

A COMPARISON OF THE SOCIO-ECONOMIC STATUS  
WITH THE SCHOOL STATUS OF THE THIRD  
AND FOURTH-GRADE PUPILS OF THE  
JERSEY, TEXAS, PUBLIC SCHOOL

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## CHAPTER I

### INTRODUCTION

#### The Problem and Its Background

Between October 24 and 29, 1929, prosperous America was the recipient of awesome and shocking tremors. Prices of stocks and bonds took a precipitous tumble, and fortunes of a lifetime were wiped out simultaneously. Fear spread over the country, and a general and rapid decline in consumption and production of goods was evidenced. As a result, many people lost their jobs, because they were no longer needed. By the winter of 1933, approximately thirteen million people were unemployed, and a sixth of our population confronted starvation or government aid.<sup>1</sup> The country was in the depths of a great depression. Factories were idle or running only part-time; stores were empty; offices were closed; millions were on relief; billions were allocated for the Works Progress Administration; but hungry children still had to be fed, clothed, and sent to school. Even when the parents had fairly regular employment, the wages were low, and the economic status of the homes was undesirable.

According to recent reports from the United States Office of Education, at least 6,500,000 children, or practically

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<sup>1</sup>Harold Rugg, Democracy and the Curriculum, pp.103-105.

one-fourth of the public school population, are suffering from physical handicaps, such as weak hearts, tuberculosis, impaired sight and hearing, defective speech and undernourishment.<sup>2</sup> In 1930, the United States Public Health Service reported that sixty-six per cent of the white school children in the United States had decayed teeth, thirty-two per cent had defective vision, and thirty-one per cent had bad tonsils.<sup>3</sup> Approximately 16,000,000 families, or sixty-seven per cent of the American people, are now existing on an emergency or subsistence diet.<sup>4</sup> Briefly described, these are the results of incredible conditions that have swept over America since 1929.

To economists, the problem is the reconstruction of the economic order, but to the educator and to the classroom teacher, the problem is the re-building of youth. It is believed that the home environment of pupils should be investigated preliminarily to curriculum revision and incidentally to the inception of new theories and method into the teaching procedures. As a result of this belief, the present study is concerned with the relation of the existent socio-economic family status to the school status of twenty-four third and fourth grade pupils in the Jeryan, Texas Public School.

#### Definition of Terms

In this study, the socio-economic status is interpreted as meaning the position that an individual or a family occupies

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<sup>2</sup> Ibid., p. 111.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

with reference to the prevailing average standards of cultural possessions, effective income, material possessions, and participation in group activities of the community. The pupils' school status includes the intelligent quotient, personality rating, and academic achievements.

#### Sources of Data

To obtain information concerning the home environment, personal visits were made to the homes of the pupils, and interviews were held with the parents and with the pupils. Questionnaires were filled in by parents; the data concerned academic training, recreational activities, and health records of the children. Pupils listed their hobbies and their home duties as a language arts assignment. In addition, the Sims Score Card for Socio-Economic Status<sup>5</sup> was administered. The California Test of Mental Maturity<sup>6</sup> was given to ascertain the intelligence quotient, and the California Test of Personality was used to determine each child's personal and social adjustment. Public School Achievement Tests indicated his academic progress, while health scores were secured from physicians' reports and school files. A secondary source of information included books and periodicals from which theories and philosophies of socio-economic and pupils' school status were determined.

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<sup>5</sup>Verner M. Sims, Sims Score-Card for Socio-Economic Status.

<sup>6</sup>Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tieg, California Test of Mental Maturity-Primary Battery.

### Treatment of Data

After all possible data were obtained, they were classified, arranged in local order, and placed in appropriate chapters. A statement of the problem, definitions of terms, sources and treatment of data appear in Chapter I. Chapter II contains case-study reports of the twenty-four pupils under observation. Data on the home environment are discussed in Chapter III. An analysis of the pupils' school status appears in Chapter IV. Tables showing the scores made on intelligence tests, personality ratings, and achievement tests are also included. A comparative study of the home and the school environment appears in Chapter V with a composite picture showing the quartile ranking of the scores made in the various types of tests administered. Chapter VI is a summary of the problem with conclusions drawn from the the study.

### Related Studies

Numerous investigations of major importance have been made which deal with problems involving the relationship of home environment, intelligent quotients, and personality adjustments of children. Dorothy Van Alstyne had 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 the environmental factors than it is to the mother's intelligence, (4) none of these differences are considered statistically significant differences, but all tend to be better than chance.<sup>7</sup>

Burke<sup>8</sup>, 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.

In a similar investigation, Freeman<sup>9</sup> agrees with Burke, for he shows that home 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.

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<sup>7</sup>Dorothy Van Alstyne, The Environment of Three-Year-Old Children, p. 79.

<sup>8</sup>Barbara S. Burks, "The Relative Influence of Nature and Nurture upon Mental Development; A Comparative Study of Foster Parent-Foster-Child Resemblance and True-Parent-True Child Resemblance." Twenty-Seventh Yearbook of the National Society for the Study of Education, Part I, pp. 219-316 (1928).

<sup>9</sup>Frank W. Freeman, "The Influence of Environment on the Intelligence, School Achievement, and Conduct of Foster Children," Twenty-Seventh Yearbook of the National Society for the Study of Education, Part I, pp. 103-217 (1928).

Cecilia Pisula<sup>10</sup> concluded from her study of fifty children from homes of high socio-economic status, in comparison with a control group of fifty children from independent homes, that the factors found in the more comfortable homes tended to influence more undesirable adjustments.

The preceding related studies emphasize the portent of the present problem and suggest additional factors that could be investigated.

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<sup>10</sup>Cecilia Pisula, "Behavior Problems of Children from High and Low Economic Groups," Mental Hygiene, XXI (1937), 432-435.

## CHAPTER II

### CASE STUDIES OF TWENTY-FOUR THIRD AND FOURTH- GRADE PUPILS IN THE JERMYN, TEXAS, PUBLIC SCHOOL

Within recent years, case studies compiled from observation, conferences, visitation, school files, scientific tests, and anecdotal records have been considered valuable instruments for evaluating the development of children. In this investigation, a careful study of fifteen children in the third grade and of nine pupils in the fourth grade was made. Because of the small enrollment and the small number of staff members, the two groups were placed in one room, and work in both grades was carried on simultaneously. Tests were given to determine each child's intelligence quotient; visits were made, and economic tests were administered to determine his home conditions and environment. His scholastic record for three years was examined, and achievement tests were given. Personality ratings were scored, and careful observation was made of his personality traits when no personality tests were available. The information obtained has been made into case studies and is contained in the discussions that follow.

Pupil number 1.--The reaction of pupil number 1 to school is usually favorable. A test reveals that he has an

intelligence quotient of 83. Because his reading ability is poor, he struggles to master his material without complaint, but he is obviously relieved when an activity does not involve reading. Oral reports that do not require reading are satisfactory to him. Grades in reading and arithmetic proved to be his lowest. His scholastic record reveals that he had to repeat the second grade.

The father's income as a railroad section-hand is insufficient to keep the family on the social status of the average family in the community. Their six-room house has no conveniences but is kept neat and clean, as is the yard. Pupil number 1 and his brother appear to be happy in their home. Parental control seems to be very lax and is based on no definite program. The mother is often away in the afternoon, and the boys rely largely on their own initiative for entertainment. The parents want the boys to finish high school; they are cooperative but take no active interest in their children's school activities.

This pupil is highly enthusiastic over any non-literary activity and is keenly interested in nature. The neatness that is apparent in his home life is reflected in his desire to help keep the school room in order. He works diligently when he is interested, but he responds with an air of "fatalism" when he is not interested. Praise greatly encourages him, but even the slightest criticism humiliates him. He is the type whose mood and expression are extreme;

he either looks and feels greatly exhilarated or extremely depressed. It is apparent that he has many conflicts between his desire to do what he would like to do and what he is required to do, but he makes no comment on his problems. An appeal can best be made to him through his desire for new and exciting things. His ability to carry on an interesting conversation, his happy disposition, honesty, energy, and enthusiasm make his an attractive personality. He has good features, and his body is well-proportioned; his hands are beautiful. Apparently, he is in good health, but he is underweight. His health record up to 1940 shows that he has had measles, croup, scarlet fever, tonsillitis, and whooping cough. He was last examined by a physician in 1938.

Pupil number 2.--An interest in school activities is manifested by pupil number 2, but he puts forth no great effort to do excellent work. He has exceptional ability in number concept and is interested in science, but his reading ability is slightly below average, and his use of language is not satisfactory. His intelligence quotient was found to be 77.

This pupil lives with his family, consisting of the parents and six brothers and sisters, on a three-hundred acre farm of rather poor soil. The four-room house is in a beautiful location, but the house is unattractive and in need of repair. Neither the family nor the home surroundings are

immaculately clean. The crowded, ugly home conditions do not noticeably affect the family's happy relationships. Pupil number 2 seems peaceful and satisfied and is humored by his older brothers and sisters. Each child had definite duties to perform at home, and both the father and the mother have a number of leisure time activities. The parents appear to have no particular method of control, but the children all behave well in response to the mother's affectionate suggestions. The parents cooperate with school and insist that the children attend regularly. The need of higher education is evidently not stressed in the home, for only one child has finished high school.

Pupil number 2 exhibits a lack of self-reliance, probably due to the fact that too much attention is given to him at home. He has rather babyish reactions that betray his lack of maturity. He refers every situation at school to some staff member and is too easily attracted from his work. His family and friends report that he has an uncontrollable temper, but he never exhibits it before the teacher. He shows a willingness to overcome unsatisfactory reactions when they are pointed out to him. Any assignment given to this pupil for which he is definitely responsible always holds potential success.

His personal appearance is more attractive than the other members of the family who are very unattractive. He is not so active as the other pupils in school and spends

his recess periods reading or painting. His mother reports that he has had no disease except measles and has never had an examination by a physician. He appears to be healthy, although he is slightly overweight.

