

A COMPARISON OF THE SOCIO-ECONOMIC STATUS WITH THE
SCHOOL STATUS OF THE SEVENTH, EIGHTH, AND
NINTH-GRADE PUPILS OF THE MONTAGUE,
TEXAS, PUBLIC SCHOOLS

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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is a comparison of the socio-economic status with the school status of the seventh, eighth, and ninth grades pupils of the Montague, Texas, Public Schools.

Definition of Terms

In this study the socio-economic status is interpreted as meaning the position that the individual, or family, occupies with reference to average standards based on the home status indexes. These indexes include children's facilities, economic status, cultural status, sociality, occupational status, and educational index. The raw scores from each of these were converted to a sigma score, and an average of the sigma score. The pupil's school status includes the intelligence quotient, personality rating, and academic achievement.

Sources of Data

The information concerning home environment was secured by personal visits to the homes of the pupils, by personal interviews with parents and pupils, and by questionnaires¹ filled in by parents and pupils. Data

¹Alice Leahy, The Minnesota Home Status Index.

concerning academic achievement,² intelligence quotient,³ and personality adjustment,⁴ were obtained by giving standardized tests.

Treatment of Data

After all possible data were obtained, they were classified, and arranged in order, and placed under appropriate chapters. A statement of the problem, definitions of terms, source of data, and treatment of data, and related studies appear in Chapter I. Chapter II gives a number of brief case studies of representative cases. In Chapter III is found a treatment of the socio-economic family status of the seventh, eighth, and ninth grades in the Montague, Texas, Public Schools. An analysis of the school status appears in Chapter IV. A comparative study of the socio-economic status and the school status appears in Chapter V. Chapter VI is a summary of the problem.

Related Studies

A number of studies of importance have been made which deal with the problems involving the relationship of home environment, intelligence quotients, and personality adjustment of children. Mary Carlisle Webb⁵ made a study of 200 sixth-grade pupils in regard to the effect of the socio-economic status on the arithmetic attainment of the pupils. She drew the following conclusions: (1) the influences of the socio-economic status of

²Truman L. Kelly, Giles M. Rush, and Lewis M. Terman, Stanford Achievement Test.

³F. Kuhlmann and Rose G. Anderson, Kuhlmann-Anderson Intelligence Tests.

⁴Louis D. Thorpe, Willis W. Clark, and Ernest W. Tiegs, California Test of Personality.

⁵Mary Carlisle Webb, "The Effect of the Socio-Economic Status of Sixth-Grade Pupils on Arithmetic Attainment," (Unpublished Master's thesis, Dept. of Education, North Texas State Teachers College, 1938), pp. 66-68.

the below average rating has not been adequately determined by a study of a sufficient number of homes of low rank, (2) socio-economic status affects general intelligence to a greater degree than it does specific abilities, (3) socio-economic status has little effect on the sixth-grade pupil's ability to determine quantitative relationships in arithmetical situations, (4) the data used showed no relationship between problem solving and socio-economic status, (5) the arithmetic vocabulary of the sixth-grade pupils is affected to a small extent by social and economic conditions of their homes, (6) the effect of socio-economic status on computational ability is small, but positive, (7) the father's occupational status has a definite relationship to the arithmetic attainment of the pupils, (8) pupils whose homes offer a background of parental education attain higher rankings than those denied such influence, (9) pupils from homes where only the mother attended college acquire better arithmetic vocabularies than those where only the father provided the college background, (10) pupils whose contacts in their homes are limited to few, or no books and magazines, are definitely handicapped in attaining problem-solving traits.

Dorothy Van Alstyne⁶ made a study of seventy-five three-year-old children in regard to the various environmental factors: the child's mental age, his vocabulary, and the mother's intelligence. This study disclosed the following points: (1) the child's vocabulary is slightly more closely related to the composite of environmental factors than is the score on the intelligence test, (2) the mother's intelligence is slightly more closely related to the composite of environmental factors than it is to the child's mental age, (3) the child's vocabulary is slightly more closely related to

⁶Dorothy Van Alstyne, The Environment of the Three-Year-old Child, p. 79.

the environmental factors than it is to the mother's intelligence, (4) none of these differences are considered statistically significant, but all tend to be better than chance.

Burke,⁷ in her study of the influence of nature and nurture upon mental development, found that of all the influences to be evaluated, perhaps that of home environment is the most important to understand and evaluate.

Freeman⁸ shows that environment accounts for at least seventeen per cent of the variances of children on intelligence tests, and that a home environment above or below the average may raise or depress a child's I.Q. by six or eight points.

⁷Barbara S. Burke, "The Relative Influence of Nature and Nurture Upon the Mental Development; A Comparative Study of Foster Parent-Foster Child Resemblance and True-Parent, True-Child Resemblance," Twenty-Seventh Year-book of the National Society for the Study of Education, Part I (1928), pp. 219-316.

⁸Frank N. Freeman, "The Influence of Environment on the Intelligence, School Achievement, and Conduct of Foster Children," Twenty-Seventh Year-book of the National Society for the Study of Education, Part I (1928), pp. 103-217.

