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A Study Showing The Interrelation Between Social Acceptance, Personality Adjustment, Mental Ability, And Achievement For Elementary School Children

Freda M. Woodworth

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A STUDY SHOWING THE INTERRELATION BETWEEN SOCIAL ACCEPTANCE,
PERSONALITY ADJUSTMENT, MENTAL ABILITY, AND ACHIEVEMENT
FOR ELEMENTARY SCHOOL CHILDREN

A Thesis
Presented to
the Faculty of the College of Education
The University of New Mexico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Freda M. Woodworth
August 1952

A COURT ORDERING THE FURNISHING OF A COPY OF THE
PROCEEDINGS OF THE COURT, AND THE
FOR THE YEAR 1884.



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MASTER OF ARTS

E. J. Castetter

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DATE

Thesis committee

Kathleen Mc Conn

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This thesis directed and approved by the candidate's com-
mitted has been accepted by the Graduate Committee of the
University of Iowa in partial fulfillment of the require-
ments for the degree of

MAJOR OF ARTS

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EFFICIENCY
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CHAPTER I

INTRODUCTION

It was the purpose of this investigation to measure the extent of the elementary school child's growth in certain fields, and to determine the relation of various factors to this growth. Every child has his own potentialities. It is the responsibility of the school to furnish him the best possible opportunity to develop these potentialities to the utmost, for the child, himself, as an individual, and for society.

I. THE PROBLEM

Statement of the problem. This study was made to determine: (1) to what extent the scholastic achievement of elementary school pupils is commensurate with their mental ability; (2) how measured mental ability compares with teachers' ratings; (3) how pupils' ratings on two different achievement tests compare; (4) how rankings on personality tests are related to achievement and mental ability; (5) whether social acceptance is related to personality adjustment, mental ability, and scholastic achievement.

Delimitations of the problem. This study was limited to pupils in the third, fourth, fifth, and sixth grades of

ARTICLE 1

It was the purpose of the Convention to establish the extent of the elementary school and to provide for certain things, and to determine the relation of various factors to the growth of the child and the development of the individual in the home and in the school.

EDUCATION
SCHOOL

SECTION 1

General (1) The purpose of the school is to provide for the development of the child in the home and in the school. (2) The school shall be organized so that the child may receive the best possible education. (3) The school shall be organized so that the child may receive the best possible education. (4) The school shall be organized so that the child may receive the best possible education. (5) The school shall be organized so that the child may receive the best possible education.

Provisions in the child's life shall be such as to provide for the best possible education.

Mountain View school in Albuquerque, New Mexico. One sociogram was made for each grade. One mental test, one personality test, and two achievement tests were administered in each grade.

Importance of the problem. Many children who seem to have enough mental ability are not able to work at the level of the grade in which they are placed. It seems necessary to do remedial work with larger numbers of children every year. It is difficult to find sufficient suitable material at the child's level of accomplishment to enable him to work independently. Many children can not spell the most common words which they wish to use in their own manuscripts. Many reach intermediate grades with no mastery of fundamentals and even without meaningful concepts in arithmetic.

If teachers are to improve the effectiveness of their teaching, they must learn the causes of the child's failure to achieve. It is extremely doubtful if lack of success can be attributed in all cases to a single factor. A multiplicity of causes which combine to retard the child's scholastic growth will often be found. The child's attitudes and emotional problems may be related more closely to his accomplishment than his mental ability is. It is necessary to determine the contributing causes of disabilities before they can be eliminated, or at least diminished.

Scientific view of the human mind, the brain, the nerves,
and the organs of the body, and the functions of these
organs, and the influence of the environment on the
mind, and the influence of the mind on the body.

Importance of the brain. The brain is the seat of
the mind, and the seat of the intellect, and the seat of
the emotions, and the seat of the will, and the seat of
the memory, and the seat of the imagination, and the seat
of the conscience, and the seat of the soul.

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the seat of the conscience, and the seat of the soul.

II. ORGANIZATION OF REMAINDER OF THE THESIS

In Chapter II a review of related literature is given. The method of conducting the study is reported in Chapter III. The analysis of data is presented in Chapter IV. Chapter V consists of the conclusions and the recommendations growing out of the study.

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EFFICIENCY

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RAG CONTENT

CHAPTER II

REVIEW OF RELATED LITERATURE

Kornegay¹ found that pupils in the Malaga School, Malaga, New Mexico, were low (1) in intelligence as measured by the Otis Test of Mental Ability (2) in personality adjustment as measured by the California Test of Personality (3) in achievement as measured by the Stanford Achievement Tests. He pointed out that the factors found to be low may have represented a language handicap rather than the true measure of what the test instruments purport to measure. He suggested that the low score on personality adjustment of pupils may have been due to the fact that the test was not adapted to the culture of the pupils.

Most of the pupils in the Malaga School were Spanish-speaking children. At Mountain View School, there is a slight majority of English-speaking children. The Spanish-speaking and English-speaking homes are intermingled so that there is no Spanish-speaking section as such. However, some children speak only Spanish at home.

In Kornegay's² school, irregularity of attendance was

¹ Raymond C. Kornegay, "An Evaluation of the Malaga Rural Elementary School," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1949), pp. 1-67.

² Ibidi.

STUDY OF SPANISH LITERATURE

Kornegay found that pupils in the Spanish School

Malaga, New Mexico, were low in the Achievement

Test. The test was administered by the State Department of Education in Malaga, New Mexico, and the results were as follows:

(3) In achievement test scores of the students

the Achievement Test. It is noted that the factors found

to be low may have resulted from a language barrier rather

than the true measure of what the test instrument purports

to measure. It is suggested that the low score on personality

adjustment of pupils may have been due to the fact that the

test was not adapted to the culture of the pupils.

Most of the pupils in the Spanish School were Spanish-

speaking children. At Mountain View School, there is a

large majority of English-speaking children. The Spanish-

speaking and English-speaking homes are intermingled so

that there is no Spanish-speaking section as such. However,

some children speak only Spanish at home.

In Kornegay's school, frequency of attendance was

¹ Raymond C. Kornegay, "An Analysis of the Spanish School in Malaga, New Mexico," (Unpublished Master's thesis, the University of New Mexico, Albuquerque, 1941), pp. 1-67.

a major factor in pupil retardation. At Mountain View School, this was a problem considered significant in too few cases to be of value in the present study.

In the Malaga community, the socio-economic level was generally low. This fact may have a bearing on school achievement. In the Mountain View district, the majority of homes may be considered middle class, or lower middle class. In general, fathers of pupils are engaged in skilled or semi-skilled labor.

In his study of reading grade levels, Pfleiger³ considered whether the reading ability of pupils depended, at least in part, upon the particular test which was used for measuring reading ability. He suggested that, if this were true, it was possible to make the reading grade level go up or down by choosing the appropriate test. High correlation on the results of the two tests indicated that they apparently measured the same thing. However, the scales on one test were considerably lower than those on the other. While the two tests ranked pupils about the same, the difference in reading levels was significant.

In the present investigation, scores of two achievement tests have been compared and similar results found. In

³ Elmer F. Pfleiger, "A Study of Reading Grade Levels," Journal of Educational Research, 42:541-6, March, 1949.

major factor in pupil retardation. At Mountain View School, this was a problem reported significant in too few cases to be of value in the present study.

In the Valley community, the socio-economic level was generally low. This fact may have a bearing on school achievement. In the Mountain View district, the majority of homes may be considered middle class, or lower middle class. In general, fathers of pupils who engaged in skilled or semi-skilled labor.

In the study of reading grade levels, Ellinger³ considered whether the reading ability of pupils depended, at least in part, upon the particular test which was used for measuring reading ability. He suggested that, at this time, it was possible to make the reading grade level go up or down by choosing the appropriate test. High correlation on the results of the two tests indicated that they approximatedly measured the same thing. However, the results on one test were considerably lower than those of the other. While the two tests measured pupils about the same, the difference in reading levels was significant.

In the present investigation, scores of two different reading tests have been compared and similar results found. In

³ Elmer W. Ellinger, "A Study of Reading Grade Levels," Journal of Educational Research, 41 (1924), March, 1924.

Pfleiger's⁴ study, the Stanford Test was found to be the easier of the two tests. In this study, the Stanford Test seemed to be the more difficult.

Hinkelman⁵ made a study of intellectual level and personality adjustment in which he found that mentally handicapped children often remain undetected until they have progressed some distance in school. The present investigator found this to be true of a few children. This would seem to be a reason to try to determine, by objective and other methods, the pupil's mental ability.

Although there is evidence that the IQ is not so nearly constant as was previously supposed, it gives some basis other than personal opinion for formulating a judgment as to what a child can reasonably be expected to accomplish. In an article dealing with wise use of the IQ, Havighurst⁶ stated that the ordinary IQ gives a general notion of what level of learning ability to expect of a child.

Often children who are mentally handicapped have acquired feelings of inadequacy which further decrease their

⁴ Ibid.

⁵ Emmet Arthur Hinkelman, "Intellectual Level and Personal Adjustment," The Elementary School Journal, 52:31-5, September, 1951.

⁶ Robert J. Havighurst, "Using the IQ Wisely," The Journal of the National Education Association, 40:540-1, November, 1951.

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¹ Ibid.

² Ernest Arthur Hinkelman, "Intellectual Level and Personal Adjustment," The Elementary School Journal, 52:3-5, September, 1951.

³ Robert J. Hinkelman, "Using the IQ Effectively," The Journal of the National Education Association, 40:10-11, November, 1951.

accomplishment. Hinkelman⁷ stated:

Feelings of inferiority well may have begun at home, especially if siblings and parents have greater ability. When these feelings are reinforced at school, it becomes virtually impossible for the individual to develop a satisfactory level of self-esteem.

In the same study, it was brought out that superior intelligence is an aid to adjustment, but that intelligence alone does not guarantee success. This success depends not only on mental ability but also on a favorable pattern of motives. Hinkelman⁸ also found that intellectual differences did not seem to affect scores on social skills, anti-social tendencies, and community relations. Perhaps abstract intelligence is not highly related to these areas.