Pupil number 3.--This girl is above average in all her school work and is keenly interested in all school activities. She has unusual talent in writing poetry and in painting. Her intelligence quotient is eighty-six. Her home is one of the most attractive in the community; it has nine rooms and all conveniences. The father is a former oil-field worker but in 1940 is farming on a place a few miles out from the little town where the family lives. The grandmother in the home has occasional amnesia. The parents use intelligent control of the child and are kind but firm. The mother, who has studied child psychology and was president of the Parent Teachers Association in 1939, is deeply interested in school activities.

The child probably receives too much attention at home, but she does have self-confidence that is built up at home. Her home life is very happy. She is not required to do any particular home duties, but she helps with the housework and is permitted to help serve dinners when she wishes to do so. She is honest, very likeable, and pretty; she is quite active and enjoys all games except baseball. She is friendly and and likes children her own age but prefers to talk with the teachers and other adults. Her conversation is very intelligent,

although she often reverts to baby talk. Suggestions are all that is necessary to get a favorable response from this pupil. She participates freely in group discussions and is not timid about giving individual reports. She is, however, sensitive to excitement and criticism.

Her health routine is well supervised, but for some reason she is too thin. A report from her mother shows that she has had measles, whooping cough, and tonsillitis. Her last physical examination was in 1939.

Pupil number 4.--This boy enjoys school and is interested in all the activities, but he manifests an anxiety about his work. Obviously, he exerts too much effort which results in nervous reaction. His test revealed an I. Q. of 100.

The home of this child is bare of attractive furniture and desirable conveniences, but it is fairly clean. Regardless of its appearance, the child is very proud of his home and family and was very anxious for the teacher to visit him. The father is a school bus driver and operates a small truck farm. The mother talks loudly in an excited, nervous manner, but she is kind and protective in disposition. The parents are cooperative with the school and are eager for their children to have college educations.

This boy is most effectively appealed to by praising of his efforts and recognition of his success. When he is corrected, he usually refers to someone else who has made an error. He often complains of a headache or some other ailment which leads



the teacher to believe that he probably gets attention in this way at home. The introduction of a topic of interest usually diverts his mind from the complaint. He probably is not very well, for he complains with a pain in his side. His school work is much poorer quality than should be with an I. Q. of 100. A report shows that he has had chicken pox, measles, mumps, croup, scarlet fever, tonsillitis, and at times an asthmatic condition. He was last examined by a physician in 1939. He does not like very active games, but he likes to umpire ball games.

Pupil number 5.--A study of pupil number 5 reveals that he has an I. Q. of 104. He is very much interested in school; arithmetic appears to be difficult for him, but reading is easy.

The home of this child is a seven-room house, above the average in appearance and contains all conveniences. Magazines and play equipment for the children are supplied. The family consists of the parents and three children, including the pupil under consideration. The mother is in-coming Parent Teachers Association president for 1940-41. Both parents insist on the children attending school regularly and expect them to do acceptable work. Parental control of the children is firm, but the family relationship appears to be happy and satisfactory.

The child puts forth obvious effort in his school work. It seems that the requirements are difficult for him, probably

because he was given special promotion last year. His parents continually push him more than his age justifies, consequently, he is very easily upset and confused. Nevertheless, he responds easily to directions or suggestions and is neat and prompt with his work.

He plays with boys of his own age and those who are younger than he; he wants to have his own way and is not always fair about getting it. He doesn't mind hurting a child and will strike with anything at the slightest provocation. Consequently, he is not very popular at school. There is evidence that he has been teased by an older brother at home, which may account for his unruly conduct. He has a striking personal appearance, but he is nervous in movements and is excitable. Aside from this nervousness, he appears to be well.

Pupil number 6.--This child has an I. Q. of 114 according to the tests, and she has no grade for the past three years except "A." She enjoys school, always does excellent work, and any suggestions get a favorable response from her. Her parents own a six-room house in town which is neat, comfortable, and equipped with all the modern conveniences. Her parents are older than average parents of young children and are very quiet and pleasant. An older boy is in college and the parents anticipate a similar career for this younger daughter. The child appears to be very happy at home; the parents do not seem very strict, but they seem intelligent in their efforts to control her. They are cooperative with the school, and encourage her to do acceptable work. The child enjoys girls of her own age

and abilities but is bored with children who are slower; however, she is polite in her boredom. She is not extremely friendly but she is fairly popular, although she is slightly conceited. She is positive, neat, and accurate in her work, and is an excellent conversationalist. She plays the piano and appears on school programs; she has a beautiful voice and an accurate tone sense.

The parents are interested in a number of leisure time activities; the mother attends the Home Demonstration Club, does hand work, plays the piano, goes to church, plays games, visits, and reads. The father, who is a farmer, plays games, reads, attends church, and listens to the radio.

The report of diseases suffered by this pupil includes chicken pox, measles, croup, tonsillitis, and whooping cough. Her last physical examination was in September, 1939.

Pupil number 7.---Although the I. Q. for pupil number seven is 106, his reports show that he is not very efficient in any subject and is especially weak in language arts. He comes to school regularly, but he is not particularly interested in it. His mother's indifference to academic activities may account partly for the boy's behavior. He is restless in the school room and talks with individual class members, but he does not respond to group discussions. He is listless and does not react readily to any stimuli. He exhibits a feeling of inferiority and a lack of self-reliance which may be the result of the fact that he has been associated with adults who probably still regard

him as a baby. He is not sufficiently responsive for the teacher to become cognizant of his real problem.

He is not very cooperative at times, is often fussy and has to be taken out of games because of his anti-social attitude. He has been suspected of unfairness in grading other pupils' papers. He is the youngest of a large family of whom he, the parents, and an older sister are the only ones at home. The mother and sister are unusually cheerful and have nothing but praise for the boy.

The child's home is located in a beautiful valley of well-tilled land, with hills and a grove of evergreen trees near it, but the house itself is unattractive and has no modern conveniences.

A cousin of this pupil was an alcoholic addict and was killed in a hospital for the mentally afflicted. The father was also a mental patient about ten years ago, but he seems to be fully recovered. The pupil under consideration is very fond of his father. He spends most of the time with him and helps him with the farm work. He is well informed about agriculture and his interest seems to be centered there. This is probably a large contributing factor toward his attitude of boredom with regard to school routine.

He is not responsive enough for the teacher to learn his attitude toward his home. He seems happy but has a tired, worried look most of the time. He is shy and timid and appears a little old for his age. He is not known to have any particular

physical disturbance but has circles under his eyes. His last physical examination was in 1939.

Pupil number 8.--A study of pupil number 8 reveals that he has an I. Q. of 99, but he is rather slow in response to stimuli in the schoolroom. He is only fairly interested in school, but he is attentive and is usually accurate in his work. He responds to suggestions from the teacher or from the group, but he is very timid. He says very little, even in his home, and what he says is scarcely audible. He seems to put too little value on his own worth and lacks self-confidence. He makes very little effort to overcome obstacles, exercises no initiative, and always seems afraid of everything. Suggestion is the most effective method of appealing to this pupil. Any spontaneous participation is encouraged by the teacher, and his successes are recognized by the group. His few suggestions are used, and definite responsibilities are delegated to him as often as advisable.

The home conditions of this pupil appear to be satisfactory. His parents are pleasant, intelligent, and cooperative with the school. The family income status is reported to be below average, but the home is comfortable, attractively furnished, neat and clean. The children seem to be properly nourished and clothed.

He is physically well with no evidences of eye strain. He is unusually attractive, as are the other children in the same home. He is too solemn, but he is intelligent and sincere in his conversation when he does talk. He is active and enjoys

working and playing with boys of his own age. He has had measles, croup, and tonsillitis. His last physical examination was in 1939.

Pupil number 9.--This boy has always made the grade of "A" in all of his subjects and his I. Q. is 120. He has a slight hesitancy in his speech when reading and stutters a little sometimes when he is talking. He works and plays enthusiastically. He likes to express himself verbally and usually expects class approval for any bright remarks which he makes. In 1940 he was made to realize that other people are just as important as he is. Although he has been required to recognize their rights, school was a little less enjoyable until he became adjusted to the new situation. He is happy again since he has lost none of his popularity, leadership, or self-confidence by the experience.

His home is outstanding in the community; it is well equipped with a library, play apparatus, game equipment, lovely furnishings, and all conveniences. The father died about four years ago, but the mother and her two children are financially independent. This pupil speaks of his father occasionally in an enthusiastic and proud way. A close relationship appears to exist in the family, and the mother is very solicitous about the health and general welfare of the children. The pupil under consideration is the youngest of his family, and his mother's concern is very obvious. He is devoted to his home, and his list of home duties shows that he is given responsibilities despite the high economic status of the family.

He has had measles, chicken pox, and scarlet fever. He was examined by a physician in 1939. Diseases have not marred his appearance. He has a very pleasing personality and is the recognized leader of his group.

Pupil number 10.--This young girl has an I. Q. of 87 by test. Her work is satisfactory, except when it involves exact muscular coordination. Her speech is rather slow, and her movements are awkward. She enjoys school fairly well, but she has a definite feeling of persecution. She responds slowly, if at all, to classroom stimuli and never finishes her work. She seldom follows directions accurately; a lack of muscular coordination is possibly the cause of this condition.

The home of this pupil is altogether unlovely. It is an unpainted, unpapered four-room house which is dirty and ill kept. A family of ten lives in these crowded quarters. The father, in a whining complaining voice, blames everyone but himself for his failure.