CHAPTER II

BRIEF CASE STUDIES OF REPRESENTATIVE CASES FROM EACH QUARTILE OF SOCIO-ECONOMIC RATING OF THE PUPILS OF THE SEVENTH, EIGHTH, AND NINTH GRADES OF THE MONTAGUE, TEXAS, PUBLIC SCHOOLS

In evaluating the development of children from scientific tests, conferences, visitations, and observations, some pertinent facts concerning the child may not be shown in the tabulation of data. These factors which may affect him, can be mentioned in a case study. For this reason, a number of representative cases of the fifty pupils in this study are presented.

According to Marzolf,¹ numerous environmental circumstances may cooperate to constitute a psychological cause in the individual. Direct contact, or observation, is essential in most instances in making case studies. Statistical techniques are employed when cases are classified and summarized to reveal frequencies, types, trends, uniformities, or patterns.

The following cases were selected as being representative of the pupils of the Montague, Texas, Public School. Reference has been made in Chapter I as to sources of data for these case studies. Four cases have

¹ Stanley S. Marzolf, "Case Studies and Teacher Training," Educational Administration and Supervision, XXXVII (May, 1941), pp. 383-88.

been selected from the first quartile of the socio-economic status. These represent those with low, medium, average, and high I.Q. The pupils numbers are 37, 48, 3, and 1. Those from the second quartile are 34, 42, and 8. From the third quartile are 32, 47, 4, and 25. Finally from the highest socio-economic status, or fourth quartile are numbers 41, 43, 26, and 36. Pupils with numbers from 1-15, inclusive, are seventh graders, 16-29, inclusive, are eighth graders, and 30-50, inclusive, are ninth graders.

First Quartile

Pupil number 37. - This pupil is a boy who comes from a home poorly equipped, but nicely kept. Both parents completed grade school. The parents are fairly well interested in school affairs. The mother is very fond of the children. She is highly emotional and erratic.

The boy is somewhat old for the group with whom he is associated. He lacks muscular control, and is very awkward. He is high-tempered, but is slow to grasp the situation. His work lacks neatness. This boy's chronological age is 15-10, his mental age 11-10, and his I.Q. 75. His achievement rating is 10-2. Personality test shows his self adjustment poor.

Pupil number 48. - This boy's father is a cripple, and his mother has the main responsibility of the family. She has little time for the children, who are left at home much to themselves. The home is poorly equipped and poorly kept.

The boy is very much interested in nature study. He likes the study of science, but his study habits are only fair. He mixes well with boys and girls of his own age. He is 15-4, has a mental age of 13-4, and an I.Q. of 87. His achievement rating is 12-8. The personality test shows self adjustment to be fair and social adjustment to be good.

Pupil number 3. - The economic and cultural status of the home of this pupil is very low. The parents are very little interested in school. The mother is ill much of the time. The teacher's comment on this girl was that she is highly emotional, tender-hearted, and eager to please; and, also, that she was very much interested in the opposite sex.

The girl's age is 11-10, her mental age 12-3, and I.Q. 102. Achievement rating is 10-2. Her self adjustment rating was 65, and social adjustment 85 percentile.

Pupil number 1. - The home from which this girl comes is poorly equipped, but nicely kept. Her mother is very much interested in the child's doing the best. She does all that she can to provide the children with what they need in school.

According to her teachers, the child is smart, and studies well. However she is sensitive about criticism, and is very timid. She has a chronological age of 11-4, a mental age of 13-4, and an I.Q. of 118. Achievement rating is 11-0. Personality test shows self adjustment of 50 percentile, and social adjustment of 70 percentile.

Second Quartile

Pupil number 34. - This is the first of three pupils in the second quartile of the socio-economic rating. Her home is only moderately equipped, but is neatly kept.

The girl is clean, neat, and orderly. She is quiet, but is a good mixer. Her age is 14-7, mental age is 12-1, and her I.Q. is 83. The achievement rating is 11-10. Personality test shows erratic self adjustment, and fair social adjustment.

Pupil number 42. - The home from which this boy comes is well equipped

with modern conveniences. The house is well kept. The father is soft-spoken, but high-tempered. Parents of the boy are interested in school. They want the boy to do well in school.

The boy is the happy-go-lucky type and is interested in horses. Though he is timid, he gets along well with his associates. He has little interest in the opposite sex. His age is 12-10, mental age 13-1, and I.Q. 102. Achievement rating is 11-5. Self adjustment is fair, social adjustment is good.

Pupil number 8. - This pupil is the youngest of a large family. The father is a farmer. Home conditions of the family are very poor. Both parents are uneducated, and they are indifferent to school.

The girl apparently is healthy and physically fit. Her teacher says she is mentally alert, but high-tempered; that she is a good sport, and has a pleasing personality. Her chronological age is 11-3, mental age is 11-10, and I.Q. 104. Achievement rating gives an age equivalent of 10-6. According to the personality rating both self adjustment and social adjustment are high.

Third Quartile

The next four pupils are from the third quartile of the socio-economic grouping.

Pupil number 32. - The home of this family is moderately equipped, but not well kept. Economic status of the family is fair. The parents are not much interested in educating the children.

The boy is careless about his personal appearance. However, he is a good athlete, and is interested in sports. His age is 14-9, mental age 11-4, and I.Q. 77. Achievement rating is 10-2. Personality adjustment is good.

Pupil number 47. - This pupil is from a poorly equipped and poorly kept home. The parents have little interest in school activities. The girl is not very active, mentally or physically. She is timid, and does not mix well. Her age is 14-2, mental age 12-5, I.Q. 88, and achievement 10-8. Personality adjustments are fair.