Saucier⁹ wrote that failure tends to vanish, if through regard for individual differences, it is made possible for all children to succeed. He felt that it is unreasonable and unjust for the elementary school to set up uniform standards of attainment, since compulsory education laws force all kinds of children into elementary schools. Flexible standards therefore are essential.

It is, of course, desirable for all children to

⁷ Hinkelman, op. cit., pp. 31-32.

⁸ Ibid., p. 35.

⁹ W. A. Saucier, Theory and Practice in the Elementary School, (New York: Macmillan Company, 1951), pp. 468-9.

accomplishment. Harkness stated:

Feelings of inferiority will be lowered as a result especially in children and parents who have been told that their feelings are inferior to others. It is necessary to provide for the individual to attain a satisfactory level of self-esteem.

In the same study, it was noted that the feeling of

inferiority is a hindrance to adjustment, but that intelligence

alone does not guarantee success. This study showed that

only an overall ability test and an overall personality

test. Harkness also found that intelligence differences

do not seem to affect scores on social skills, anti-social

behaviors, and community relations. Further studies

intelligence is not highly related to these areas.

Further work that future studies to verify the

through regard for individual differences, it is

possible for all children to succeed. Harkness and his

unacceptable and argues for the necessity of a

uniform standard of attainment, since developmentally

law force all kinds of children into elementary

flexible standards therefore are essential.

It is, of course, desirable for all children.

V Harkness, op. cit., p. 31-32.

8 Ibid., p. 33.

9 F. A. Sabatelli, Family and Society in the Elementary School, (New York: Praeger Publishers, 1951), pp. 160-2.

succeed. However, it is problematical whether all children reach standards set by their own capabilities and limitations.

In his study to determine the effect of age entrance into school upon performance, Garner¹⁰ stated that even within the age range of a first grade group, the native ability and quality of experiences seem to be a much more potent force than age differences. He suggested that mental age and social maturity have a significant relationship. He felt that social maturity was a factor of mental age and corresponding social adjustment.

An investigation of theses presented at The University of New Mexico shows no recent study on the relation of mental ability and scholastic achievement other than that of Kornegay.¹¹

In 1925, Freeman¹² made a study of the relation between intelligence and achievement in a small urban school. Her purpose was to show some definite facts in regard to

¹⁰ Charles E. Garner, "A Study to Determine the Effect of Age Entrance into School upon Performance in School," (Publication of School District of Webster Groves, Missouri, 1947), pp. 1-23.

¹¹ Kornegay, op. cit., pp. 1-67.

¹² Cora Nelle Freeman, "A Study of the Relation between Intelligence and Accomplishment as Shown by Use of Standardized Tests in a 'Main Street' School," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1925), pp. 1-30.

However, it is probable that the
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10. Charles H. Garner, "A Study to Determine the Effect
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(Publication of School District of Western Grove, Missouri,
1917), pp. 1-23.

11. Kornegay, op. cit., pp. 1-11.

12. Cora Nellie Freeman, "A Study of the Relation
between Intelligence and Achievement as Measured by the
Standardized Tests in a 'High School' Group," (Unpubl.
Master's thesis, The University of New Mexico, Albuquerque,
1925), pp. 1-30.

relation between intelligence and accomplishment in school work. She used group intelligence scales and accomplishment tests. She found that pupils with an IQ of 90-120 were doing as well as could be expected. At the upper and lower extremes of the scale, less was being accomplished.

In 1927, Nathan¹³ made a survey of a suburban school in which she showed intelligence and educational ratings. She found a high correlation between intelligence and educational achievement.

The intelligence test is considered by some educators to be in actuality an achievement test, rather than a test of native ability. Tilton¹⁴ said that there is no fundamental difference between the "intelligence" test and the "achievement" test. He thought that there was a practical difference, in that the "achievement" test was made to correspond to school effort.

In the present investigation, the mental tests in the third and fourth grades were non-reading tests. But in Grades V and VI, the mental tests used required reading and other acquired knowledge, and so may have involved a certain amount of achievement along with native ability.

¹³ Verna Ruth Nathan, "An Intelligence and Educational Survey of a Suburban School," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1927), pp. 1-35.

¹⁴ J. W. Tilton, An Educational Psychology of Learning, (New York: Macmillan Company, 1951), p. 192.

relation between intelligence and achievement in school work. The next group investigated reading and achievement tests. The third group of tests was designed to do as well as could be expected. The fourth group

expresses of the study, I am sure, will be of interest to you.

In 1937, the study was repeated in a school in which the study was first conducted. The results were similar to those of the first study.

she found a high correlation between intelligence and educational achievement.

The intelligence test is considered by some

educators to be an arbitrary and subjective test, rather than

a test of native ability. It is true that there is a

fundamental difference between the intelligence test and

the "achievement" test. The latter test tests the

practical difference, in that the achievement test tests

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third and fourth grades were non-reading tests. In the

grades V and VI, the mental tests used required reading and

other acquired knowledge, and so may have involved a certain

amount of achievement along with native ability.

13. Vera M. Nelson, "An Investigation of Intelligence and Achievement in a Suburban School," unpublished paper, The University of the Pacific, Alhambra, California, 1937.

14. J. W. Wilson, "An Investigation of Intelligence and Achievement in a Suburban School," unpublished paper, The University of the Pacific, Alhambra, California, 1937.

CHAPTER III

METHOD OF CONDUCTING THE INVESTIGATION

Sociograms were made for each grade. Each child was given a sheet of paper. Upon this paper he was asked to write his own name. Under his name he was asked to write names of three children with whom he liked best to play. The paper was then folded so that no child could see the names another child had written. The investigator collected the papers. The names were tabulated and the sociogram was plotted.

IQs and mental ages for each child were computed from scores on mental tests. The Otis Quick-Scoring Mental Test, Alpha, Form A, was given in Grades III and IV. The test was administered in both verbal and non-verbal forms. Scores were interpreted by means of the manual of directions. In the fifth grade, the Otis Quick-Scoring Mental Test, Beta, Form A, was used. The manual of directions was again utilized for interpreting scores. The sixth grade teacher administered this test to his group. The data obtained were made available to the investigator.

The California Test of Personality, Elementary Form A, was given by the investigator in each of the grades participating in the study. In the third and fourth grades, questions were read aloud to children so that lack of ability

METHOD OF CONDUCTING THE INVESTIGATION

Sociograms were made for each grade. Each child was given a sheet of paper. Upon this paper he was asked to write his own name. Under his name he was asked to write names of three children with whom he liked best to play. The paper was then folded so that no child could see the names another child had written. The investigator collected the papers. The names were tabulated and the sociogram was plotted.

Ips and mental ages for each child were computed from scores on mental tests. The Otis Quick-Scoring Mental Test, Form A, was given in Grades III and IV. The test was administered in both verbal and non-verbal forms. Scores were interpreted by means of the manual of directions. In the fifth grade, the Otis Quick-Scoring Mental Test, Form A, was used. This manual of directions was again utilized for interpreting scores. The sixth grade teacher administered this test to his group. The data obtained were made available to the investigator.

The California Test of Personality, Elementary Form A, was given by the investigator in each of the grades participating in the study. In the third and fourth grades, questions were read aloud to children so that lack of ability

to read might not interfere with true answering of them. Pupils in all grades were allowed to ask meanings of words or of questions which they did not understand. The actual meaning was stated as clearly as possible, with no information volunteered by the investigator that might influence the child's answer. It was hoped that an unbiased manner would encourage the child to express true feelings in his answers. All tests were checked and scored by the investigator.

Ratings were determined in percentages by use of the manual of directions. Percentiles were found for Self Adjustment, Social Adjustment, and for Total Adjustment. Under Self Adjustment subheadings were: Self-reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms. Social Adjustment consisted of: Social Standards, Social Skills, Anti-social Tendencies, Family Relations, School Relations, and Community Relations. Percentile ranks for Total Adjustment were used in correlations with other data.

Pupils were rated in school achievement by means of two different tests. With two exceptions these tests were administered and scored by the investigator. In the third grade, the reading section of the Progressive Test was given by the investigator but checked by the teacher. The sixth grade teacher administered and scored the Stanford Test

to read right for instance with the exception of them.
 Pupils in all grades were allowed to take advantage of words
 or of questions which they did not understand. The actual
 meaning was stated as clearly as possible, with no influ-
 ence volunteered by the investigator that might influence
 the child's answer. It was noted that an unbiased answer
 would encourage the child to express his feelings in his
 answers. All tests were checked and scored by the
 investigator.

Results were tabulated in percentages by use of the
 manual of statistics. Percentages were found for all
 Adjustment, Social Adjustment, and Total Adjustment.
 Under Self Adjustment, adjustment was self-reliance,
 sense of personal worth, sense of personal freedom, feeling
 of belonging, withdrawing tendencies, and nervous symptoms.
 Social Adjustment consisted of social behavior, social
 skills, anti-social tendencies, family relations, school
 relations, and community relations. Percentages were found for
 Total Adjustment which was based in correlations with other data.
 Pupils were rated in school adjustment by means of
 two different tests. With the exception of these tests, all
 administered and scored by the investigator. In the third
 grade, the reading section of the Inconsistency Test was given
 by the investigator but checked by the teacher. The sixth
 grade teacher administered and scored the Inconsistency Test.

given in his room and made the data available to the investigator. The tests used in Grade III were the Progressive Achievement Test, Form A, Primary Battery, and the Stanford Achievement Test, Primary Battery, Form G.

In Grades IV and V, Form H of the Stanford Achievement Test, Intermediate Battery, Partial, was given. Grade VI used Form G, Intermediate Battery, Partial, of the Stanford Achievement Test. The Progressive Achievement Test, Elementary Battery, Form A, was utilized in Grades IV, V, and VI. Grade point scores and educational age scores were found for all pupils.