The pupil feels that her people are unfair to her, and she is not happy in her family relationship. The parents do not abuse her, rather they ignore her. Once she said that she wished she were either older or younger, because of her father, who gave money to the baby and to the two older girls, but never gave any to her. Her older brothers said the boys in the family did not care much for her. She seems to have the idea that she is despised and persecuted; evidently, this no delusion. She looks for personal offenses, generally finds them, and blames

others for every mistake she makes. She pouts and cries when the blame is placed on her. The school children avoid her and will let her play only when the play is supervised by the teacher. She writes numerous letters to the children in the school and mails them in the room post office, but she never receives a reply. She breaks every rule in order to get attention. Once she went so far as to step deliberately and suddenly in front of some high school boys who were running in a track meet practice. When the teacher came to her rescue, the child pushed her aside and asked to be left alone. The next day she apologized to the teacher, confessing that she thought the teacher was her sister, and that she did not want her sister to touch her.

She has been given definite instructions in her work during 1940, but very little obvious attention has been directed to her. Her pouting and crying are ignored; yet she is given commendation for results that show some effort on her part. This seems to be the most satisfactory method of appeal. Her good behavior receives favorable comment from the teacher, and she has made marked improvement since September.

A physical disturbance seems to have effected the child's personal appearance and her movements. She was last examined by a physician in 1939, but apparently to no avail.

Pupil number 11.--This boy, with an I. Q. of 108, is a brother to pupil number 10 but is more fortunate in that he does not have the physical disturbance that has affected his



sister. His outlook and attitude on school and his family life are not warped and distorted as are those of the other child. He seems to enjoy school and takes it all rather seriously. He is not always dependable; he loses necessary papers and does not work on all assignments, but he always has an explanation for his failure. The home conditions for pupil number 11 are the same as those described for pupil number 10 but his reaction to his home relationship is different from that of his sister.

He is a little less active than a brother who is enrolled in another grade and fights less with the other school children than the brother does. He plays with boys of his own age and size and often watches the other children play on the school ground. He spends his leisure time talking, reading, playing with airplanes or cars, and day dreaming. He has a good ear for music, sings fairly well, and enjoys the rhythm band.

He has a "resigned to his fate" attitude about every stimulus, but he is rather pleasant about everything and smiles occasionally. He exhibits very little initiative and practically no enthusiasm, at any time, but he makes an effort to carry out specified suggestions. A deficiency of proper food and clothing are probably responsible for his lack of energy and enthusiasm. He is timid; without encouragement to talk, he seldom has anything to offer to group discussions. He looks, dresses, and acts exactly like Walt Disney's dwarf, "Snoopy." His clothes hang on him, and he is far from meticulously clean. Periodically,

he has to be treated for impetigo. His hands tremble sometimes and he does not have perfect muscular coordination in walking and in talking. He is thin and pale, and although he is only two pounds underweight, he appears too thin to be healthy.

Pupil number 12.--No personal visit was made to the home of this pupil by the teacher, but detailed information was received concerning his family from the woman on whose farm the family lives. The boy, with an I. Q. of 75 by test, attends school about half of the time, and is cooperative when he does attend. The home conditions are very undesirable so far as the physical factors are concerned. The house is described as being extremely filthy; the baby in the home is permitted to crawl around on the dirty floor, and all other members of the family are subject to unhealthful surroundings.

The father does not encourage the boy to go to school, but he seems to think that his son has had enough education. He told one school board member that the child was accused of doing something when he was right; the father wanted to know "what the teacher got paid for and what she was settin' behind the desk for?" The boy is honest and pleasant when at school, but he is extremely cowed and sensitive. He is healthy but very seldom happy and is almost incoherent in oral expression.

Pupil number 13.--School is enjoyable to this boy even though all of his work is below average; his reading is especially poor. His I. Q. is 64 by test, and he is almost indifferent to stimulus, except when he feels that he is being criticized.

His home is unusually desirable for the community in which he lives. It has four rooms, with all conveniences, and with comfortable furnishings. His father is the local lumberman and manages the small lumber yard. His mother is a former teacher and has two years college education; she is very ambitious and is very eager for her children to do well in school. She is greatly discouraged about her son's lack of progress. She reads extensively on the subject of child education and often discusses her son's problem with his teacher. The child is happy in his home. He lives near his grandmother of whom he is very fond, and this adds to his happiness. He has no home duties and is lazy, slow-moving, and indifferent. This is a characteristic trait of the family, but it is more evident in the pupil under discussion than in the other members.

This boy becomes very pale if he is embarrassed in the schoolroom, which indicates extreme sensitiveness. His mother thinks it is because his first teacher continually humiliated him on account of his poor reading ability. Recently he failed to receive a ribbon for a booklet which he made and for which red, blue, and white ribbons were offered as prizes. As a result, he was too ill to attend a birthday party that afternoon. The probable cause for his emotional upset was the fact that he knew his mother expected him to win one of the prizes. The mother places too much stress on grades and sets the standards entirely too high for him to reach. Naturally, her anxiety and disappointment is transferred to the child. Complaints and warnings upset

the child emotionally rather than stimulate his desire to learn. Praise is the best method of appeal. He is easily discouraged and has a feeling of failure to succeed before he starts. On the other hand he is delighted with any successes. He has failed to maintain sufficient self-reliance, but his self-confidence is being built up. He is considered a sissy, but he is fairly popular with all other students except his classmates. Any kind of a bump or bruise frightens him, but he plays some games. He is not very active generally, but he is interested in horses and ropes. Acting in plays is attractive to him as is the rhythm band in which he plays the cymbals. He prefers to play with smaller boys and girls but he has not been permitted to play with them because he was too rough and often hurt them. He is beginning to enjoy companions his own age.

This boy is extremely neat--his hands and clothes are immaculate. He has a sweet, attractive face, but only very rarely is there a light in his eyes. He is larger than most boys of his age and is well-proportioned.

He has a kidney trouble which probably accounts for his lassitude and lack of interest. His cousins have kidney trouble also, and their father is a former inmate in the Wichita Falls Hospital for mental cases. He has had a large number of diseases according to his record which shows measles, whooping cough, tonsillitis, scarlet fever, appendicitis, and kidney trouble. His last physical examination was in 1940.

Pupil number 14.--Information obtained from a study of pupil number 14 reveals that she is just a little above the average of the group in her subjects and is especially efficient in music and folk dancing. She enjoys school and is keenly interested in any classroom activity.

Her home is a neat, five-room, country structure located at the foot of a rocky hill. The yard as well as the house is kept neat and clean. The home contains a radio, small rug on the floor, nicely papered walls, and comfortable rockers. The family consists of the parents and children, who all live at home. Occasionally two hired men board with them. The parents are kind, cheerful, uncomplaining, but rather impersonal. They are fairly cooperative with the school and wish to keep the children in attendance.. The child is apparently happy with her parents and in her home relationship. She is honest, cooperative, pleasant, dependable, friendly. She is the type of person who has to be encouraged to enter into group discussions or to give oral reports because she is a little timid about speaking before a large group. She desires to be a leader of a group in reading and is interested in committee work or assignments that call for securing specific information by a given time. She does easel painting and plays paper dolls during her free play periods. She joins in the active games at physical education periods, but she prefers playing rather quiet games with girls of her own age and size.

Apparently, she is healthy and has a wholesome outlook on life, but she seems to be jealous of her younger sister.

She is very pretty, has good muscular control, and is happy most of the time. Whooping cough is the only disease that is reported for her, and her record shows that she has never had a physical examination.

Pupil number 15.--The information obtained about pupil number 15 reveals that she has excellent reading ability, makes good grades, and has an I. Q. of 123. She is very happy in school and is ambitious to become a teacher. She plays school at every opportunity and manages her "pupils" efficiently. She considers it a privilege to be permitted to go to school, and already she is planning to go to college.

The home of this pupil is an unattractive, unpainted five-room house with no conveniences. The mother is plump, smiling, clean, and intelligent and urges her children to make the most of their opportunities in school. The child seems to have a sense of freedom at home and feeling of belonging that makes her happy and secure. Suggestions are all that are necessary to get a response from this child--no tangible incentives are necessary. She has many friends and enjoys playing with girls or boys of her own age. She gets along well with almost any type and is not clannish. Her honest, happy, coöperative, sympathetic disposition makes her a very attractive personality, who is capable of taking and executing responsibilities.

Her health apparently is excellent, in spite of the fact that is slightly overweight. She has had chicken pox, influenza, measles, croup, tonsillitis, and whooping cough. Her last physical examination was in 1937.

Similar studies were made of the fourth grade pupils of the Jerwyn Public School as were made of the third grade, except that a personality test was administered to the group, and the results were included in the studies that follow.

Pupil number 16.--The test given to pupil number 16 shows that his I. Q. is 105. He has made average grades in all of his work and has fair reading ability. He usually participates very actively in classroom discussions, and his varied interests enable him to make fair contributions. He has opportunities to visit in neighboring towns which the average pupil in the group does not have.

The boy lives in a neat four-room house with all the conveniences. The family has more than the necessities of life. The boy has a bicycle and the family owns a car. The parents are not too keenly interested in education but are eager to keep their children in school. The family relationship appears to be satisfactory, and all of the members have happy dispositions. The pupil under consideration seems to be naturally more serious in disposition than his mother, and the thirteen year old half-sister is very mature in her thinking. There seems to be an atmosphere of freedom of choice in the home, and the parents are kind and sympathetic in their efforts to control the children. This boy is timid at times in audience situations, and the teacher is careful to avoid embarrassing him. She encourages him to give reports on current events or on experiences that he has had.

He has had chicken pox, measles, mumps, croup, whooping cough and has asthma. His last physical examination was in 1938.

Pupil number 17.--A study of pupil number 17 reveals that he is average in all his work and has an I. Q. of 89 by test. He enjoys school and usually does fairly good work. The four-room, unattractive home of this child is neat and clean and contains only the barest necessities. The father who walks as if he is slightly paralyzed or crippled, stutters, and exhibits extreme nervousness. He depends on the Works Progress Administration and odd jobs around the town for his income. The mother is a cripple but is calm and firm. She sells handwork, which contributes to the family's inadequate income. Both the father and mother are very much or greatly interested in the child's progress in school and are eager for him to do acceptable work. They cooperate to the best of their abilities in all the activities and are very sympathetic.