Pupil number 4. - This girl comes from a home which is well-furnished, and has all modern conveniences. She has access to good books and magazines. The financial status of the family is above that of the average of the community. The child is given encouragement at home, and her parents want her to have a college education.

The girl is mentally alert, physically fit, and has refined manners. She accepts responsibility, and is very popular with her schoolmates. Her personality rating is high in both self adjustment and social adjustment. She is 11-0, has a mental age of 11-7, and an I.Q. of 101, with an achievement rating of 10-6.

Pupil number 25. - The home of this girl is moderately equipped, and nicely kept. The father is a carpenter. Neither parent is very much interested in school, and they permit the children to stay out on the slightest excuse.

The girl is very much interested in boys. She is neat in appearance, and tells others of her importance. Her school work is neatly done. Her age is 12-6, with a mental age of 14-1, and an I.Q. of 113. Her achievement rating is 12-8. The personality test shows her self adjustment and social adjustment both good.

Fourth Quartile

The four following pupils are in the fourth quartile of the socio-economic group. They represent the highest in the group.

Pupil number 41. - The family of this girl lives in a shack which is poorly equipped and not very well kept. The father is financially well-off. The parents are very little interested in school. They do not have very much interest in the social life of the community.

The girl is modest, quiet, and timid. She is scholastically weak. Her age is 15-9, mental age is 11-9, I.Q. 75, and achievement 10-0. She has poor self adjustment and social adjustment.

Pupil number 43. - This girl is from a well equipped home, which is poorly kept. The mother is very socially minded. She does much social service work, even to the neglect of her own home. She supervises the diet of her children closely. The father is a broadminded college graduate, but he leaves most of the supervision of the children to the mother. Both are very much interested in school, and in the community.

The girl is quite talkative, mixes well, but catches on slowly. Her age is 14-8, mental age is 13-1, I.Q. 89, and achievement rating is 12-10. Her self adjustment is erratic, and social adjustment is poor.

Pupil number 26. - This girl comes from a home moderately equipped, and fairly kept. Parents are not very much interested in school. The father is a day laborer.

The girl is not very active, is careless and untidy. She has a quiet disposition. Her age is 12-10, mental age 12-10, I.Q. 100, and her achievement rating is 11-5. Personality test shows good self adjustment and good social adjustment.

Pupil number 36. - Only one pupil has a higher I.Q. than this boy. He comes from a home well-equipped and well kept. Both parents are college educated. Home environment is good, with the exception that the mother is

very dogmatic. The father is liberal-minded.

The boy is mentally alert, studious, and orderly. He is interested in both literary and athletic activities. He mixes well with his playmates, but is timid among adults. His age is 14-1, mental age 16-2, I.Q. 116, and achievement rating is 16. His achievement rating is the highest of all the pupils tested. Both self adjustment and social adjustment are erratic, according to the personality test.

Summary

From a study of these representative cases it can be seen that there are factors that affect the development of the child that are not brought out in statistics. As an example, the father may be of the type who has a high uncontrollable temper; the mother may be of the highly emotional type. These factors may affect the child in a way which may not be shown in the statistics of the group. In a case study one may see what and how the principles of human behavior are operating to make an individual what he is.

CHAPTER III

THE SOCIO-ECONOMIC FAMILY STATUS OF THE SEVENTH, EIGHTH, AND NINTH GRADE PUPILS IN THE MONTAGUE, TEXAS, PUBLIC SCHOOLS

In order to obtain definite information concerning the home environment of the fifty pupils under consideration, visits were made to the home, and conferences were held with the pupils and their parents. The Minnesota Home Status Index¹ was administered for the purpose of ascertaining the general culture, social, and economic background furnished by the homes.

In this chapter, an attempt is made to show the relationship between the socio-economic status of the home, the parent's academic training, and the interest of the child in school.

Results of the Administration of the Socio-Economic Scientific Test

Table 1 contains data on the socio-economic status of the homes of the fifty pupils in the seventh, eighth, and ninth grades of the Montague, Texas, Public Schools, as determined by The Minnesota Home Status Index.² The scores comprising the first quartile are low and the others are arranged in ascending order.

¹Alice M. Leahy, op. cit.

²Ibid.

TABLE 1

SOCIO-ECONOMIC STATUS OF THE SEVENTH,
EIGHTH, AND NINTH GRADE PUPILS OF THE
MONTAGUE, TEXAS, PUBLIC SCHOOLS

First Quartile		Second Quartile		Third Quartile		Fourth Quartile	
Pupil	Score	Pupil	Score	Pupil	Score	Pupil	Score
37	-1.9	9	-1.3	4	-.9	10	-.7
7	-1.8	6	-1.2	16	-.9	21	-.7
2	-1.6	46	-1.2	17	-.9	23	-.7
5	-1.6	8	-1.1	25	-.9	28	-.7
3	-1.5	12	-1.1	14	-.8	19	-.6
11	-1.5	20	-1.1	22	-.8	41	-.5
38	-1.5	27	-1.1	31	-.8	49	-.2
1	-1.4	42	-1.1	32	-.8	26	0
33	-1.4	44	-1.1	35	-.8	24	+.3
48	-1.4	18	-1.0	45	-.8	40	+.4
50	-1.4	34	-1.0	47	-.8	43	+.5
13	-1.4	39	-1.0	30	-.8	36	+.6
				15	-.8		

Data in Table 1 show that scores in the first quartile range, in sigma scores, from -1.8 to -1.4. The second quartile has a range from -1.3 to -1.0. The third quartile varies only from -.9 to -.8, while the fourth ranges from -.7 to plus .6. The sigma score is an average derived from the six home status indexes, of The Minnesota Home Status Index.³

It will be noted that the first, second, and third quartiles for the group range below average. Average sigma score is zero. In the fourth quartile, seven pupils are below average, one is average, and four are above average. This means that the socio-economic status index for all but five of the fifty pupils is below average.