Teachers in each grade made estimates of their pupils' IQs. Four intervals were used: 69 and below, 70-89, 90-110, and 111 and above. These estimates were compared with the IQs derived from the mental tests.

In tabulating results of tests, children were designated individually by numbers. Each child kept his same number throughout the analysis of the data.

All norms used were national norms obtained from the manuals for each test.

given in his room and made the test available to the
investigator. The tests used in this study were the
Progressive Achievement Test, Form A, Stanford Achievement Test,
the Stanford Achievement Test, Elementary Battery, Form B,
In Grades IV and V, Form B of the Stanford
Achievement Test, Intermediate Battery, Form B, the
Grade VI and Form D, Intermediate Battery, Form B, the
Stanford Achievement Test, the Progressive Achievement
Test, Elementary Battery, Form A, and the Stanford
V, and VI, Grade point scores and educational age scores
were found for all pupils.
Teachers in each grade were notified of their pupils
Ige. Four intervals were used: 0-10, 10-20, 20-30, and 30-40.
and III and above. These categories were determined from the
Ige derived from the mental tests.
In tabulating results of tests, individual scores were
rated individually by number. Each child's score was
number throughout the analysis of the data.
All items used were as usual items obtained from the
manuals for each test.

CHAPTER IV

ANALYSIS OF DATA

When the sociograms were plotted, girls were represented by circles and boys by squares. Each child was given a number and his number put on the circle or square representing him. Straight lines connected the figures, with an arrow point indicating the one chosen. Mutual choices were shown by arrow points at each end of the connecting straight lines. From the resulting diagram the number of times each boy or girl was chosen and who chose him could be readily ascertained. Names of children in each grade were listed. Beside his name was placed the number of times each child was chosen. The resulting tabulation was used in subsequent correlations. (See pages 14, 15, 16, and 17.)

A study of these sociograms showed that in general boys chose boys and girls chose girls for preferred playmates. But in Grade IV six boys indicated the same girl for one of their choices. Two of the other girls were more popular among girls. In Grades III, IV and V, a few children were much more popular than the others. Choices were more evenly distributed in Grade VI. Here the highest number of choices for any child was five. The two children in this group who were not chosen were pupils who had attended this

ASSIGNMENT OF GRADES

When the assignments were given, the boys
 represented by circles and squares, and the girls
 given a number and the number of the circle or square
 representing him. Students whose assignments were given
 with an arrow point indicated the one chosen. The
 choices were shown by arrows pointing to the number of the
 connecting straight lines. From the results the number of
 number of times each boy or girl was chosen and the number of
 him could be readily ascertained. Names of children in each
 grade were listed. Besides the names placed in the
 times each child was chosen. The resulting statistics were
 used in subsequent correlations. (See page 14 for details.)

17.)

A study of these assignments showed that in general
 boys chose boys and girls chose girls. The preference was
 water. But in Grade IV six boys indicated the preference for
 one of their choices. Two of the other girls chose the
 popular among girls. In Grades III, IV and V, the boys
 were much more popular than the girls. The highest mean of
 evenly distributed in Grades VI, VII and VIII. The highest mean of
 choices for any child was three. The two children in each
 group who were not chosen were in the same grade.

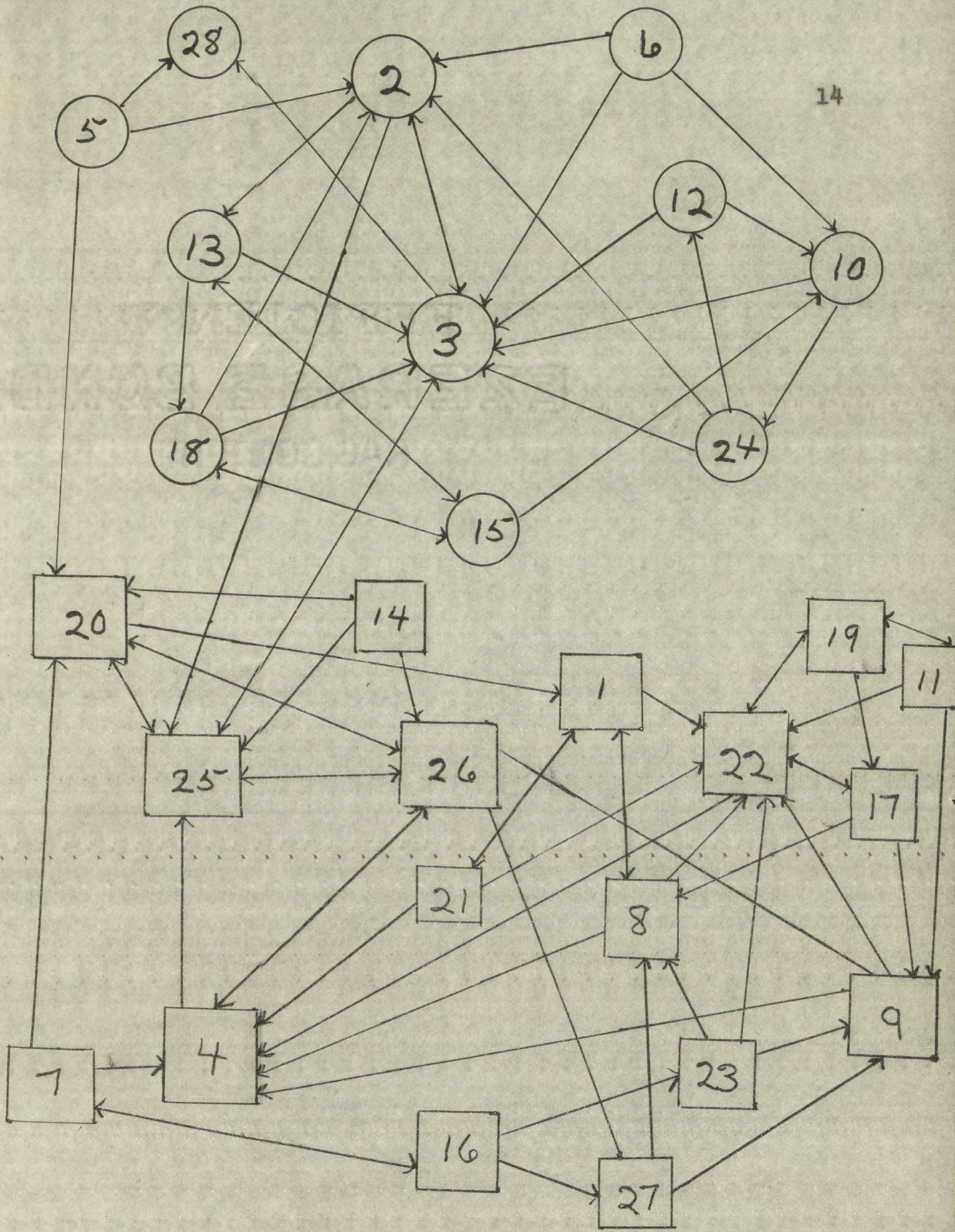
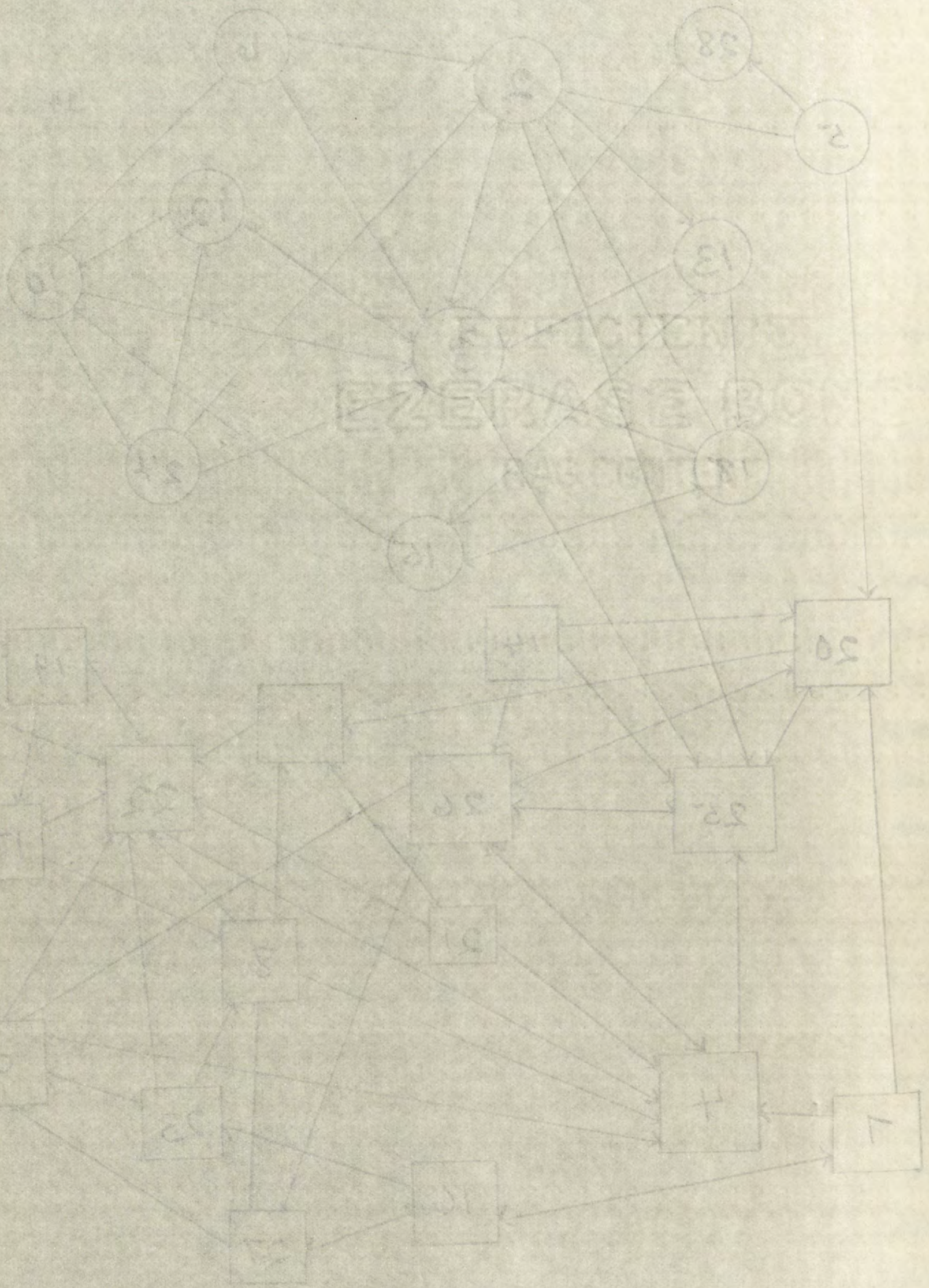