The pupil is apparently happy in his home life. He is kept rather busy with chores and home duties, but he does not resent them; he seems to enjoy doing them probably because they afford an opportunity for him to be with his father. This close association with his nervous father seems to have caused the child to take up some of the latter's nervous habits, such as that of stuttering occasionally. The personality test shows that he rates very low in self and social adjustment. He becomes quite upset over trifles, mumbles resentfully, and breathes



very rapidly. When hosts were to be chosen for open house at the school, he half-way stood, half-way sat, and stumbled to himself when those who desired to greet the visitors were asked to stand. Because he was not chosen, he was very angry and resentful, and seemed to hate everyone for two days. During the time that he is in resentful moods, he causes all the commotion possible, and disturbs everyone around him. However, because he overcomes them sooner if he is unnoticed, the teacher has found it best to ignore his defense reactions. In 1939 he took articles from the desks of other children, but always accounted for his possession of them. His mother was notified and she talked to him. She tried to frighten him out of stealing things, but has, of course, neither removed the cause or solved the problem.

The boy's actions are probably the result of too-close supervision of anxious parents who have nothing more than anxiety to offer as an incentive for the high standards they have set for him. He likes to play with boys of his own age but is inclined to be quarrelsome both in the classroom and in games. The children accuse him of not playing fairly in games, but the teacher has not detected this trait. He is usually dependable and tries to do acceptable work. It is necessary to check on him when he is on a committee to do special daily duties. He is very attractive in appearance, has a well-formed body, a pleasant face, and is apparently in good health. He gives the appearance of being more intelligent than his tests prove.

Pupil number 18.--It is found from a study of pupil number eighteen that he has an excellent reading ability; all of his grades are "A", "B", or "C", and he has an I. Q. of 115. He is very alert and intensely interested in all classroom or other activities. All of this is true despite the fact that this child is subjected to the poorest home conditions in the community. The house is clean but very unattractive. The family is dependent for an income on the soldier's pension received by the father who is a tubercular patient, and spends much of his time in the soldier's sanatorium in Muskogee, Oklahoma. All members of the family are very thin, except the youngest child. It is possible that all of them have tuberculosis, but they have never been given a test.

The pupil under consideration is very fond of his family, and he, as well as the other members of the family, are especially fond of the father. They were anxious for the teacher to meet him, but he always managed to take a walk when her visit was planned. The mother is very much interested in school and cooperates to the best of her ability. She is handicapped, because she feels that she does not have money to dress properly to participate in the school activities. The child has achieved a charming disposition that is characterized by promptness, honesty, cheerfulness, and dependability. Everyone who meets him, loves him; yet he is not spoiled. He enjoys working and playing with children of his own size. He never

complains, although because of his meager living conditions at home, he is deprived of many necessities and practically all luxuries. He has had chicken pox, influenza, measles, scarlet fever, and whooping cough. His last examination by a doctor was in 1937. He is such too small and thin, evidently because of an inadequate diet. Yet he participates in active games that require a great deal of energy. He is well-known for his red hair, freckles, and blue eyes that dance with merriment.

Pupil number 18.--A study of pupil number 18 reveals that she is another child from a home of the lowest economic status, but she does outstanding work in school. She has an I. Q. of 140 and has unusual ability in reasoning. She excels in any attempt she makes, is satisfied only with perfection in her own work, but is tolerant with those who are unable to produce such perfect results. The pupil often writes poetry and prose and is always active in school; she never wastes her time. She does not seem to realize that her work is of higher standard than others in the class, but respects the opinion and suggestions of others. She cooperates well and is inclined to tell others what to do, yet she is not a strong leader.

Her home is a very poor country home, but her parents plan to move to town in the near future. The family consists of the mother, father, and six children, including the pupil under consideration. The house has no conveniences and the conditions prevalent for homework for the school children is typical of the community. She was happy to have her teacher visit her

in her home, although it was lacking in comfort as well as in beauty. The mother enjoys working outside and has flowers in the yard.

She is easily appealed to and has initiative; however, she is too serious for her own well-being. She is not unhappy but worries, because everything, even trifles, are very important to her. She is not very sociable, but she enjoys boys and girls of her own age, and although she is antagonistic with boys, she insists on playing with them. She is a very pretty brunette and is apparently very healthy. Her record shows that she has had chicken pox, measles, tonsillitis, and whooping cough. She was last examined by a doctor in 1939.

Pupil number 20.--This boy, a brother to pupil number 8, who was discussed in the third-grade group, receives average or little above average grades in his school work. His I. Q. is 95 by test, and he is fairly accurate and alert. His home conditions have been discussed in the report given on pupil number 8. This pupil, however, does not show the reticence that was shown by his younger brother, yet, he is not exceptionally cheerful or sociable. The parents are very pleasant conversationalists and are intelligent. The father reported that the mother did not enjoy shopping in large cities or even large towns, which may explain the source of the pupil's reserve.

The parental control is positive and firm, but kind. The mother expressed disappointment because this pupil's report card was not better, but she said that she wanted him to earn his grade.

She expressed a desire to cooperate with the faculty. She was anxious for the father to take more active interest in the child and to visit the school.

The pupil under consideration sometimes shows a little rebellion, and his temper is easily upset in the classroom or on the playground. He is always on the defensive. This may be because there are eleven boys in the family, several of whom are much older than he, and he is probably required or feels a need to defend himself at home against their teasing and domination. He plays active games with boys of his own age, but he does not seem to know how to play or associate with girls. He is usually able to qualify all his actions regardless of how drastic they may be. He is neat in appearance, is sincere, and usually displays enthusiastic energy. He enjoys attention and mumbles "bright remarks" to the other pupils, especially when he is around the girls. This pupil was last examined by a doctor in 1937 and has had such diseases as chicken pox, measles, croup, scarlet fever, and tonsillitis.

Pupil number 21.--This boy is a brother to pupils number 10 and 11 in the third-grade group. His I. Q. is 88 by test, and slightly above that of his sister, but much below that of his brother. He makes "A" in reading, but his other grades are only fair. He appears to enjoy school and has a perfect attendance record for 1938-39. He has missed only one day during 1939-40. On that occasion he had no clean clothes to wear and stayed at home for that reason. The father of the pupil is a

former cook in the army but is now living on a rented farm. He repeatedly compares his present living conditions with those of previous years and expresses embarrassment because of the present economic conditions. The house is crowded, equipped with no conveniences, and there are no efficient means of keeping the body or clothes clean. The parents appeared to be at ease when the teacher visited the home. Both were eager to explain and defend each child's personality. They seem willing to cooperate with the school, and demand that the children have almost perfect attendance records. This child seems to be fond of his family but was obviously embarrassed about his home, and seemed anxious to get the teacher outside the house to show her his bows and arrows. He is particularly interested in plants and flowers. One day he asked the teacher for some ivy which was broken from a plant in the sand table at school. He said he wanted to take it home.

He fights at the least excuse, but he does not fight smaller boys. He has a tendency to take by force that which he cannot get in any other way. He is always on the defensive, probably because he has to fight to get what he wants at home; probably because there are so many at home and there is so little to divide. He plays with the boys of his own age, but he is antagonistic with them. Someone complains about his behavior on the school ground almost every day. He usually has a good excuse for his actions and offers it in a plaintive tone. The teacher has encouraged him to settle disputes by discussion, and he has greatly improved in his social contacts.

The best method of appeal to him is to give him definite responsibilities and praise his successes. The children think that he writes beautifully. This gives him some recognition, but he is only fairly popular with them. His personal appearance is a little unusual and is not very attractive. He is somewhat underweight but is gaining each month. Although he looks thin, he has a good color. He has had chicken pox, measles, and whooping cough and was last examined by a physician in 1939.

Pupil number 22.--Art, music, and language arts are outstanding interests of pupil number 22. Her reading ability is exceptional, and she has an I. Q. of 98 by test. She is keenly interested in school and home room activities, especially any type of dramatics. This girl enjoys taking part in programs, but she is easily affected and embarrassed by any kind of criticism. She is slightly contemptuous toward those who are not on her level. Yet, she is very attractive and popular and is honest and cooperative.

The house where this pupil lives is better than the average house in the community. This child appears to be happy in her home. The mother is active in the Parent Teachers Association and is a room mother. The daughter radiates good health and enthusiasm, and her perspective is satisfactory. The pupil has had influenza, measles, hay fever, tonsillitis, and adenoids. Her last physical examination was in 1939.

Pupil number 23.--A study of this pupil reveals that she is very artistic and does very well in manual arts and music, and

she is interested in ball games. She has an I. Q. of 87 by test. Her writing is above average, but she is below average in other subjects. She comes to school every day, but she is not very enthusiastic about it. To her most school work is something to be endured. Her father is a mechanic and runs a garage. His income is sufficient to keep the family on a self-respecting level in their neighborhood. The mother feels that no children are very intelligent, and to the fact that not very much is expected the mother both took it as a matter of course that the child did not make her grade last year. Neither parent places much stress on school matters. The mother sings nicely and attends a "Holy Roller" convention for two weeks of each year. While she is away, the father usually gets drunk, and the oldest boy is forced to withdraw from school to take care of the shop. The oldest girl takes care of the house and the family. Recently, the father has joined a church and has been drinking less than he formerly did.

This pupil is very reticent; reticence is characteristic of the entire family, and it is difficult to understand her attitude toward anything. She seems happy enough in her home although her personality test showed no outstanding home relationship or attachment. She shows very little enthusiasm about anything. At present her keenest interest is centered in volley ball and baseball. She lacks ambition and is too easily defeated. The teacher praises her successes and tries to avoid causing her



any embarrassment because of her weaknesses. This has helped to build up her self-confidence. Her greatest asset is her ability to get along with other people. She is popular with everyone, but she plays mostly with children of her own age. She is rather pretty, but she is pale and complains with headaches quite often. No health reports are available.