Pupil numbers 1-15 inclusive are seventh grade; 16-29 inclusive are eighth grade; and 30-50 inclusive are ninth grade. In the lowest quartile

³Ibid.

Of the parents of these seventh grade pupils only two fathers entered high school and these did not finish. All the other parents were in school eight years or less.

A somewhat higher level of education was reached by the parents of the eighth grade pupils. Two fathers and one mother finished high school, one mother graduated from college, and one mother has done graduate work. Two fathers and one mother entered but did not finish high school, while the other mothers received eight or less years of education.

In the ninth grade the parents are on a still higher level, on the average, than those of the eighth grade. Eight fathers and five mothers entered but did not complete high school; two fathers and three mothers finished high school; three mothers entered but did not complete high school; one father is a college graduate and one father is doing graduate work.

Table number 3 indicates the cultural status of the families of the pupils in the seventh, eighth, and ninth grades of the Montague Public Schools.

TABLE 3

CULTURAL STATUS OF FAMILIES OF PUPILS
IN SEVENTH, EIGHTH, AND NINTH GRADES
OF MONTAGUE, TEXAS, PUBLIC SCHOOLS

Cultural Implements in the Home	Folding Camera	Typewriter	Fireplace	Piano	Encyclopedia	Parent Plays Musical Instr.	Father Mem. of Prof. Soc.	Daily Paper	Magazines Taken Reg.	Cultural Content Mag.	Books Other than Children's
7th Grade	0	0	0	1	1	2	0	10	12	2	11
8th Grade	1	1	4	2	1	7	0	13	13	9	11
9th Grade	2	2	4	2	7	10	8	18	20	2	16

Among these seventeen families there is only one piano, and one encyclopedia; two parents play a musical instrument; none belong to a professional or scientific society; none owns a folding camera, typewriter, or fireplace; ten subscribe to daily papers; twelve to magazines and eleven have books in the home other than cultural books. Only two read regular periodicals of definite cultural content.

In referring to Table 2 it is noted that of these families only two fathers entered high school, and the other parents had even less education in school.

The families of the eighth grade pupils are on a slightly higher level of living. Two families have a camera and typewriter, four own a fireplace, two have pianos, one an encyclopedia, seven parents play musical instruments, thirteen take daily papers, thirteen take magazines regularly; nine subscribe to cultural content magazines, and eleven have books other than children's books.

It is interesting to note that pupil 24 is represented in each "heading" except the one for membership in a special group. In this family the mother completed college while father attained the eighth grade, or less.

The homes of the pupils in the ninth grade are higher in cultural content than the other homes. Eight fathers are members of professional or scientific societies; twenty of the families read magazines regularly; one-half of these pupil's parents play musical instruments; seven, in comparison with one in the seventh and eighth grade families, have encyclopedias in the home. The parents of this group have, as has been explained, reached higher academic training than other families.

Summary

Data in Chapter III are related to the family socio-economic status of the seventh, eighth, and ninth grade pupils, to the parents academic achievements, and to the cultural status of the homes. It is found that only four of the fifty pupils tested were in a family whose status was above average. Only one child was above average in children's facilities, and he was very low in sociality, and in the economic score.

It is found that the lack of academic training does preclude a realization of the need of formal education in some instances discussed in this chapter. It is also found that many of the parents who were deprived of higher academic training are very desirous that their children attend school and secure an education. In every instance where the parents are high school or college graduates, an intelligent attitude is manifested by them concerning school, but the same interest is not always evident in the child. However, only a few of the parents in this group are high school or college graduates.

CHAPTER IV

SCHOOL STATUS OF THE SEVENTH, EIGHTH, AND NINTH GRADE PUPILS
OF THE MONTAGUE, TEXAS, PUBLIC SCHOOLS

In order to obtain scientific data concerning the mental ability, personality, rating, and scholastic achievement of the fifty pupils of the seventh, eighth, and ninth grades of the Montague, Texas, Public Schools, standardized tests were given to the pupils under observation.

Intelligence Status of Pupils

Table 4 contains the intelligence quotient scores of the pupils.