FIGURE 1

SOCIOGRAM FOR GRADE III



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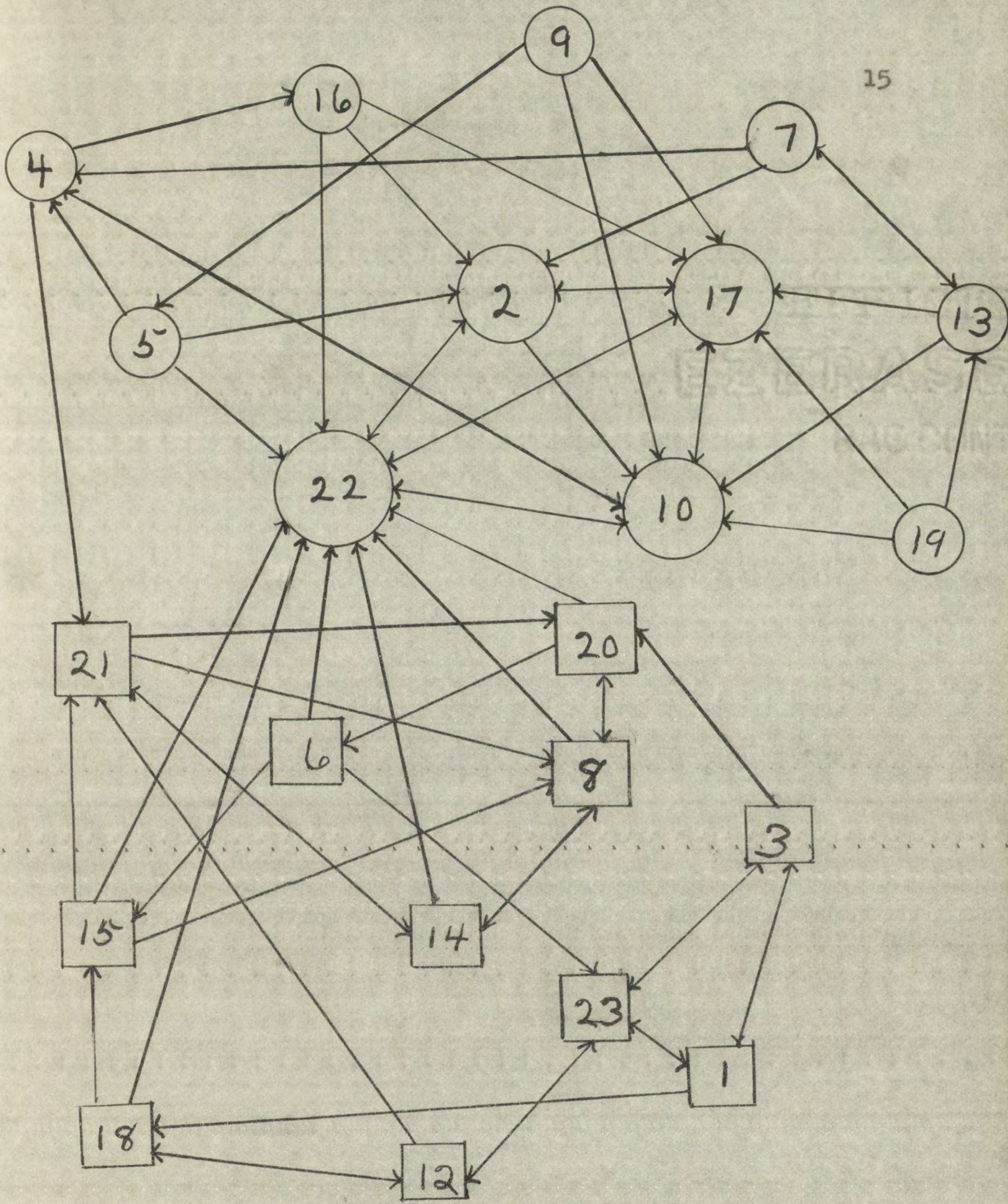


FIGURE 2
SOCIOGRAM FOR GRADE IV

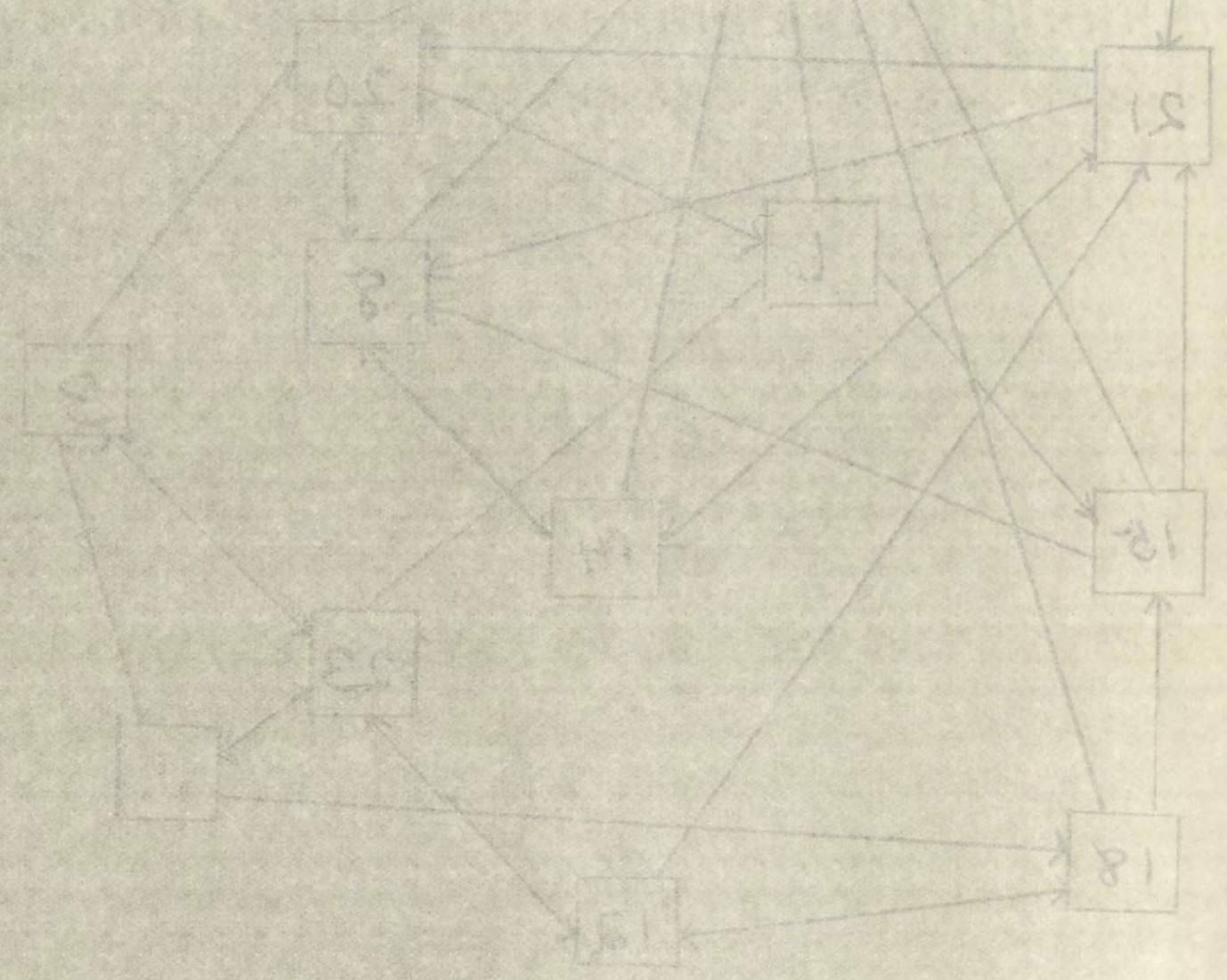
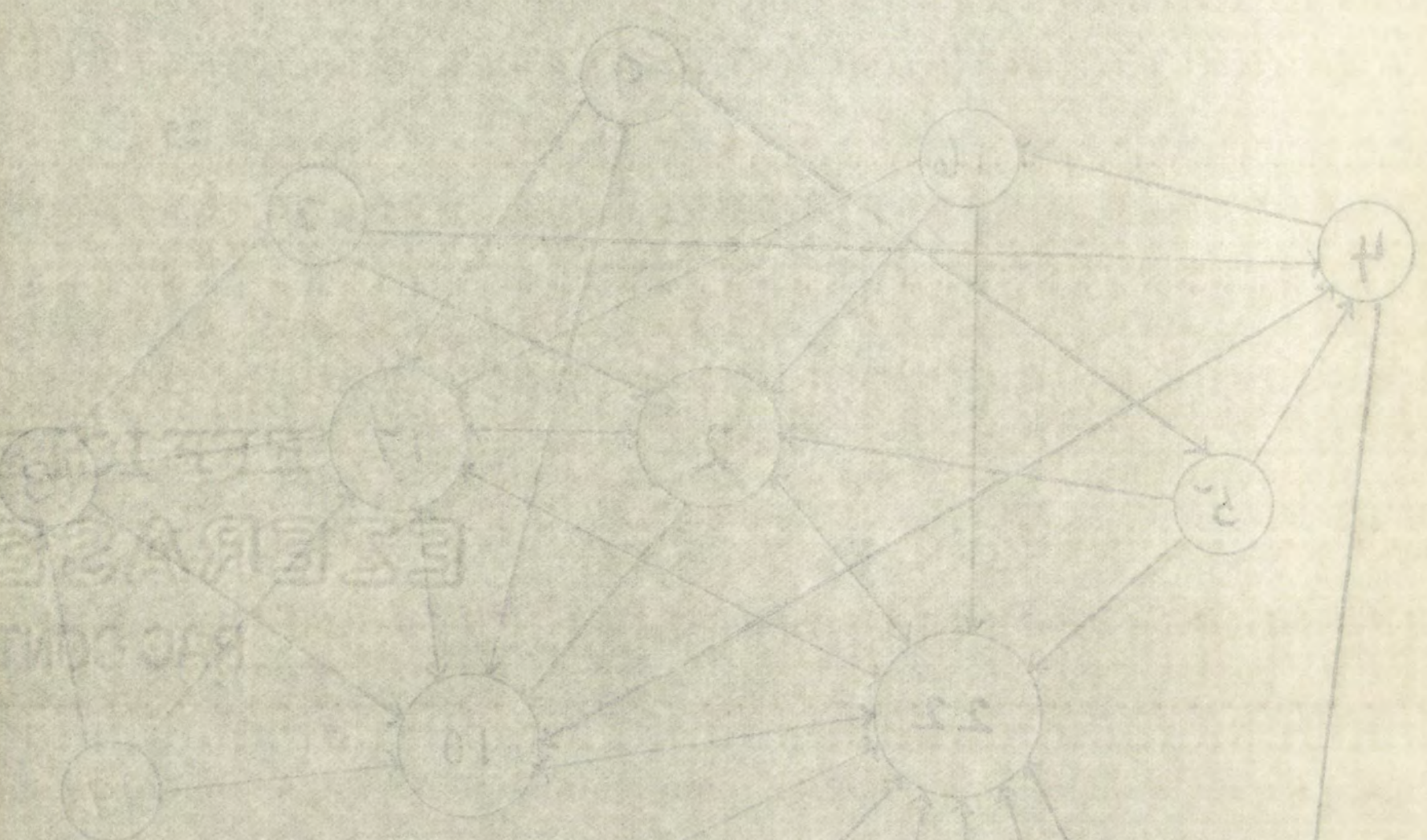