Pupil number 34.--This boy is a brother to pupil number 14 in the third grade group. His I. Q. is 76 by test, and he is weak in all content subjects. His strength is in any manual work such as sawing, cutting, or measuring, and in music. However, he is interested in school, cooperates well, and is seldom absent. He has a neat five-room country home that is clean, attractive, and furnished comfortably. The home attitude seems happy and free; the children are quiet and orderly without an atmosphere of tension.

The neighbors describe the family as happy-go-lucky-people who care little for school, who require the children to do all the work they can do, even from a very early age. However, the parents show a little interest in keeping the children in school. This is displayed in the mother's insistence that one sixteen-year-old boy wanting to withdraw from school, be graduated.

The pupil under consideration is very quick to fight, but because of his good nature and fair play, he is popular. He never holds a grudge, but sometimes he is sullen in his reaction to some remark concerning his behavior on the school ground. He is easily upset when some activities which he attempts are

unsuccessful, and gives up easily when a subject is difficult.

Several years ago, he was badly burned and scarred around the mouth. He is growing less sensitive about the defect since the pupils ignore it. He has had whooping cough and asthma. The last date of a physical examination was 1936.

### CHAPTER III

#### THE SOCIO-ECONOMIC FAMILY STATUS OF THE THIRD AND FOURTH-GRADE PUPILS IN THE JERMYN, TEXAS, PUBLIC SCHOOL

In order to obtain definite information concerning the home environment of the twenty-four pupils under consideration, visits were made to the home, and conferences were held with the pupils and their parents. The Sims Score Card for Socio-Economic Status<sup>1</sup> was administered for the purpose of ascertaining the general culture, social, and economic background furnished by the homes.

Interview sheets pertaining to the pupils' home duties and hobbies also served as supplementary sources of data. Similar sheets were given to the parents. They checked the amount of academic training which they had received, and the types of recreation and leisure time activities which they engaged in and enjoyed.

In this chapter, an attempt is made to show the relationship between the socio-economic status of the home, the parent's academic training, their recreation, the children's home duties and hobbies, the physical environment of the home in general, and the interest of the child in school.

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<sup>1</sup>Verner M. Sims, op. cit.

Results of the administration of a socio-economic scientific test.--Table 1 contains data on the socio-economic status of the homes of the twenty-four pupils in the third and fourth-grade of the Jermyn, Texas, Public School, as determined by the Sims Score Card for Socio-Economic Status.<sup>2</sup> The scores comprising the first quartile are low and the others are arranged in ascending order.

Table 1

SOCIO-ECONOMIC STATUS OF THE THIRD  
AND FOURTH-GRADE PUPILS OF THE  
JERMYN, TEXAS, PUBLIC SCHOOL

First Quartile		Second Quartile		Third Quartile		Fourth Quartile	
Pupil	Score	Pupil	Score	Pupil	Score	Pupil	Score
No. 8	3	No. 7	9	No. 2	12	No. 13	18
20	4	16	10	1	13	25	18
4	5	17	10	15	13	6	19
12	5	21	11	22	14	5	20
18	7	10	11	14	17	3	23
19	7	11	11	24	17	9	35

Data in Table 1 show that the scores in the first or lowest quartile, range from three to seven. The lowest score of three, made by pupil number 8, and the highest score of seven, made by pupil number 19, are both very low according to the provisional

<sup>2</sup>Ibid.

levels of socio-economic status given in the manual of directions for administration of the Sims test.<sup>3</sup>

The scores in the second, or next to lowest quartile, range from nine, made by pupils number 7, to eleven, made by pupils number 10 and 11. According to the manual, these scores range slightly below medium to a little above medium.

In the third, or next to highest quartile, the scores range from twelve, made by pupils number 2, to seventeen, made by pupils number 14 to 24. These scores represent medium high and high levels respectively.

Scores in the fourth, or highest quartile, range from eighteen, made by pupils number 13 and 23, to the highest score of thirty-five made by pupil number 9. These scores represent very high, highest, and indeterminately high levels respectively.

The case study reports show that the family income of pupils number 8 and 20, brother and sister, is below average; the socio-economic status score card shows their scores to be the lowest in the group. However, data on the interview sheets indicate that these children are dressed comfortably and appear to have sufficient food. The home surroundings show that the parents manage well and make an effort to help make the home as comfortable and pleasant as possible. It is interesting to note from interviews that some of these families

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<sup>3</sup>Verner M. Sims, Manual for Directions for Sims Score Card for Socio-Economic Status, p. 12.

of lower socio-economic scores represented in this quartile appear to show more ambition and effort to improve their conditions than some whose scores appear in higher quartiles, and who apparently have more with which to work. This argument is one of the strong points of the school which emphasizes the importance of heredity.

It is to be noted that over fifty per cent of the pupils' home economic scores rank in the medium to indeterminately high levels. In this group, six homes rank from high to very high. The score of of thirty-five made by pupil 9, is only one point below the maximal possible score.

According to data in Table 1, it is to be concluded that the homes under consideration in this particular community are a fair representation of the homes in the average community and school district.

#### Academic Training of Parents

Table 3 gives a composite picture of the academic training of the parents of the pupils in the third and fourth grades of the Jeryan, Texas, Public School.

Data in Table 2 show that four fathers and three mothers of the third and fourth-grade pupils entered the elementary school but never finished more than six grades. A reference to the interview sheets shows that the fourth and sixth

TABLE 2

ACADEMIC TRAINING OF THE PARENTS OF THE PUPILS OF THE THIRD AND FOURTH GRADES OF THE JERMYN PUBLIC SCHOOL

	Grade School Unfinished		Finished Grade School		High School Unfinished		High School Graduate		College Unfinished		College Graduate	
	F	M	F	M	F	M	F	M	F	M	F	M
Third Grade												
Pupil 1			X	X								
2			X	X								
3												
4						X		X			X	
5								X				
6									X		X	
7			X						X			
8	X	X										
9									X			
10	X					X						X
11	X					X						
12	X	X										
13								X			X	
14	X	X										
15					X	X						
Total	4	3	3	2	1	4	3	2	2	3	1	
Fourth Grade												
Pupil 1		X	X									
2				X	X							
3				X	X							
4				X	X							
5	X	X										
6	X					X						
7			X	X								
8	X			X								
9	X	X										
Total	4	3	2	5	3	1						

grades are mentioned most frequently as being the maximal academic status of the parents. One father of the group finished the seventh grade. It is also found that one fathered entered high school but never completed the required courses of study. This same condition is true of four mothers of the group under consideration. Three fathers and two mothers are high school graduates; two fathers and three mothers entered college but did not complete the four year's work. One father but no mother has a degree from college.

In the following discussion, the facts obtained from this survey of the parents' academic achievements are considered in relation to the pupils' case study reports given in Chapter II. An attempt is made to show the effect of higher educational training, or the lack of it, upon the parent's attitude toward school and upon the interest manifested in their children's education.

Data in Table 2 show that the parents of pupils number 8 and 20 entered grade school but did not complete the required work. Pupil number 8 is only fairly interested in school but attentive, while her brother, pupil number 20, enjoys school. Both pupils are fairly accurate in their work. The mother expressed disappointment because their grades were not higher, but she wishes to have them merit the grades given them.



The parents of pupils number 14 and 24 are rather impersonal in their attitude toward the school but have expressed a desire to cooperate. These pupils are very enthusiastic about any classroom activity. This would lead to the conclusion that the parents' attitude in this particular case is not evident in the children's school interest; also it may be concluded that the lack of their own educational achievement accounts for the parents' impersonal attitude toward the school.

The mother of pupil number 23 completed the work of grade school, but the father did not do so. It appears that the mother does not take her responsibility in the home very seriously, and that her interest is centered in other things. She says quite frankly that her children are not very intelligent; therefore she does not expect very much from them. Neither parent puts much stress on school matters. The child is not very enthusiastic about school, a characteristic which parallels that of the parents.

The parents of pupil number 12 entered grade school but did not finish. They do not show sufficient interest in their child's education to see that he attends school regularly. In fact, the father is said to have expressed his belief that the child in the third grade had enough education. He seems to be of the opinion that teachers receive pay for nothing more than sitting at a desk all day. The old adage, "ignorance

and prejudice go hand in hand," appears to apply to this father's attitude, or it seems that his lack of knowledge concerning the benefits of the school has prejudiced him against education.

The parents of pupils 1, 2, and 22 each finished grammar school, but the interest manifested in school by those of pupil number 22 is of a much different type than that of the other parents. The mother of the pupil number 22 is active in Parent-Teacher Association and takes interest in all school activities, and the same type of interest is exhibited by the child. The parents of the pupils number 1 and 2 are not very much or greatly interested in the school, and they place little stress on education. Consequently, perhaps, the children of these parents put forth very little effort in their school work. One of these pupils was retained in 1938-1939. Since the academic training of the parents of pupil number 22 is the same as that of pupil 1 and 2, it is apparent that other factors influence their attitude toward the school.

The parents of the pupil number 3 have a fair amount of education. The father is a high school graduate and the mother has had some college training, and has studied child psychology. She has served as Parent Teachers' Association president 1938-39. The child's home training and the favorable impression of education

she receives at home is evident in her attitude at school. The parents both cooperate with the educational program and are very helpful in many ways.

Pupils number 10 and 11 are in the same family as pupil number 21. The father did not finish grade school, and the mother entered high school but did not finish. Pupil number 10 enjoys school but has the idea that he is persecuted at home and also at school. Pupil number 11 also enjoys school and takes his work seriously; pupil number 21 seems to enjoy school too, and has a perfect attendance record for the current year. The parents are willing to cooperate and insist that the children have perfect attendance records at school. The father has a feeling that he is a failure but seems to blame other people rather than himself. It is possible that his desire to send the children to school every day is based on a conviction that if the children obtain more education than he has obtained, they will not have to be embarrassed by economic conditions as he obviously has been.