TABLE 4
CHRONOLOGICAL AGE AND INTELLIGENCE SCORE OF THE
SEVENTH, EIGHTH, AND NINTH GRADE PUPILS

First Quartile			Second Quartile			Third Quartile			Fourth Quartile		
Pupil No.	Chron. Age	I.Q. Score	Pupil No.	Chron. Age	I.Q. Score	Pupil No.	Chron. Age	I.Q. Score	Pupil No.	Chron. Age	I.Q. Score
33	16	74	22	13-0	87	6	11-7	96	24	13-8	103
41	15-9	75	48	15-4	87	7	12-1	97	8	11-3	104
37	15-10	75	35	15-7	87	21	12-4	98	11	11-1	106
32	14-9	77	13	14-2	88	5	11-7	99	14	11-11	108
34	14-7	83	47	14-2	88	49	14-11	99	50	14-1	109
30	14-6	84	43	14-8	89	29	12-0	99	45	13-3	110
9	14-0	84	44	14-10	90	38	13-6	99	16	12-5	110
27	13-5	86	10	12-11	92	26	12-10	100	15	11-8	111
23	14-5	86	2	13-1	94	18	12-11	100	17	12-10	112
20	13-11	86	46	13-10	94	4	11-0	101	25	12-6	113
39	16-0	86	31	13-9	95	3	11-10	102	36	14-1	116
12	12-11	87	19	12-4	95	42	12-10	102	1	11-4	118
28	14-4	87				40	13-8	102			

An analysis of the data in Table 4 shows that all of the scores in the first and second quartiles are below the norms given in the manual of directions¹ for administration of the test. In the third quartile seven of the scores are below the norm, two are same as the norm, and four are above. All of the scores in quartile four are above the norm.

It may be seen from the data in Table 4 that thirty-two of the pupils have scores below the standardized norm; two are normal, and sixteen are above the norm.

School Achievement of Pupils

In order to obtain definite measurement of the academic achievement of the pupils of seventh, eighth, and ninth grades, the Stanford Achievement Test² was administered. This test contains ten individual tests, from which an average score is derived. The manual of instruction gives the age equivalent of the achievement score. This may be compared with the chronological age. For convenience of interpretation, the achievement scores are arranged in quartiles, along with the chronological ages, and the age equivalents. These data are shown in Table 5.

¹F. Kuhlmann and Rose G. Anderson, Kuhlmann-Anderson Tests, Instruction Manual.

²Turman L. Kelly, Giles M. Ruch, and Lewis M. Terman, Stanford Achievement Test.

TABLE 5

SCHOOL ACHIEVEMENT AND QUARTILE RANK
OF THE SEVENTH, EIGHTH, AND
NINTH GRADES PUPILS

Pupil No.	First Quartile			Second Quartile			Third Quartile			Fourth Quartile		
	Ach. Score	Chr. Age	Age Equiv.	Ach. Score	Chr. Age	Age Equiv.	Ach. Score	Chr. Age	Age Equiv.	Ach. Score	Chr. Age	Age Equiv.
12	45	12-11	9-8	49	15-10	10-2	54	14-2	10-10	62	13-6	12-2
6	46	11-7	9-9	49	14-9	10-2	54	13-0	10-10	63	16-0	12-5
2	46	13-1	9-9	50	14-5	10-3	54	12-0	10-10	64	12-6	12-8
20	46	13-11	9-9	50	12-4	10-3	55	15-7	10-11	64	13-10	12-8
5	47	11-7	9-11	50	11-11	10-3	56	11-4	11-1	64	15-4	12-8
9	47	14-0	9-11	50	14-6	10-3	56	14-4	11-1	65	14-8	12-10
10	48	12-11	10-0	52	11-0	10-6	58	11-8	11-5	66	13-3	13-1
11	48	11-1	10-0	52	12-1	10-6	58	12-10	11-5	67	13-3	13-3
21	48	12-4	10-0	52	13-3	10-6	58	13-8	11-5	74	14-11	15-0
41	48	15-9	10-0	52	12-11	10-6	58	12-10	11-5	74	14-10	15-0
3	49	11-10	10-2	53	13-9	10-8	59	12-10	11-7	74	14-1	15-0
27	49	13-5	10-2	53	14-2	10-8	60	14-7	11-10	78	14-1	16-0
33	49	16-0	10-2				62	12-5	12-2			

The scores in the first quartile range from 45 to 49. Those in the second are from 49 to 53, those in the third quartile from 54 to 62, and those in the fourth quartile 62 to 78. The highest score possible is 78. Scores in the first, second, and third quartiles show a rating of the age equivalent below the chronological age. In the fourth quartile one is normal, and five are above normal.

Personality Rating of Pupils

Personality tests were administered to the children under consideration for the purpose of obtaining a more complete picture of each child. These tests are designed to determine the child's life adjustment, i.e., the balance achieved between self adjustment and social adjustment.

The profile reveals whether the child is adjusting adequately to the problems in his life. The first section reveals the status of the child concerning his self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing, tendencies, and freedom from nervous symptoms. The second section identifies the child's adjustment concerning his social standards, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations.³

The results of the administering of the personality tests are given in Table 6. These are arranged according to grades.

³Louis P. Thorpe, Willis W. Clark, Ernest Giegs, Manual of Directions, California Test of Personality, p. 1.

TABLE 6

PERSONALITY SCORES, PERCENTILE RATING, AND QUARTILE RANK
OF THE SEVENTH, EIGHTH, AND NINTH GRADES PUPILS
OF MONTAGUE, TEXAS, PUBLIC SCHOOLS