FIGURE 1
 NETWORK OF CONNECTIONS

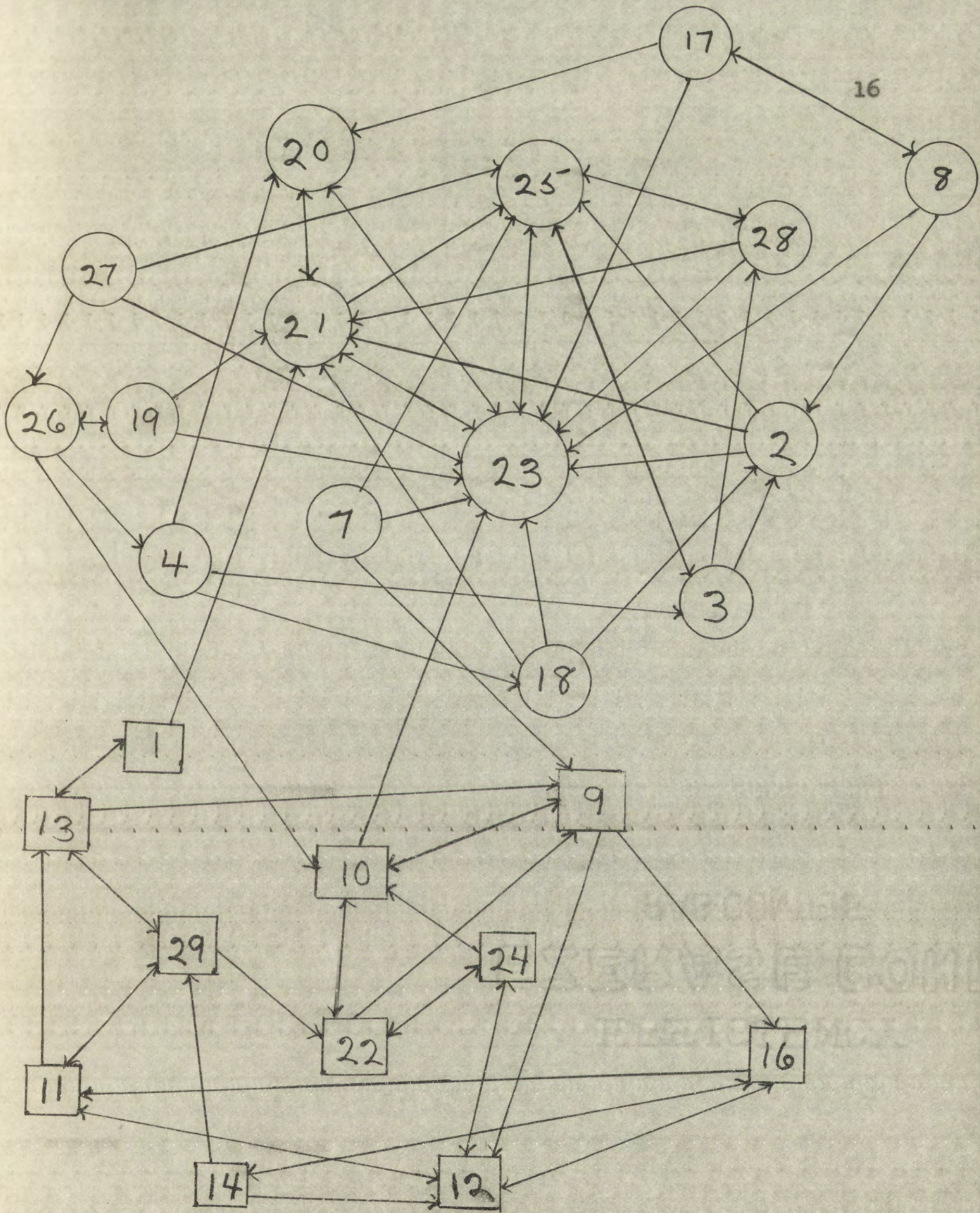
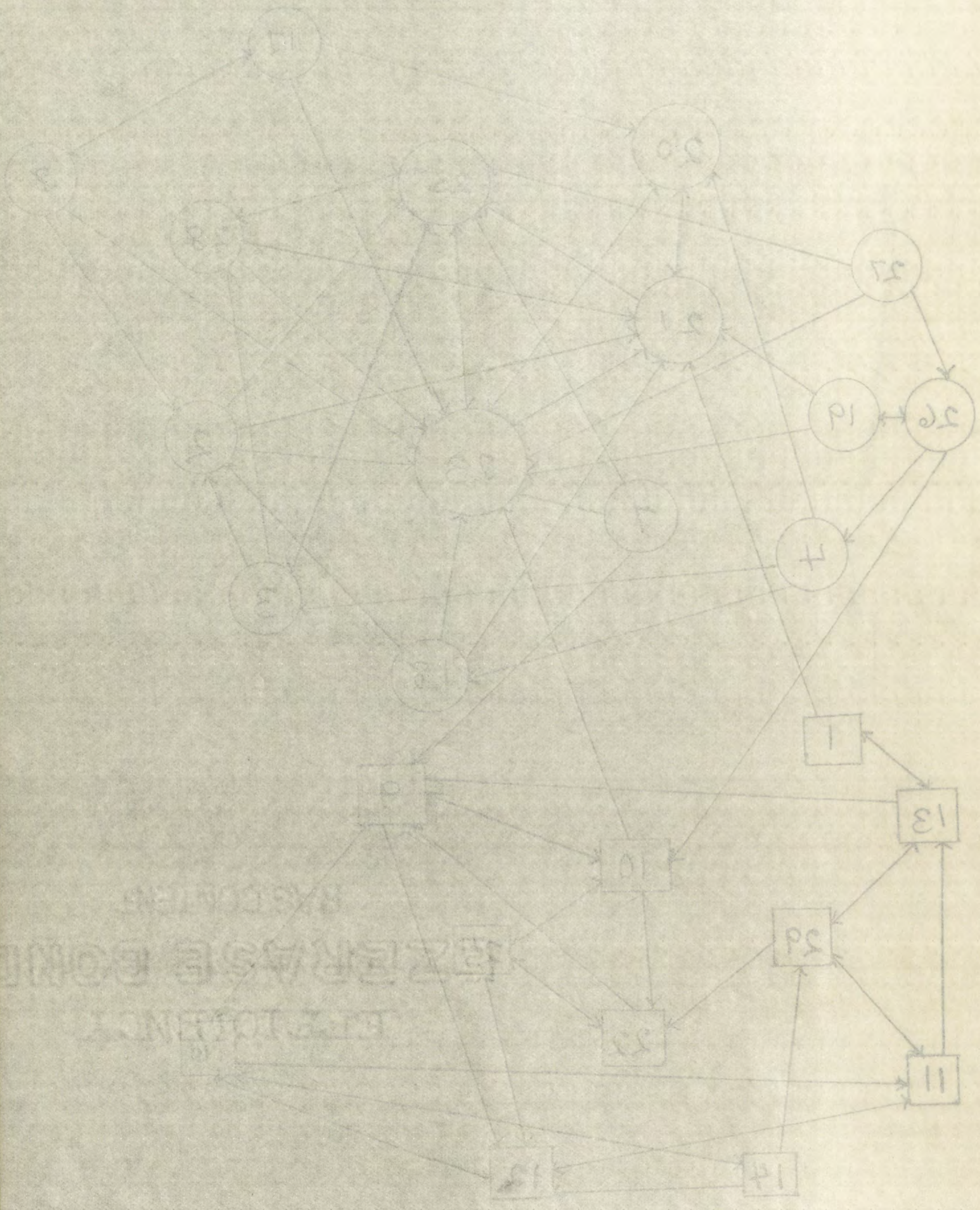