The mothers of pupils number 17 and 16 did not finish grade school but their fathers did complete the work. None of these parents exhibit much interest in education, but the children attend school regularly. The parents' lack of education apparently limits their vision so far as the need of higher education is concerned.

The mothers of pupils number 17, 18, and 19 finished grade school, and the fathers each have some, but not a complete high school training. Each parent of this group of children exhibits a keen interest in school and cooperates to the best of his ability. Although they have very limited means, the parents want their children to do well in school and are ambitious for them to receive an education, including college training, if at all possible. These people appear to be representative of that class of people who have been handicapped by illness and other misfortunes but who never lose that urge to overcome their difficulties and cling to their vision of better things for their children.

The mother of pupil number 4 did not finish high school, but the father is a high school graduate. The parents are very anxious for their children to have an education; in fact, their desire for her or him to attain high accomplishments has reached the point of anxiety. The attitude reacts in the child who evidently enjoys school but who is worried and anxious about it. Possibly the ambitions of these parents have been thwarted because of their own lack of education and they hope to realize their ambitions through their child.

The father of pupil number 6 has attended college but is not a graduate. The mother is a high school graduate. One son is in college, and the parents plan to send this pupil to college. The favorable attitude regarding school that is

prevalent in the home is reflected in the child's excellent school work and in her thorough enjoyment of school life.

The parents of pupil number 5 have attended college but are not graduates. The mother is the in-coming Parent Teacher Association president for the 1940-1941 school year. She sees that the child attends school regularly and expects him to do acceptable work. Parents of this type help meet the need that is present in every community for efficiently trained people, who can take places of responsibility, and who will uphold high standards of education and conduct.

The mother of pupil number 9 is a high school graduate, and the father, who died in 1936 was a college graduate. The mother cooperates in every way to help her children get a good foundation for college training. Her home is equipped with a library and other facilities that will aid in this undertaking.

Pupil number 12 is the son of a mother who has been a teacher, and who has some college training. The father is a high school graduate. The child enjoys school, but his work is below average. The mother reads literature on child education and is very greatly discouraged over her son's lack of progress. She sets the standards too high for him to reach, and consequently he is confused and suffers emotional upsets that hinder his work.

## Recreation of Parents

Table 3 contains a composite picture of the types of recreation participated in by the fathers and mothers of the third and fourth-grade pupils of the Jermyn, Texas, Public School, with the number reporting each type of recreation.

TABLE 3

TYPES OF RECREATION PARTICIPATED IN BY THE FATHERS AND MOTHERS OF THE THIRD AND FOURTH-GRADE PUPILS WITH THE NUMBER REPORTING EACH TYPE OF RECREATION

Type of Recreation	No. of Mothers Reporting	No. of Fathers Reporting	Total
Fancy work	11		11
Plays table games	8	10	18
Drives car	5	2	7
Goes to church	4	3	7
Goes to movies	5	3	8
Visiting	10	7	17
Quilting and sewing	5		5
Plays musical instruments	3	2	5
Dancing	3	2	5
Reads	7	6	13
Listens to radio	6	3	9
Hunting	2	8	10
Fishing	4	8	12
Outdoor games		4	4
Paints	2		2
Attends lodges	1	2	3
Walking	1		1
Home Demonstration Club	1		1
Swimming			
Horseback riding			

Data in Table 3 show that a large number of the parents of the pupils under consideration participate in some type of recreation or leisure time activity. Reference to the interview sheets shows that each parent reporting lists not less than four activities and several list as many as eight different types of recreation.

It may be seen from Table 3 that fancy work is listed by eleven women as their favorite recreation or leisure time activity. Under the heading of fancy work in the interview sheet is listed knitting, crocheting, and embroidering. Quilting and sewing are named elsewhere, with five women reporting this particular type of handwork.

Visiting is listed by the next largest number of women as a favorite recreation. This type of leisure-time activity ranks next to highest in frequency of mention by the men. Many people believe that the habit of visiting has been lost in the rapid whirlpool of modern living, but these facts seem to contradict that conviction in this locality.

It is noted from the interview sheets that the activity mentioned by eighteen parents, which is the largest number reporting on any one type of activity, is that of table games, which include checkers, dominoes, cards, "42," pitch, monopoly, and Chinese checkers and other table games. This type of recreation furnishes a pleasant form of entertainment which may bring the family or neighbors, and their friends together for a happy sociable afternoon or evening.

Seven of the parents list going to church as a recreation. It is not to be concluded from these figures that this number includes all of the parents, under consideration in this study, who attend church. Many of them probably go, but do not consider it as a recreation; hence, they did not name it on the interview sheet. It is usually thought that more women than men go to church; it is to be noted from these figures that only one more mother than father reported church attendance.

The type of recreation ranking next highest in frequency of mention with the men is that of fishing and hunting. It is to be noted that six women also list these activities, but more women report fishing than hunting.

It may be surprising that only eight parents report the picture show as a favorite recreation. However, when the economic status of the families concerned is considered, it is easy to understand that their recreational activities would likely be the sort that involve little or no outlay of money.

Only thirteen parents report reading as a favorite leisure time activity. A reference to Table 2 shows that the number of parents who have only grade school education and who read for pleasure, compares about equally with the number who have high school or college training and who read for pleasure. It is to be remembered that many of the parents who read may not consider it a recreational activity and hence did not mention it on the interview sheet. Reading facilities in a small



community such as the one considered in this survey, are generally not adequate to stimulate reading to a noticeable degree. Few homes reported in the case studies had any kind of library or even magazines available for the use of the family.

Playing the piano, guitars, and other musical instruments are named by five parents as recreational activities. Dancing, quilting, and sewing are reported by the same number. Outdoor games are mentioned by four fathers, listening to the radio was named by nine parents, driving the car is listed by seven parents; painting by two mothers, attending lodge by three parents, walking, clubs, swimming, and horseback riding are each named by one parent.

The fact that so many parents list a number of types of recreational activities indicates that these parents have a fair amount of social adjustment which is essential to the happiness and welfare of the children in the home. The games and other types of leisure-time activities participated in usually tends to create a spirit of friendliness and amiable companionship that knits the home, school, and community together.

#### Children's Home Duties

Table 4 contains a graphic picture of the home duties that the children of the third and fourth grades participate in and the number of children reporting each type of home duty.

TABLE 4  
 THE TYPES OF HOME DUTIES THAT THE CHILDREN OF THE  
 THIRD AND FOURTH GRADES PARTICIPATE IN  
 ACTIVITY

Home Duties	4th Grade Pupils	3rd Grade Pupils	Total
Carrying wood or kindling	5	7	12
Dresses self	5	5	10
Helps mother with housework	1	2	3
Hoes	1	0	1
Do dishes	5	9	14
Feeds or waters chickens	8	6	14
Waters flowers	0	1	1
Feeds pets	2	1	3
Gets cow	2	1	3
Pumps water	6	5	11
Makes bed	3	5	8
Cuts wood	3	1	4
Feeds stock	3	4	7
Burns trash	1	3	4
Milks cows	2	0	2
Works in garden	2	0	2
Hangs up clothes	5	5	10
Cleans yard	1	0	1
Eggs	2	1	3
Iron	1	1	2
Combs hair	3	3	6
Bathes	3	2	5
Takes care of younger children	2	1	3
Sets or clears table	1	2	3
Picks up books, toys, papers, etc.	1	1	2
Cleans cow pen	2	0	2
Sweeps	2	0	2
Waters stock	0	2	2
Lights stove	0	1	1

Data in Table 4 show that the twenty-four children of the third and fourth grades report twenty-nine different types of home duties for which they are responsible.

Fourteen children report that they feed or water the chickens and help with the dishes; twelve carry wood or kindling into the house; eleven have the task of pumping water; and ten report that they hand up their own clothing and dress themselves. Eight of the children make beds, seven feed the stock; six comb their hair while five bathe themselves. Four cut wood and burn trash. Other activities participated in by groups of less than four pupils each, report that they water flowers, feed their pets, milk the cow, work the garden, clean the yard, gather the eggs, iron, care for younger children in the family, set or clear the table, pick up books, toys, and papers, clean the cow pen, sweep, water the stock, and light the stove.

All of these activities help the children to accept responsibility, and they often learn to execute the duties delegated to them in an acceptable manner. The fact that such a large number indicates responsibilities leads to the conclusion that child-parent-companionship is a potential, if not an actual factor in the lives of the pupils.

#### Children's Hobbies

Table 5 contains data on the types of leisure time activities reported by the third and fourth grade pupils and the number participating in each hobby.

TABLE 5

TYPES OF HOBBIES PARTICIPATED IN BY THE TWENTY-FOUR PUPILS IN THE THIRD AND FOURTH-GRADES OF THE JERMYN SCHOOL AND THE NUMBER REPORTING EACH HOBBY

Hobby or Leisure Time Activity	Fourth	Third	Total
Wood carving	4	0	4
Domino playing	1	0	1
Playing dolls	1	0	1
Listening to radio	2	7	9
Collecting	4	3	7
Playing marbles	1	1	2
Playing piano	1	1	2
Reading	4	5	9
Clay modeling	1	1	2
Playing with paper dolls or cut outs	2	5	7
Drawing or paintings	1	1	2
Writing (songs, poetry, letters)	1	3	4
Target shooting	1	2	3
Fishing	2	1	3
Hunting	2	1	3
Making bows and arrows	2	2	4
Swimming	1	1	2
Bicycling	1	2	3
Talking	1	1	2
Playing cowboy	1	1	2
Reciting poetry	1	0	1
Visiting	3	5	8
Roping	2	2	4
Playing	4	4	8
Running or walking	3	3	6
Playing ball	4	1	5
Car riding	1	0	1
Saving money	0	1	1
Boating	0	2	2
Horseback riding	0	1	1
Building	0	4	4
Camping	0	1	1

Data in Table 5 show that the third and fourth grade children participate in thirty-three different types of hobbies and leisure time activities. The largest number of pupil taking part in any one activity is nine. There were nine preferences each for radio and reading. It is interesting to note from interview sheets that the parents of three pupils who report reading as a helpful, favorite recreation also choose reading as a leisure time activity. The hobby or leisure-time activity mentioned with the second highest degree of frequency is that of visiting which is reported by eight pupils. Again it is to be seen that three of the parents of this group also name visiting as one of their hobbies.