(a) Seventh Grade				(b) Eighth Grade				(c) Ninth Grade			
Pupil Number	Personality Score	Percentile Rating	Quartile Rank	Pupil Number	Personality Score	Percentile Rating	Quartile Rank	Pupil Number	Personality Score	Percentile Rating	Quartile Rank
10	96	35	1	21	80	20	1	40	86	25	1
15	101	40	1	17	101	40	1	38	86	25	1
6	102	40	1	28	108	45	1	49	87	25	1
7	103	40	2	29	108	45	2	43	101	40	1
2	108	45	2	18	111	50	2	34	102	40	1
8	111	50	2	27	112	55	2	31	103	40	2
9	111	50	2	19	115	60	3	36	103	40	2
5	115	60	3	16	120	65	3	33	104	40	2
1	116	60	3	25	121	65	3	39	104	40	2
14	116	60	3	23	122	70	3	41	106	45	2
4	119	65	3	22	122	70	4	45	107	45	3
12	121	65	4	26	123	70	4	35	109	50	3
13	122	70	4	24	128	75	4	30	112	55	3
11	125	70	4	20	134	85	4	48	113	55	3
3	127	75	4					44	114	55	3
								37	115	60	4
								47	118	60	4
								42	121	65	4
								32	125	70	4
								46	127	75	4
								50	129	80	4

In the seventh grade, Table 6a, pupil number 10 ranks lowest. The other pupils are listed in ascending order. Pupils 10, 15, and 6 are lowest in personality rating, but each is of normal intelligence. The intelligence quotients are: number 10, 92; number 15, 111; number 6, 96. However, in achievement they vary. Number 10 is below the median, number 15 has the highest rating, while number 6 has next to the lowest score. All

three rank high in the socio-economic test with number 15 again making the highest score. Pupil number 7 has a personality rating of 103 and number 2 has a rating of 108. These two, with the above pupils, are below the median, fifty, in percentile rating. Numbers 7 and 2 are also of normal intelligence, pupil number 7 having an I.Q. of 97 and number 2 one of the highest of any pupil tested--118. These two are in the lowest group in the socio-economic tests, and it might be inferred that this low social status is a cause for inadequate personality adjustment in spite of good mental qualifications. In achievement number 7 is below the median while number 2 has third from the highest score. Pupils 8 and 9 made identical personality scores and percentile ratings. They are the two at the median, fifth. There is a wide difference in their intelligence scores: number 8, I.Q. 104 and pupil number 9 below normal with an intelligence quotient of only 84. Number 8 is fourth from the highest in achievement while number 9 is below the median. In the socio-economic scores the case is reversed with number 8 in the highest quartile and number 9 low in the third quartile. Number 9, with the low intelligence score is five points lower in the achievement test than pupil number 8. Pupils 5, 1, and 14 have the same personality percentile rating of sixty. All three pupils are of normal intelligence with number 1 having an I.Q. of 118. In the achievement tests number 1 is second high, number 14 above the median, but number 5 is below the median. Numbers 5 and 1 are low in the socio-economic scores while number 14 is in the highest quartile. Five pupils are in the highest quartile in the personality scores. Numbers 4, 11, and 3 are of normal intelligence but numbers 12 and 13 have intelligence scores of 87 and 88, respectively. However, in achievement, number 13 is in the highest quartile while number 11 with the highest I.Q. in the group is below the

median in achievement and number 3 next to the median in achievement. Number 4 is above the median in achievement. Number 3 has the highest personality rating and lowest in the socio-economic test.

In the eighth grade group pupil number 21 ranks lowest in personality score and percentile rating. He is next to the lowest of his group in total achievement, but he has a normal I.Q. of 98. Pupil 17, next to lowest in personality scoring is fourth from the highest rating in achievement and second high in intelligence with an I.Q. of 112. Pupil number 17 is in the second quartile in the socio-economic score and number 21 is in next to the highest quartile. Pupils 28 and 29 have identical personality scores and percentile ratings; they have identical socio-economic scores, falling in the highest quartile in that test and are each above average in total achievement with the sister, 28, two points above the brother, number 29. Conversely his intelligence quotient is 99 and the sister's I.Q. is 87. Pupil number 18 is the median pupil according to the Manual of Directions for scoring the Personality Test.⁴ He is below the median in achievement but has a normal intelligence quotient of 100. He is in the lowest quartile of the socio-economic grouping. Pupil 27 is the first pupil above the median in personality score and rating. She is in the lowest socio-economic quartile, the lowest quartile in the achievement scores and one of three making the lowest intelligence scores of 86. Pupil 19 is three points higher in personality than number 27. She is fourth from lowest in achievement but has a normal intelligence quotient of 95. She is in the highest socio-economic quartile. Pupil number 16 has a percentile rating of 65, fifteen points above average. He is third high

⁴Louis P. Thorpe, op. cit.

in his group in achievement and third high in intelligence score with an I.Q. of 110. He has the fourth lowest socio-economic score. Pupil 25 has the same personality percentile rating as pupil 16, is two points higher in achievement and 3 points higher in achievement, and 3 points higher in intelligence (I.Q.). She is two points lower in the socio-economic scorings. Pupils 23 and 22 have the same personality scores and percentile ratings. They are in the highest quartile in this table but are below the median in achievement and with subnormal intelligence scores of 86 for pupil number 23 and 87 for pupil number 22. They are in the third socio-economic quartile. Pupil number 26 is third highest in personality score and has a percentile rating of 70. She is fifth from the highest in achievement and has an intelligence quotient of 100. She has the highest socio-economic score of her group. Pupil number 24 is next to the highest in the personality score and rating. He has the highest achievement score and fourth highest intelligence quotient. He has next to the highest socio-economic score. Pupil 20 is the highest scoring pupil in the personality test. She is the lowest in achievement and one of the three making the low intelligence score of 86. She is also lowest in her group in the socio-economic table.