FIGURE 3

SOCIOGRAM FOR GRADE V



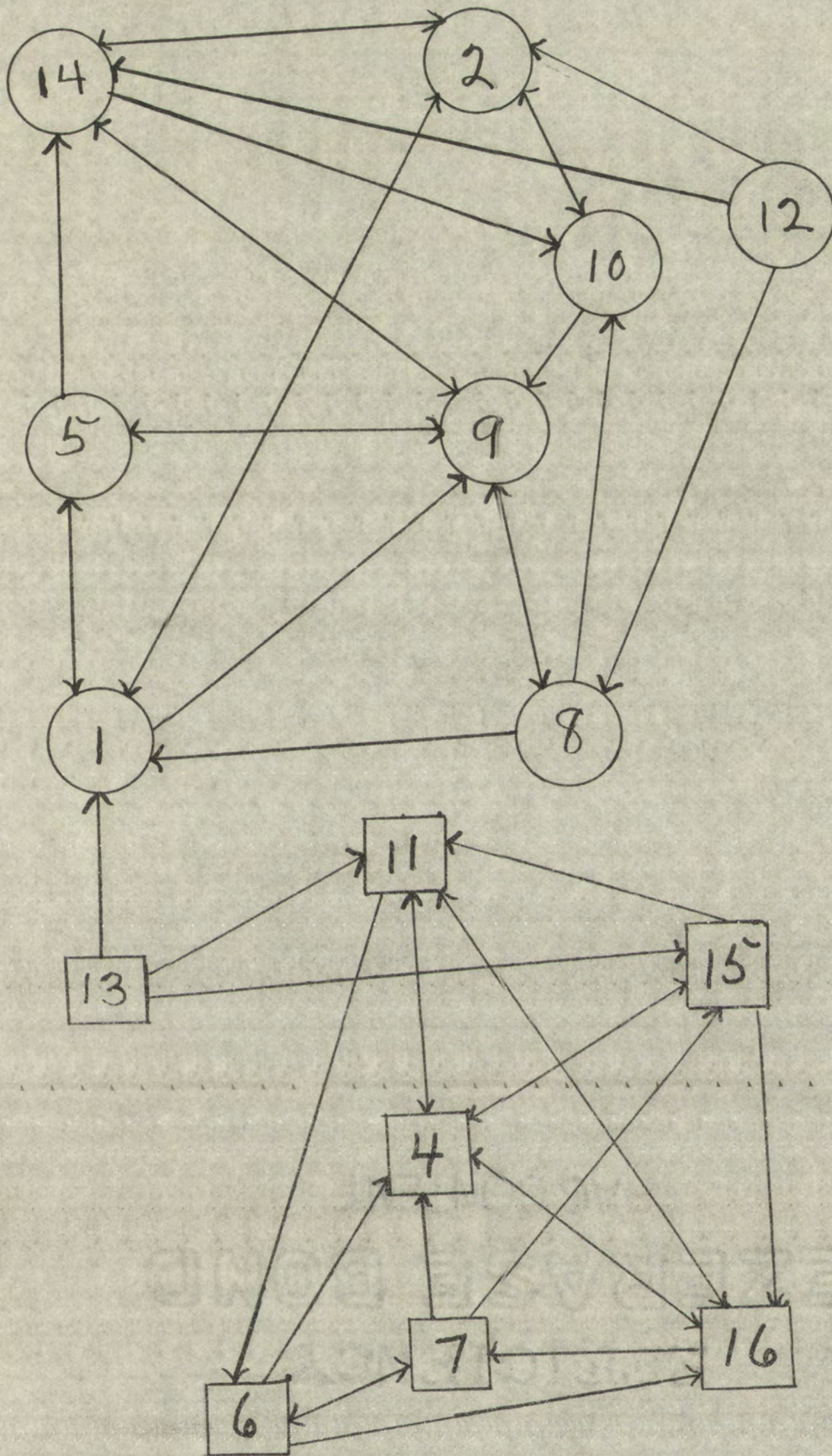


FIGURE 4
SOCIOGRAM FOR GRADE VI

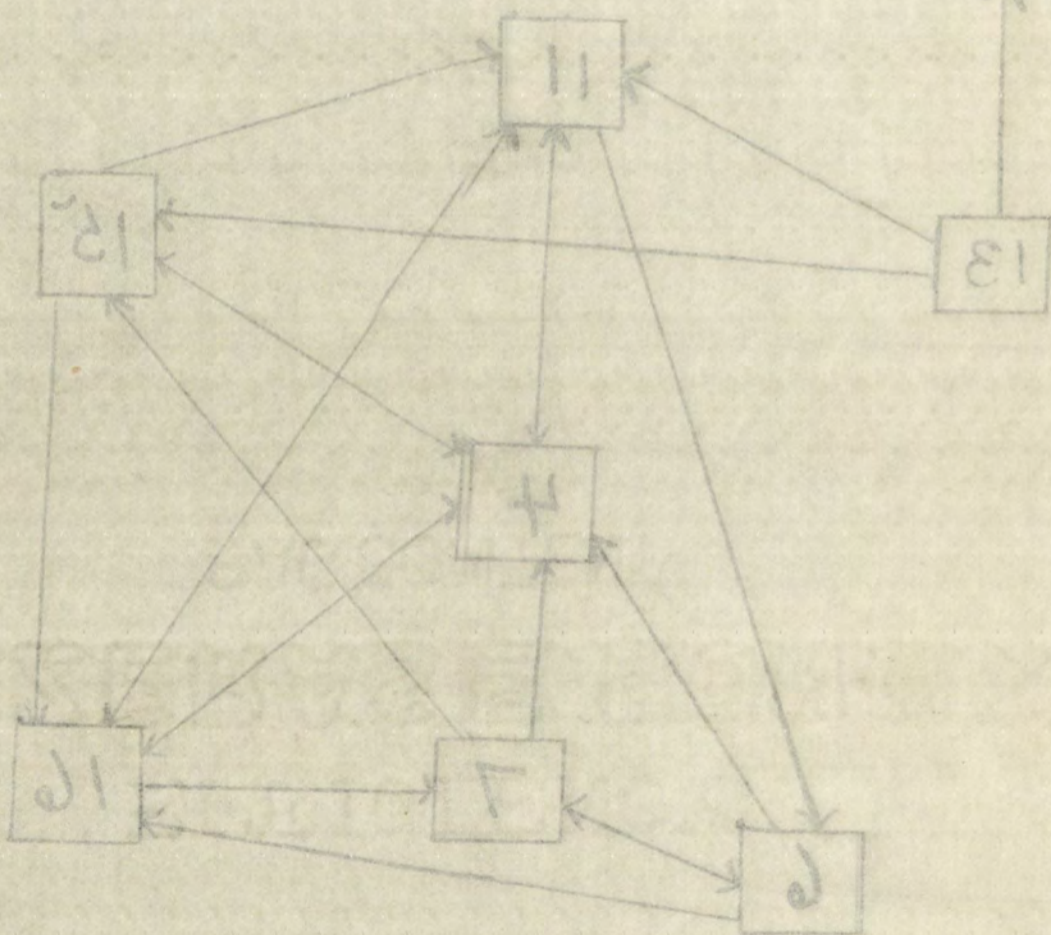
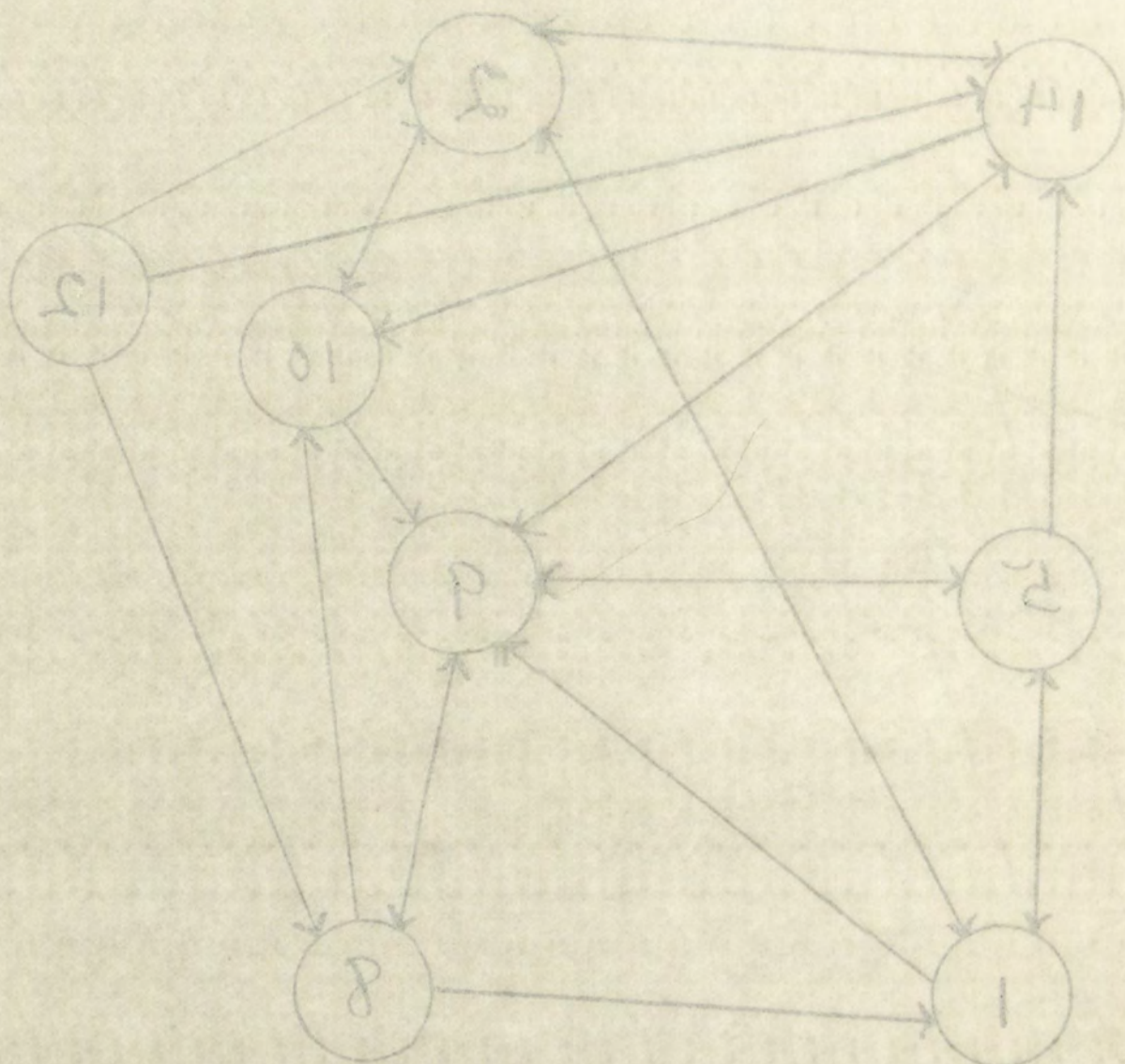