Collecting and playing with paper dolls or other cutouts are each named by seven of the group. Running or walking is mentioned by six, and playing ball is named by five. Other hobbies mentioned by pupils numbering less than five are wood carving, playing dominoes, playing dolls, playing marbles, playing the piano, clay modeling, drawing or painting, writing songs, poetry, or letters, target shooting, fishing or hunting, making bows and arrows, swimming, bicycling, talking, playing cowboy, reciting poetry, car riding, saving money, boating, horseback riding, building, and camping.

- All of these activities give an outlet for special interests and talents and provide experiences that may enrich the lives of those who participate in them. The large number reporting hobbies is indicative of an average socio-economic status in most of the homes as well as an index to child-parent adjustment.

### Summary

Data in Chapter III are related to the family socio-economic status of the third and fourth-grade pupils, to the parents' academic achievements, their recreational activities, and to the children's hobbies and home duties. It is found that over fifty per cent of the pupils' family socio-economic status were above average. It is also found that the lack of academic training for the parents does preclude a realization of the need of formal education in some instances discussed in this chapter. Adversely, it is also found that many of the parent who were deprived of higher academic training are very desirous that their children attend school and exert every effort to make their attendance possible. In every instance, where the parents are high school or college graduates, an intelligent interest and attitude is manifested by them concerning school, but the same interest is not always evident in the child.

A wide variance of home duties are listed by the pupils in Chapter III which indicates that most of the children in this survey are given definite home responsibilities. The parents of these pupils list a large number of recreational activities which indicates that these parents are fairly well adjusted socially.

It is found that the pupils in this survey participate in many recreational activities and many of the pupils list the same type of activities that are named by their parents.

## CHAPTER IV

### SCHOOL STATUS OF THIRD AND FOURTH-GRADE PUPILS OF THE JERMYN, TEXAS, PUBLIC SCHOOLS

Harry Eisner<sup>1</sup> says that it is impossible for a teacher in the regular course of his work to estimate to any appreciable degree of accuracy the intelligence and industry of his pupils without scientific measures.

Sharp<sup>2</sup> reported the same findings in a study relating to the value of the use of standards in grading examination papers. Accordingly, in order to obtain scientific data concerning the mental ability, personality rating, and scholastic achievement of the pupils in the third and fourth-grades of the Jermyrn, Texas, Public School, standardized tests were given to the twenty-four pupils under observation.

#### Intelligence Status of Pupils

Table 6 contains the intelligence quotient scores of the pupils, with the lowest scores appearing in the first quartile and the others in ascending order.

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<sup>1</sup>Harry Eisner, "The Classroom Teacher's Estimation of Intelligence and Industry of High School Students." Bureau of Publication, Teachers College, Columbia University, New York City, p. 82.

<sup>2</sup>L. A. Sharp, "The Value of Standards in Grading Examination Papers," Peabody Journal of Education, III (1925), pp. 38-45.

TABLE 6

CHRONOLOGICAL AGE AND INTELLIGENCE SCORE OF THE THIRD AND FOURTH-GRADE PUPILS COMPARED WITH THE STANDARDIZED FORM

First Quartile				Second Quartile				Third Quartile				Fourth Quartile			
Pupil No.	Chr. Age	Pupil Score	Stan- dard Norm	Pupil No.	Chr. Age	Pupil Score	Stan- dard Norm	Pupil No.	Chr. Age	Pupil Score	Stan- dard Norm	Pupil No.	Chr. Age	Pupil Score	Stan- dard Norm
12	10-2	75	132	10	9-3	87	134	8	9	99	126	11	8-5	108	116
24	11-1	76	124	23	11-4	87	130	4	8-9	100	123	6	9-3	114	129
2	9-10	77	135	21	11-7	88	136	5	8-10	104	124	18	10-3	115	104
1	10-2	83	138	17	10	89	98	14	8-5	104	119	9	9	120	126
13	9-1	84	127	20	11-5	95	132	16	9-9	105	134	15	8-1	123	114
3	9-3	86	129	22	9	93	79	7	10-5	106	141	19	9-5	140	151



An analysis of data in Table 6 shows that all the scores in the first quartile are below the norms given in the manual of directions for administration of the test.<sup>3</sup> In the second quartile, all scores are below the norm, except that of pupil number 22, which is several points above, according to his chronological age. The scores in the third quartile range from ninety-nine made by pupil number 8 to a score of 106 made by pupil number 7. All of these scores are also below the norm. In the fourth quartile, pupils numbers 11, 6, and 9 are below the norm, while the scores of pupils number 18, 15, and 19 are above the norm given.

It may be seen from data in Table 6 that twenty of the twenty-four pupils under observation have intelligence quotients that fall below the standardized norm. Generally speaking, students with a high I. Q. do better work than students with a low I. Q. if they are about the same age. However, in this study, it is recognized that many factors, such as health, previously learned study habits, opportunities, persistence, and encouragement, play a large part in achievement.

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#### Personality Rating of Pupils

Measurements of capacity, skill, and achievement do not constitute a complete picture of a functioning personality. For this reason it was deemed advisable to give personality tests to the children under consideration in this study. It

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<sup>3</sup>Elizabeth T. Sullivan, Willis W. Clark and Ernest Tieg, Manual of Directions, California Test of Mental Maturity, Primary and Elementary Series, p. 12.

was found that such tests for third-grade children were not available, but they were administered to the fourth-grade children in an effort to ascertain the extent to which each pupil is able to adjust himself to the problems and conditions which confront him and whether he is developing a normal, happy, and socially effective personality.

The profile is divided into two sections. The purpose of Section 1 is to indicate how the pupil feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, and his feeling of belonging. In this section the pupil also reveals certain withdrawing and nervous tendencies which he may possess.<sup>4</sup> Section 2 consists of social adjustment components. Its purpose is to show how the pupil functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.<sup>5</sup> Table 7 contains data on the pupils' personality ratings.

Data in Table 7 show that the personality scores for the nine pupils enrolled in the fourth-grade are divided into quartiles with the lowest scores appearing in the first quartile and the others placed in ascending order. It is to be noted that three quartiles contain two scores each and one contains three scores due to the uneven number of pupils. In

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<sup>4</sup>Louis P. Thorpe, Willis W. Clark, Ernest Giegs, Manual of Directions, California Test of Personality, p. 1.

<sup>5</sup>Ibid.

TABLE 7  
PERSONALITY SCORES AND PERCENTILE RATING OF FOURTH-  
GRADE PUPILS

Pupil's No.	Personality Score	Percentile Rating	Quartile Rank
6			
17	90	25	1
21	91	30	1
24	99	35	2
23	106	45	2
22	114	55	3
16	115	60	3
19	117	60	4
20	120	65	4
18	126	75	4

the interpretation of Table 7, reference is made to previous tables and to those that follow for purposes of comparison.

A personality score of ninety and percentile rank of twenty-five for pupil number 17, and a personality score of ninety-one and a thirty percentile rank for pupil number 21 fall in the lowest quartile. According to the interpretations of the scores given in the manual, it can be seen that the total adjustment of these pupils is below average.<sup>6</sup> It is noted from reference to Tables 6 and 8 that these two pupils fall slightly below the means in their mental tests, but that pupil number 17 is a little above average in scholastic achievement; number 21 ranks about the same in academic and intelligence status.

In the second quartile, the score of ninety-nine for

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<sup>6</sup> Ibid., p. 16.

number 24 is also below average in personality rating. A comparison of data shows that he falls next to the very lowest score in mental ability. His academic achievement ranks somewhat below average but is not in the lowest group, while his socio-economic score ranks considerably above average. Pupil number 23 has a personality score of 106 with a percentile rank of forty-five which is about average but is not necessarily a desirable standard. Reference to other data shows that this socio-economic score falls in the upper quartile, but his scores on mental tests and achievement rank on the same level with his personality score.

The personality score of 114 and percentile rank of fifty-five made by pupil number 22 show more desirable adjustment in that the total score is slightly above average; a comparison of data shows that the same may be said of his socio-economic score, while his mental ability score is about average and his academic achievement ranks high in the upper quartile.

Pupil number 16, whose personality score of 115 and percentile rank of sixty appear in the third quartile, is above average in this item. It is to be noted that his mental and achievement scores are on the same level, but his socio-economic score is slightly below average, according to data in other tables.

The quartile ranking above average contains scores of 117 and 120 made by pupils numbers 10 and 20 respectively.

It is noted that the socio-economic status of pupil number 19 ranks in the lowest quartile, but that he has the highest score for the entire group in mental ability and academic achievement; and his personality score ranks third from the highest, according to data in other tables.

Pupil number 20 ranks lowest in socio-economic status and is slightly below average in mental ability; he is above average in scholastic achievement and ranks exceptionally high in personality adjustment.

Pupil number 8 has the highest score of the group in personality adjustment and next to the highest score in academic achievement. He is in the upper quartile in mental ability, but his socio-economic status is on the lowest level.

It is interesting to note that the pupils whose socio-economic scores range from very low to medium low level are often as well as or better adjusted and do as satisfactory or perhaps better work than children from homes with higher socio-economic scores. This may be explained by the fact that though these children come from the poorest homes, they feel secure and often develop a degree of independence, initiative, and self-reliance that helps them to adjust themselves readily. Their parents possibly show affection for them, but they have not been spoiled by coddling or over supervision.