There are twenty-one pupils in the ninth grade. Of this number eleven are below average in personality adjustment. Three pupils have a percentile rating of only 25. These pupils are numbers 40, 38, and 39. Number 40 has an I.Q. of 102, number 38 an I.Q. of 99 and number 39 an I.Q. of 86. Number 38 and 39 are slightly above the median in total achievement, while number 40 is slightly above the median. There is a wider variance in their socio-economic scores. Number 38 is next to the lowest of

the group; number 40 is next to the highest in the socio-economic table while pupil number 39 is practically in the middle. Six pupils have a percentile rating of 40 with personality scores varying slightly. Of this group four have sub-normal quotient of 95 and pupil number 36 a superior intelligence quotient of 116. In total achievement pupil number 36 is highest of the group, pupil 34 is the median; pupil 33 is next to the lowest; pupil 43 is sixth highest; pupil number 39 is the second pupil above median and number 31 is four below the median. It is seen that in the achievement test these six pupils are rather evenly distributed from the highest to next to the lowest scores. In the socio-economic scores these six pupils rate as follows: number 34—third lowest of the 8-grade group; number 43—highest of the group; numbers 33 and 39—middle of table; numbers 31 and 36—highest quartile. The other two pupils falling below the average in the personality scoring are pupils numbers 41 and 45, each with a percentile rating of 45. They are at opposite ends of the table for intelligence scores; pupil number 41 with an I.Q. of 75 is next to the lowest of the eighth grade pupils while pupil number 45 is next to the highest with an intelligence score of 110. In total achievement number 41 is lowest of the pupils and number 45 is fifth from the highest. In the socio-economic scores number 41 is in the highest quartile and number 45 is in the third quartile. The pupil with the average score of fifty in personality adjustment is number 35. This pupil is slightly below normal in intelligence. She has an I.Q. of 87, a total achievement score slightly below the median and a socio-economic score which places her in the third quartile. Three pupils have a personality percentile rating of 55. This places these pupils, numbers 30, 48, and 44, five points above the average in total personality adjustment. Pupil number 44 has a normal I.Q. of 90,

and pupils 48 and 30 have I.Q.'s of 87 and 84, respectively. In total achievement pupil number 48 is above the median; pupil number 44 is third highest; and pupil number 30 is fifth from lowest. Pupil 48 is in the lowest socio-economic scores, 44 is in the second and number 30 in the highest quartile. Pupils number 37 and 47 have personality percentile rating of 60. Number 37 has the low intelligence score of 74 and number 47 an I.Q. of 88. They are each low in the total achievement scores. Pupil number 47 is in the third quartile. Pupil number 42 is fourth from the highest score in personality adjustment, but is below the median in total adjustment. He has an I.Q. of 102, and is in next to the lowest quartile in the socio-economic scoring. Pupil number 32, third from the highest personality rating, is fourth lowest in achievement and has one of the lowest intelligence quotients--77. (His sister, number 31 ranks much lower in personality adjustment, but about the same in achievement and eighteen points higher in the intelligence tests.) He is in the second socio-economic quartile. According to the scoring, pupil number 50 is the most adequately adjusted in personality. It is interesting to note that he is in the lowest socio-economic quartile but is second high in total achievement and third high in his intelligence quotient.

Summary on the Personality Test in the Seventh Grade

Of the fifteen pupils in the seventh grade, there are five pupils below average in total personality adjustment. Of these five, two are in the highest socio-economic quartile, two are in the lowest and one in the middle. All have normal intelligence quotients. Three are below the median and two above in the socio-economic table. The two pupils with the average

score of fifty in personality adjustment are also at the median in the socio-economic test. One is below the normal in intelligence and below the median in achievement. The other pupil is above the average in intelligence and achievement. Eight of the pupils of the sixth-grade group are above the average in total personality adjustment. Of these eight, four are in the two lower quartiles and four in the two higher quartiles of the socio-economic table; four are above the median in achievement and four below it. Two of the pupils who are low in achievement also have sub-normal intelligence quotients. The others have normal intelligence quotients. This summary of results of the testing program in the seventh grade reveals a practically even chance for personality development to be either above or below average regardless of intelligence, socio-economic status, or achievement. The average intelligence quotient for those below average in personality adjustment is 98, for those above average 101. In achievement the average is fifty for those below average in personality and 50.1 for those above average in personality adjustment.

Conclusions on the Personality Test in the Eight Grade

In the eighth grade the results of the tests were not as evenly distributed as in the seventh grade. Three of the pupils with a personality percentile rating below average have achievement scores above median and normal intelligence quotients while one pupil is below normal in total achievement and in his intelligence quotient. Three are in the higher socio-economic scores and one pupil is in the lower status. The one pupil at the median, fifty, in personality, is in the lowest socio-economic group and is below the median in achievement. He has a normal I.Q. of 100.

Nine pupils, or more than half the pupils in the eighth grade, are above the average in total personality adjustment. The tests in achievement, intelligence, and socio-economic status, do not give any very obvious causes for this result. Of the nine pupils in the group, four are above the median. Four have sub-normal intelligence and five have normal intelligence quotients. Four are in the lower socio-economic quartiles and five in the higher quartiles. The average intelligence quotients for those pupils below the average in personality percentile rating is 99; for lower personality group has an average in total achievement of 54.2 and those in the higher personality group an average achievement rating of 52.