FIGURE 4
 SOGIORAM FOR GRADE VI

school for only a short time.

The degree of social acceptance of each child seems to have very little relation to his ratings in IQ, personality adjustment, or school achievement. Correlation between social acceptance and measured IQ was found to be $.31 \pm .07$. When personality adjustment was correlated with the number of times a child was chosen the result was $r = .16 \pm .07$.

Correlations between amount of social acceptance and ratings on the Progressive Achievement Tests were made separately for each grade. In Grade III, $r = .12 \pm .13$. The correlation in Grade IV was $.32 \pm .13$. The figure was lower for Grade V, r being $.15 \pm .15$. Surprisingly enough, in Grade VI the correlation was $.82 \pm .04$.

Nine children were not chosen at all. The largest number of times one child was selected was nine in Grade III, eleven in Grade IV, twelve in Grade V, and five in Grade VI.

Table I shows the high, low, and median mental ages,

TABLE I

HIGH, LOW, AND MEDIAN MENTAL AGES AND
HIGH, LOW, AND MEDIAN IQS FOR ALL GRADES

	III			IV			V			VI	
	M.A.	IQ		M.A.	IQ		M.A.	IQ		M.A.	IQ
High	12-2	116		13-3	116		13-4	119		16-0	123
Low	6-8	64		6-11	75		7-4	73		8-7	68
Median	9-3	95		9-11	97		10-8	98		12-0	104
Norm	9-3	100		10-4	100		11-6	100		12-4	100

and also high, low, and median IQs for all grades. Table II gives the mental ages and IQs for all pupils. These were obtained by means of the mental test.

In Grade III, the range of mental ages was from six years eight months to twelve years two months, or a difference of five years six months. The median mental age at time of testing was nine years three months, which is the age norm given by the Progressive Achievement Test for that time. The median IQ for the group was 95, with a range from 64 to 116.

The children in Grade IV were found to have mental ages from six years eleven months to thirteen years three months, a range of six years four months. Their median mental age was nine years eleven months, as compared to a norm of ten years four months. The range of IQs in this group was from 75 to 116, with a median of 97.

Pupils of Grade V had a range of mental ages from seven years four months to thirteen years four months, a difference of seven years. The median mental age was ten years eight months, which was ten months below the norm of eleven years six months. The median IQ for this group was 98.

In Grade VI an even wider range was found. The low mental age was seven years five months with a high of sixteen years making the range eight years seven months. The

and also high, low, and median IQs for all grades. Table II

gives the mental ages and IQs for all pupils. These were

obtained by means of the mental test.

In Grade III, the range of mental ages was from six

years eight months to twelve years two months, or a

difference of five years six months. The median mental age

at time of testing was nine years three months, which is the

age now given by the Progressive Achievement Test for that

time. The median IQ for the group was 95, with a range from

84 to 116.

The children in Grade IV were found to have mental

ages from six years eleven months to thirteen years three

months, a range of six years four months. Their median

mental age was nine years eleven months, as compared to a

norm of ten years four months. The range of IQs in this

group was from 75 to 116, with a median of 97.

Pupils of Grade V had a range of mental ages from

seven years four months to thirteen years four months, a

difference of seven years. The median mental age was ten

years eight months, which was ten months below the norm of

eleven years six months. The median IQ for this group was

98.

In Grade VI an even wider range was found. The low

mental age was seven years five months with a high of six-

teen years making the range eight years seven months. The

TABLE II
 MENTAL AGES AND IQS FOR ALL PUPILS

Pupil No.	III		IV		V		VI	
	M.A.	IQ	M.A.	IQ	M.A.	IQ	M.A.	IQ
1	10-3	114	8-2	84	7-4	73	12-5	104
2	8-9	90	9-5	97	11-4	105	11-8	101
3	10-3	105	7-7	82	11-8	108	8-2	68
4	8-2	85	12-6	116	9-2	90	14-9	107
5	8-9	96	12-1	113	8-5	71	15-10	123
6	11-3	112	9-5	95	8-3	78	14-4	108
7	6-8	64	9-1	88	10-7	90	14-9	112
8	8-2	90	10-5	95	12-5	111	11-8	103
9	10-9	116	7-11	75	13-3	115	14-9	109
10	8-10	99	10-0	95	14-6	119	14-4	109
11	8-9	106	9-4	81	11-10	99	11-2	96
12	8-1	94	9-11	100	10-0	91	11-0	93
13	9-5	96	11-9	105	8-2	76	7-5	68
14	7-9	87	8-7	86	11-2	98	10-8	92
15	7-2	74	9-8	94	10-0	92	10-7	92
16	7-8	81	10-3	106	11-8	103	16-0	123
17	9-4	111	12-0	111	9-5	89		
18	7-2	79	11-7	112	10-7	97		
19	8-10	92	8-4	85	11-4	106		
20	12-2	115	11-7	106	11-4	103		
21	8-1	88	13-3	114	10-10	99		
22	9-3	107			10-5	97		
23	8-7	78			10-8	99		
24	8-3	95						
25	8-7	96						
26	9-10	113						
27	8-5	84						

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5	10-3	18	18	18
6	10-3	19	19	19
7	10-3	20	20	20
8	10-3	21	21	21
9	10-3	22	22	22
10	10-3	23	23	23
11	10-3	24	24	24
12	10-3	25	25	25
13	10-3	26	26	26
14	10-3	27	27	27
15	10-3	28	28	28
16	10-3	29	29	29
17	10-3	30	30	30
18	10-3	31	31	31
19	10-3	32	32	32
20	10-3	33	33	33
21	10-3	34	34	34
22	10-3	35	35	35
23	10-3	36	36	36
24	10-3	37	37	37
25	10-3	38	38	38
26	10-3	39	39	39
27	10-3	40	40	40
28	10-3	41	41	41
29	10-3	42	42	42
30	10-3	43	43	43
31	10-3	44	44	44
32	10-3	45	45	45
33	10-3	46	46	46
34	10-3	47	47	47
35	10-3	48	48	48
36	10-3	49	49	49
37	10-3	50	50	50
38	10-3	51	51	51
39	10-3	52	52	52
40	10-3	53	53	53
41	10-3	54	54	54
42	10-3	55	55	55
43	10-3	56	56	56
44	10-3	57	57	57
45	10-3	58	58	58
46	10-3	59	59	59
47	10-3	60	60	60
48	10-3	61	61	61
49	10-3	62	62	62
50	10-3	63	63	63
51	10-3	64	64	64
52	10-3	65	65	65
53	10-3	66	66	66
54	10-3	67	67	67
55	10-3	68	68	68
56	10-3	69	69	69
57	10-3	70	70	70
58	10-3	71	71	71
59	10-3	72	72	72
60	10-3	73	73	73
61	10-3	74	74	74
62	10-3	75	75	75
63	10-3	76	76	76
64	10-3	77	77	77
65	10-3	78	78	78
66	10-3	79	79	79
67	10-3	80	80	80
68	10-3	81	81	81
69	10-3	82	82	82
70	10-3	83	83	83
71	10-3	84	84	84
72	10-3	85	85	85
73	10-3	86	86	86
74	10-3	87	87	87
75	10-3	88	88	88
76	10-3	89	89	89
77	10-3	90	90	90
78	10-3	91	91	91
79	10-3	92	92	92
80	10-3	93	93	93
81	10-3	94	94	94
82	10-3	95	95	95
83	10-3	96	96	96
84	10-3	97	97	97
85	10-3	98	98	98
86	10-3	99	99	99
87	10-3	100	100	100

median mental age was twelve years one month, three months below the norm. The median IQ, 104, was the only median IQ in any grade that was above 100.

Table III shows the pupils of all grades listed by number both in the interval in which they were placed by the teachers' estimates, and in the interval in which they fell according to the results of the mental test.

In Grade III, the teacher listed seven names in the top interval, 111 and above, and twenty names in the interval comprising 90-110. According to the test results, there were six pupils in the 111 and above interval, twelve children in the 90-110 interval, eight in the 70-89 group, and one in the 69 and below classification. Comparing the two lists, the investigator found that the teacher correctly classified ten children, missed fifteen by one group rating, and missed two by two group ratings.

The teacher in Grade IV correctly classified thirteen children, missed nine by one rating. There were five children in the 111 and above group, ten in the 90-110 interval and six in the 70-89 group.