This conclusion is in accordance with the findings of Cecilia Pisula, who made a comparative study of a group of fifty children from homes of high socio-economic status and a control group of fifty children from dependent homes. The conclusion reached from her study was that the children from the more comfortable homes showed more school maladjustments, more problems based on submissive traits, fewer problems on aggressive traits, and about equal number of "faulty habit" problems.<sup>7</sup>

It may be concluded from these studies that children whose homes have a low economic status may make satisfactory social and personal adjustments and not be precluded from successful achievements.

#### School Achievement of Pupils

In order to obtain definite measurement of the academic achievement of the pupils in the third and fourth grades, tests were given that provided an extensive sampling of the materials taught in the grades for which the tests were designed. Individual tests were given on nine subjects, and a total score was obtained. Since no standardized norms were included in the manual of directions, comparisons are impossible. For convenience in interpretation, the total scores are arranged in four quartiles of six scores each, the lowest

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<sup>7</sup>Cecilia Pisula, "Behavior Problems of Children from High and Low Economic Groups," Mental Hygiene, XXI (1937), pp. 452-455.

scores falling in quartile one. These data are contained in Table 8.

TABLE 8  
SCHOOL ACHIEVEMENT SCORES AND QUARTILE RANK OF  
THIRD AND FOURTH-GRADE PUPILS

First Quartile		Second Quartile		Third quartile		Fourth Quartile	
Pupil	Score	Pupil	Score	Pupil	Score	Pupil	Score
No.1	81	24	101	3	160	6	202
12	25	23	108	5	160	14	202
2	81	4	110	16	182	15	202
7	81	21	110	17	182	22	202
8	81	10	110	20	182	18	220
13	81	11	150	9	201	19	238

It may be seen from Table 8 that the scores found in the first quartile, ranging from twenty-one to eighty-one, have a variance of sixty points.

The scores in the second quartile, ranging from a score of 101 to 150, have a grade variance of forty-nine points, showing less variance than the scores in the first quartile. Scores in the third quartile, ranging from 160 to 201, have still a smaller variance of only forty-one points, and the fourth quartile shows a variance of thirty-six points between high and low score.

It is concluded from these data that less variance in academic achievement is shown in the higher scoring groups than in the lower levels.

The coefficient of correlation between the Sims Socio-Economic Status scores and the pupils' achievement scores is  $164 - .401$ . This seems to indicate a very great divergence in the socio-economic status of the children and their school achievement.

The coefficient of correlation of  $.25 - .302$  for the Sims Socio-Economic Status scores and the pupils' mental status scores is also very low; in fact it is practically nothing. This indicates that the socio-economic status does not determine mental capacity of the students.

The pupils' personality rating scores and the Sims Economic Status scores have a correlation of  $-.273$ . A correlation of a minus one, would indicate that those that made high on Sims would make low on personality and conversely. It is to be noted that the personality scores are for only nine pupils. Therefore the correlation is practically insignificant because of the small number. The personality scores for the nine fourth-grade pupils show that the child whose home socio-economic status is below the accepted standards may achieve normal personality adjustments.

It may be seen from the scores determining scholastic achievement that a wide variance is apparent in the lower quartiles and that less variance is found in the higher scores. It is concluded that the socio-economic condition of the home does not determine the child's development.

It is concluded from data contained in this chapter that children whose homes rank in the low economic status group



may make satisfactory social and self-adjustments and not be precluded from successful scholastic achievement.

#### Summary

Chapter IV contains data relative to the school status of third and fourth-grade pupils of the Jermyrn, Texas, Public Schools.

A summary of data in this chapter shows that the intelligence quotients given in the first three quartiles of Table 6 are below the standard norm except that of pupil number 22 which is above the norm. Fifty per cent of the scores in the fourth quartile are above the norm while the remaining number are below the norm.

The personality test administered to the fourth-grade pupils show that one-third of the pupils are below the average in personality rating and that one-third are about average while the remaining number rank high in personality adjustment.

Achievement tests scores in the first quartile show a wide variance but as the scores become higher the variance is lessened.

The coefficient of correlation between the Sims Socio-Economic Status score and the pupil's achievement scores indicate a very great divergence. The coefficient of correlation between the Sims Socio-Economic Status scores and the pupil's mental scores is practically nothing which indicates that the socio-economic status of the home does not determine the mental capacity of the pupils. Due to the small number of pupils

who took the personality tests, the coefficient of correlation between the Sims Socio-Economic Status and the personality rating is not very significant. It may be seen, however, that the child whose home socio-economic status is below the accepted standard may achieve normal personality adjustments and that the socio-economic condition of the home does not determine the child's achievement.

It is concluded from data in this chapter that children may make satisfactory social and self-adjustments and may attain successful scholastic achievements regardless of the fact that their homes may rank in the low economic status group.

## CHAPTER V

### A SURVEY OF THE STUDENTS IN THE JERMYN, TEXAS, PUBLIC SCHOOL

Data in preceding chapters have shown the score of each of the twenty-four pupils for socio-economic status, intelligence status, personality rating, and scholastic achievement. Data in this chapter contain a comparison of the socio-economic, intelligence, personality, and achievement statuses of each pupil.

Data in Table 9 show that pupil number 6 ranks in the highest quartile three times, including socio-economic status, intelligence quotients and scholastic achievement. No personality tests were available for the third grade. Pupils number 12 and 13 each rank the lowest in socio-economic status, intelligence, and achievement.

It is to be noted that ten pupils rank in the two upper quartiles in socio-economic scores and pupils number 1, 2, and 3 of this group rank the lowest in intelligence and achievement; pupil number 23 ranks high in socio-economic status, ranks the lowest in intelligence, and below average in achievement and personality. Pupil number 22 is in the third quartile in socio-economic status ranks below average in intelligence but ranks high in achievement. Pupil number 23 has a socio-economic status above average but is below average in intelligence,

TABLE 9

QUARTILE RANK OF THE THIRD AND FOURTH-GRADE PUPILS RELATIVE  
TO SOCIO-ECONOMIC STATUS, INTELLIGENCE, ACHIEVEMENT,  
AND PERSONALITY STATUS

Pupil	Socio- Economic Quartile Rank	Intelligence quotient Quartile Rank	Achievement Quartile Rank	Personality Rating Quartile Rank
1	3	1	1	
2	3	1	1	
3	4	1	1	
4	1	3	2	
5	4	3	3	
6	4	4	4	
7	2	3	1	
8	1	3	1	
9	4	4	3	
10	2	2	1	
11	2	4	2	
12	1	1	1	
13	1	1	1	
14	1	3	4	
15	3	4	4	
16	2	3	3	3
17	1	2	3	1
18	1	4	4	4
19	1	4	4	4
20	1	2	3	4
21	2	2	2	1
22	3	2	4	3
23	4	2	2	2
24	3	1	2	2

achievement, and personality. The remaining fourteen pupils rank in the two lower quartiles in the socio-economic status.

It is rather surprising to note that this particular group of pupils numbers eighteen and nineteen, who rank very low in socio-economic status, rank the highest in intelligence, achievement, and in personality rating. A reference to the case study reports shows that these pupils are from the very poorest homes but do exceptionally good work at school and have achieved charming personalities. Pupils number twelve and thirteen of these fourteen pupils rank in the lowest quartile, socio-economic status, intelligence, and achievement.

The remaining ten pupils, who are in the lower quartiles in the socio-economic status, show scores that fluctuate from low to high or from high to low in intelligence, achievement, and personality rating. It appears that a high or low score in intelligence quotient or any other factor does not indicate a similar score in the other factors under consideration.

#### Summary

An effort has been made in Chapter V to determine whether a positive relationship exists between certain factors of the home environment and the child's academic progress intelligence, and personality.

Results show that the intelligence quotients of twenty of the twenty-four pupils under observation in this study are below the norm given for the chronological ages of these pupils. A summary of data in this chapter V shows that pupil six ranks high in all factors of socio-economic status, intelligence quotient, and achievement, and pupils twelve and thirteen rank the lowest in these factors. All of the other scores fluctuate from high to low scores or vice versa.

The conclusion drawn from these data is that the socio-economic status of the home has little definite relation to the child's intelligence quotient, scholastic achievement, or personality rating.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### 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 third and fourth-grades of the Jermyn, Texas, Public School. The organization and presentation of the data are presented in the following form: The introduction is contained in Chapter I. Chapter II is compiled as a report of the case studies that were made of twenty-four pupils in the third and fourth grades. The discussion includes a description of each child's home conditions, an analysis of the parent's attitude toward school, and information concerning the child's scholastic record. In Chapter III an attempt has been made to show the relationship between the socio-economic status of the home, including the parent's academic training, and their recreational activities, the children's home duties and hobbies, the physical environment of the home in general, and the progress of the child in school. Tables containing data on these different factors with their interpretations appear in their logical places. Tables showing the scores of the pupils obtained from the tests that were given to secure scientific data on the mental ability, personality rating, and scholastic achievement are found in Chapter IV.

A comparative study is presented in Chapter V, which includes a composite table containing the quartile rankings of the scores made in each type of test administered to the children. A summary and conclusions comprise the final chapter in this study.

#### Conclusions

The following conclusions have been drawn from an analysis of the data secured in this investigation: (1)

(1) A majority of the pupils lives in homes of a low socio-economic status.

(2) Approximately one-half of the pupils rank in the two low quartiles in intelligence quotients.

(3) Approximately one-half of the pupils rank in the two low quartiles in achievement scores.

(4) Approximately one-half of the fourth-grade pupils rank in the two low quartiles on personality ratings. (No tests were available for the third-grade pupils.)

(5) No definite relation exists between the home environment and the intelligence quotient, between the home environment and achievement scores, or between the home environment and the personality ratings of the pupils.



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