Conclusions on the Personality Test in the Ninth Grade

The average pupil, number 35, rather evenly divides the ninth grade group of 21 pupils. Eleven pupils are below the average in personality percentile rating, one pupil is average with a rating of fifty and nine pupils are above average. Among the eleven below average in personality adjustment the averages in achievement and in intelligence quotients are rather evenly distributed, but in the socio-economic ratings seven of this eleven are in the higher quartiles and four in the lower. The average pupil, number 35, is below the median in achievement and below normal in intelligence, but is in the higher socio-economic group. The nine pupils above average in personality percentile ratings are evenly scattered in regards to the intelligence quotients and total achievement scores, but in the socio-economic scores the ratings are reversed with three pupils in the higher quartiles and six pupils in the lower. The total average rating in achievement for the lower personality group is 61.5; the higher personality group has a grade of 59.4. The greatest difference in rating

in all the tests is found in the difference between the personality group in intelligence quotients. The lower personality group has an average I.Q. of 98, while the higher personality group has the lower average I.Q. of 89.5.

General Conclusions on the Personality Test

Altogether fifty pupils were tested. Twenty-six of this number are above the average in personality percentile ratings. Four pupils made the average score of fifty, and twenty were found to be below average in personality adjustment.

In general there seems to be a tendency for those with lower, but normal, intelligence quotients to become better adjusted than those with higher I.Q. Of the fifty pupils tested eleven of the twenty-six above average in personality adjustment have an intelligence quotient under 89. Two of these eleven are as low as 75 and 77. Fifteen are above 89. Eleven of the fifteen are 100 or over with the highest pupil, number 1, making an I.Q. of 118. The results of the intelligence scores of the pupils who made below average in total. Personality adjustment shows a slightly higher average in intelligence. In this group are twenty pupils. Of the twenty, only four have an I.Q. of less than ninety, with the lowest rating of seventy-four for pupil 33. Sixteen of this group of twenty pupils are above ninety, with pupil 36 making the highest score, 118. Those pupils in the higher socio-economic groups fall a little lower in personality percentiles than those of lower economic status. The ratings in achievement seem to have little influence on personality adjustment.

CHAPTER V

A COMPARISON OF THE SOCIO-ECONOMIC STATUS WITH THE SCHOOL STATUS

Data in the preceding chapters have shown the scores of each of the fifty pupils for the socio-economic status, the intelligence quotient, the personality rating, and the scholastic achievement. In this chapter a comparison is made between the socio-economic status and the school status.

If we were to compare an individual's score in the socio-economic status with his status in the three other factors, we might find that his rank is not consistently in a low, or a high quartile. He may be low in one factor and high in another. In fact, pupil number 36 ranks first in socio-economic status, first in achievement, second in intelligence quotient, and thirty-seventh in personality adjustment. On the other hand, pupil number 37 ranks very low in socio-economic status, but high in intelligence quotient and achievement. These are the two extreme cases, but there are many variations between these extremes. Therefore, to show the relationship of the group as a whole, the coefficient of correlation was calculated.

Table 7 shows the results of these calculations. These results were based upon the rank of each pupil in socio-economic status, personality rating, intelligence quotient, and achievement.

TABLE 7

COEFFICIENT OF CORRELATION BETWEEN
SOCIO-ECONOMIC STATUS AND
SCHOOL STATUS

Types Compared	Coefficient of Correlation
Personality and Socio-Economic.	-.192
Intelligence and Socio-Economic049
Achievement and Socio-Economic.371

It will be seen from Table 7 that the relationship between personality and the socio-economic status is negative. The relationship between the intelligence quotient and socio-economic status is positive, but very low, with a coefficient of correlation of .049. Achievement and socio-economic status show a higher relationship with a coefficient of correlation of .371.

Summary

An effort has been made in Chapter V to determine what relationships exist between the socio-economic status and personality rating, the intelligence quotient and socio-economic status, and the achievement rating and socio-economic status. Since the coefficient of correlation between the personality rating and socio-economic status is negative, there appears to be no relationship between the two. The relationship between intelligence quotient and socio-economic status appears to be very little, while that between socio-economic status and achievement is high enough to be significant.

CHAPTER VI

SUMMARY AND FINDINGS

Summary

This study has been made in order to discover what relationships exist between the socio-economic status of the home, the intelligence quotient, the personality, and the scholastic achievement of the children in the seventh, eighth, and ninth grades of the Montague, Texas, Public Schools. The organization and presentation of the data are presented in the following form: The introduction is contained in Chapter I. Chapter II contains a report on representative cases of the case studies of the fifty pupils in the seventh, eighth, and ninth grades. Chapter III is a study of the socio-economic conditions in the homes. In Chapter IV a report is given on the school status, including the personality rating, intelligence quotient, and scholastic achievement.

A comparative study is presented in Chapter V, which includes a table showing the coefficient of correlation between the socio-economic status and each of the three factors in the school status. A summary and findings comprise the final chapter in this study.

Findings

From the study of this problem the following findings are listed:

- (1) All but five of the pupils live in homes below the average

of the socio-economic status.

(2) More than one-half of the pupils rank below the norm in intelligence quotients.

(3) Only six pupils rank normal or above in achievement scores.

(4) That of the fifty pupils, twenty-six are above the average, and twenty are below average in personality adjustment.

(5) That the number of pupils above average in socio-economic status approximates very closely the number above average in achievement.

(6) That the relationship between socio-economic status and school status is not very close.

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