE 25

COMPARISON OF THE PERCENTAGE SCORES MADE BY THE FIFTEEN
THIRD-GRADE PUPILS ON THE SELF-ADJUSTMENT AND SOCIAL-
ADJUSTMENT PHASES OF THE CALIFORNIA TEST OF PERSON-
ALITY, AND THE NUMBER OF PLUS AND MINUS SIGMA
SCORES COMPUTED FROM THE MINNESOTA HOME
STATUS INDEX

Pupil	Per Cent of the Total Possible Composite Score Made by Each Pupil on Each Phase of the Personality Test		Number of Plus and Minus Sigma Scores Recorded in the Home Status Index	
	Self Adjustment	Social Adjustment	Plus	Minus
1..	90	97	6	0
2..	71	65	6	0
3..	51	80	0	6
4..	47	51	0	6
5..	86	97	6	0
6..	34	51	0	6
7..	83	91	1	4*
8..	54	66	4	1*
9..	59	87	2	4
10..	84	91	1	4*
11..	82	87	5	0*
12..	43	80	1	5
13..	87	91	6	0
14..	86	96	6	0
15..	73	91	5	1

*Each of these pupils had one zero sigma score.

seventy-one and a social-adjustment score of sixty-five per cent, had all plus sigma scores on home status.

Pupil three, having a self-adjustment score of fifty-one per cent and a social-adjustment score of eighty per cent, had sigma scores on home status which were all minus in nature.

With a self-adjustment score of forty-seven per cent and a social-adjustment score of fifty-one per cent, pupil four made minus sigma scores in all phases of the home status test.

Pupil five, with self- and social-adjustment percentage scores of eighty-six and ninety-seven, respectively, had a high rating on home status, with all scores being plus.

Pupil six, scoring thirty-four per cent on self adjustment and fifty-one per cent on social adjustment, had minus sigma scores throughout the home status measurement.

Pupil seven, with a score of eighty-three per cent on self adjustment and of ninety-one per cent on social adjustment, had one high plus sigma score, one zero score, and four minus scores which were only slightly below zero.

Pupil eight, with fifty-four per cent on self adjustment and sixty-seven per cent on social adjustment, had one minus sigma score, one zero score, and four slightly plus scores.

With a score of fifty-nine per cent on self adjustment

and of eighty-seven per cent on social adjustment, pupil nine had four minus sigma scores and two plus sigma scores, relating to home status.

A self-adjustment score of eighty-four per cent and a social-adjustment score of ninety-one per cent characterized pupil ten, who had four minus sigma scores, one plus sigma score, and one zero sigma score on home status.

Pupil eleven, with self-adjustment and social-adjustment scores of eighty-two per cent and eighty-seven per cent, respectively, was given five plus sigma scores and one zero sigma score on home status.

Pupil twelve had a self-adjustment score of forty-three per cent, a social-adjustment score of eighty per cent, and five minus sigma scores and one plus sigma score on home status.

With a self-adjustment score of eighty-seven per cent and a social-adjustment score of ninety-one per cent, pupil thirteen had sigma scores on home status which were plus in all phases of the survey.

Pupil fourteen, having made a self-adjustment score of eighty-six per cent and a social-adjustment score of ninety-six per cent, had sigma scores which were plus throughout.

Pupil fifteen, with a self-adjustment score of seventy-three per cent and a social-adjustment score of ninety-one

per cent, made five plus sigma scores and one minus sigma score on home status.

Although the findings are by no means conclusive, and certainly do not warrant a dogmatic assertion as to the influence of home status upon the self and social adjustment of pupils, there is sufficient evidence to indicate a trend to the effect that the pupils who came from the more favorable home environments tended to make higher scores on self and social adjustment than those who came from home situations which were less favorable.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The data presented in this study seem to support the following conclusions in relation to the problem:

1. The literature surveyed in Chapter II indicated that personality is essentially active and dynamic in its nature and function; that the acting personality must become the ideal goal of school life; that personality means nothing, except in social relationships; and that democratic society hopes to achieve social strength through the development of human differences, whereas totalitarian society seeks social strength through the repression of human differences and the development of homogeneity.

2. The literature likewise pointed out the fact that personality development has its origin in the home, and that the school can only build upon the personality which the home sends it. If the home environment is unhappy, strained, or poverty-ridden, the personalities of the children in the home are likely to be unfavorably influenced. Well-adjusted personalities on the part of the parents

are essential if their children are to be well-adjusted.

3. Ideally the school should supplement the home in such a way that the growth of the child is fostered through the medium of an integrated environment, according to the literature constituting the basis of the present study. The ideal school should grow gradually out of life in the home. The school is effective in the development of wholesome personalities to the extent that it recognizes each pupil as an individual who cannot successfully be subjected to a mechanized, stereotyped form of instruction. Instead, the pupil should be given ample opportunity for expression, spontaneity, and creativity, the necessary attributes of a free and happy life.

4. The third-grade pupils included in this study gave evidence of possessing a much deeper sense of social adjustment than of self adjustment, as measured by the California Test of Personality. As a whole, they seemed to be very much at ease in social groups but weaker in such personal attributes as self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms.

5. When ranked on the basis of the Minnesota Home Status Index, the fifteen homes from which the pupils came ranked in status from very low to very high, and probably

were typical of the homes usually represented by such a group of children as those who cooperated in this study. There was a tendency for the homes to rank either high or low throughout all six phases of the home status index.

6. The teacher's rating scale, devised for evaluating certain personal traits possessed by the pupils, provided a method for supplementing the results of the personality test and the home status index.

7. Both self and social adjustment appeared to be highly significant in the development of such personal traits as were included in the teacher's rating scale. However, the factors included in social adjustment seemed to exert the strongest influence in relation to these traits.

8. In most instances, the nature of the home status seemed to exert an influence upon the degree to which the pupils possessed the twenty personal traits included in the teacher's rating scale.

9. This study indicates that there is a tendency for the pupils who came from the more favorable home environments to make higher scores on both self and social adjustment than those who had less favorable home situations. Hence the home appears to have a definite influence upon the child's sense of self and social adjustment.

Recommendations

As a result of this study, the following recommendations are made:

1. The teacher should make a special effort to become acquainted with the home situation of every pupil in her classes, so that she may better understand the child and be able to adjust her instructional program to meet his emotional and social needs.

2. The teacher needs to realize that every pupil is different from every other pupil, and hence demands individualized instruction to meet his personal needs, interests, and capabilities.

3. In the school, every pupil should be afforded ample opportunity to express himself in his own way, to be spontaneously active, and to be creative in his undertakings. Such opportunity will do much to foster the normal development of personality and the growth of wholesome attitudes and appreciations.

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