Eleven of the pupils in Grade V were classified correctly by their teacher, nine were missed by one rating, and three were not classified. The test results showed that three pupils had IQs above 111, that fifteen were in the group ranging from 90-110, and five children had IQs between

median mental age was 7.5 years and the range was from 6.0 to 9.0 years below the norm. The median IQ was 75 and the range was from 60 to 90 in any grade that was above 100.

Table III shows the results of all grades listed in number both in the interval in which they were placed in the teacher's estimate, and in the interval in which they fell according to the results of the mental tests.

In Grade III, the teacher listed seven names in the top interval, III and above, and seven names in the interval comprising 90-110. According to the test results there were six pupils in the III and above interval, twelve children in the 90-110 interval, and one in the 70-90 group and one in the 50 and below interval. Comparing the two lists, the investigator found that the teacher correctly classified ten children, missed thirteen by one group setting, and missed two by two group settings.

The teacher in Grade IV correctly classified thirteen children, missed nine by one group setting, and missed one by two group settings. The teacher in Grade V correctly classified eleven children in the II and above interval and six in the 90-110 interval. Seven of the pupils in the II and above interval

were correctly by their teacher, nine were missed by one group setting and three were not classified. The teacher correctly classified three pupils in the 90-110 interval and one in the 70-90 interval. The teacher in Grade VI correctly classified eight pupils in the II and above interval and one in the 90-110 interval. The teacher in Grade VII correctly classified six pupils in the II and above interval and one in the 90-110 interval. The teacher in Grade VIII correctly classified five pupils in the II and above interval and one in the 90-110 interval. The teacher in Grade IX correctly classified four pupils in the II and above interval and one in the 90-110 interval. The teacher in Grade X correctly classified three pupils in the II and above interval and one in the 90-110 interval.

TABLE III
TEACHERS' ESTIMATES OF IQS
AND THE ACTUAL TEST RESULTS

	69 and Below	70-89	90-110	111 and Above
Teacher's Estimates			2,4,5,6,7,8 9,10,14,15 16,17,18,19 22,23,24,25 26,27	1,3,11,12 13,20,21
III				
Test Results	7	4,14,15 16,18,21 23,27	2,3,5,8,10 11,12,13, 19,22,24, 25	1,6,9,17 20,26
Teacher's Estimates		1,3,7,9 11,15	2,5,6,8,10 12,14,17 18,19	4,13,16 20,21
IV				
Test Results		1,3,7,9 11,14,19	2,6,8,10,12 13,15,16,20 22	4,5,17,18 21
Teacher's Estimates	1,5,6	7,13,17	3,4,9,12,14 18,20	2,8,10,11 15,23
V				
Test Results		1,5,6,13 17	2,3,4,7,11 12,14,15,16 18,19,20,21 22,23	8,9,10
Teacher's Estimates		13	1,2,6,10,11 12,14,15	4,5,7,8,9 16
VI				
Test Results	3,13		1,2,4,6,8,9 10,11,12,14 15	5,7,16

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AND THE HISTORY THAT BEHIND

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Teacher's
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Results

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IV

Test
Results

Teacher's
Estimates

V

Test
Results

Teacher's
Estimates

VI

Test
Results

70 and 89.

In Grade VI, three pupils were in the 111 and above group, eleven were in the 90-110 classification, and two were in the group that ranged downward from 69. The teacher in this grade estimated eleven IQs correctly, missed four by one rating, and did not classify one pupil who enrolled after the estimates had been made.

In Table IV will be found individual percentile rankings on Total Adjustment obtained from scores on the California Test of Personality. In Table V, the results are summarized, showing the number of pupils in each grade at the different percentile rankings, and the total number of pupils in each ranking.

In Grade III, the highest adjustment score was 75 per cent. The lowest ranking in the same group was 15 per cent. The median here was 40 per cent, which was 10 per cent below the norm established for the test.

In Grade IV 75 per cent was the highest score. In this group the lowest rating was 20 per cent. The median score was 42.5 per cent.

Grade V had a high score of 80 per cent, with a low of 10 per cent. The median percentile ranking was 40 per cent. The highest score in Grade VI was 85 per cent. The lowest rating was 10 per cent. The median was 45 per cent for this group.

In Grade VI, eleven pupils were in the 100 per cent group, eleven were in the 90-100 per cent group, and eleven were in the group that ranged from 80-90 per cent.

EFFICIENCY
CASE BOND
& CONTENT

In this grade estimated class IQs were 100, 100, and 100. The one rating, and the one rating, one rating, and the one rating, after the estimates had been made.

In Table IV will be found individual IQs, rankings on Total Adjustment, and rankings on California Test of Intelligence. In Table V, the results are summarized, showing the number of pupils in each grade in the different percentages. The results are given for pupils in each ranking.

In Grade VII, the highest adjustment score was 100 per cent. The lowest ranking was 100 per cent. The median here was 70 per cent. The results are given for the norm established for the test.

In Grade IV, the highest adjustment score was 100 per cent. This group the lowest rating was 100 per cent. The median score was 42.5 per cent.

Grade V had a high score of 100 per cent. The results are given for 10 per cent. The median score in Grade VI was 100 per cent. The lowest rating was 10 per cent. The results are given for this group.

TABLE IV
 PERCENTILE RANKINGS OF ALL PUPILS
 ON TOTAL ADJUSTMENT

Pupil No.	III	IV	V	VI
1	35	30	10	30
2	75	35	40	45
3	45	60	40	30
4	60	75	20	75
5	45	20	20	45
6	65	50	20	55
7	20	20	45	10
8	30	45	80	85
9	25	25	40	40
10	45	40	70	45
11	70	50	45	60
12	45	55	40	45
13	45	40	35	15
14	30	35	35	45
15	25	35	65	55
16	50	45	35	60
17	25	40	20	
18	25	45	60	
19	25	45	55	
20	70	50	60	
21	30	70	50	
22	55	25	50	
23	40		65	
24	75			
25	15			
26	30			
27	35			

TABLE IV

PERCENTILE RANKINGS OF ALL PUPILS
OF TOTAL ADJUSTMENT

Page No.	III	IV	V	VI
1	10	10	10	10
2	10	10	10	10
3	10	10	10	10
4	10	10	10	10
5	10	10	10	10
6	10	10	10	10
7	10	10	10	10
8	10	10	10	10
9	10	10	10	10
10	10	10	10	10
11	10	10	10	10
12	10	10	10	10
13	10	10	10	10
14	10	10	10	10
15	10	10	10	10
16	10	10	10	10
17	10	10	10	10
18	10	10	10	10
19	10	10	10	10
20	10	10	10	10
21	10	10	10	10
22	10	10	10	10
23	10	10	10	10
24	10	10	10	10
25	10	10	10	10
26	10	10	10	10
27	10	10	10	10
28	10	10	10	10
29	10	10	10	10
30	10	10	10	10
31	10	10	10	10
32	10	10	10	10
33	10	10	10	10
34	10	10	10	10
35	10	10	10	10
36	10	10	10	10
37	10	10	10	10
38	10	10	10	10
39	10	10	10	10
40	10	10	10	10
41	10	10	10	10
42	10	10	10	10
43	10	10	10	10
44	10	10	10	10
45	10	10	10	10
46	10	10	10	10
47	10	10	10	10
48	10	10	10	10
49	10	10	10	10
50	10	10	10	10

TABLE V
 NUMBER OF PUPILS IN EACH
 PERCENTILE RANKING ON TOTAL ADJUSTMENT

Percentile	III	IV	V	VI	Total
85				1	1
80			1		1
75	2	1		1	4
70	2	1	1		4
65	1		2		3
60	1	1	2	2	6
55	1	1	1	2	5
50	1	3	2		6
45	5	4	2	5	16
40	1	3	4	1	9
35	2	3	3		8
30	4	1		2	7
25	5	2			7
20	1	2	4		7
15	1			1	2
10			1	1	2

TABLE V

PERCENTAGE RANKING ON TOTAL ADJUSTMENT
NUMBER OF PUPILS IN EACH

Percentile	III	IV	V	VI	Total
85				1	1
80			1		1
75	2			1	3
70	2		1		3
65	1		2		3
60	1		2	1	4
55	1		1		2
50	1		2		3
45	2		2	1	5
40	1		2	1	4
35	2		1		3
30	4			1	5
25	2				2
20	1		2		3
15	1			1	2
10			1	1	2

As has been stated previously, the correlation between personality adjustment scores and degree of social acceptance was found to be $.16 \pm .07$. When personality test rankings and IQs were correlated scores of all groups were included. This correlation was computed to be $.53 \pm .05$. While this correlation is not highly significant, it does seem to indicate that personal and social adjustment has a closer relation to intelligence than to social acceptance by the group.

Table VI shows high, low, and median educational and

TABLE VI

HIGH, LOW, AND MEDIAN EDUCATIONAL AND
CHRONOLOGICAL AGES FOR ALL GRADES

	III		IV		V		VI	
	E.A.	C.A.	E.A.	C.A.	E.A.	C.A.	E.A.	C.A.
High	9-10	11-7	12-8	12-3	13-1	13-1	13-4	13-4
Low	8-1	8-5	8-1	9-3	8-3	10-5	9-11	11-2
Median	9-0	9-2	10-6	10-5	11-6	11-0	12-7	11-10
Norm	9-3	9-3	10-4	10-4	11-6	11-6	12-4	12-4

chronological ages for each grade, with norms for each. In Table VII, individual educational and chronological ages are given for all pupils.

The educational ages given in Tables VI and VII were derived from scores on the Progressive Achievement Test, with the exception of ages for two children in Grade V, who were

As has been stated previously, the correlation between personality adjustment scores for groups of normal persons was found to be .11, .04. This correlation is not significant and is not correlated scores of all groups were included. This correlation is compared to the .11 correlation. This correlation is not highly significant. It does not indicate that personality and social adjustment are in relation to intelligence level as social adjustment is the Group.

Table VI shows high, low, and median personality scores.

TABLE VI

HIGH, LOW, AND MEDIAN PERSONALITY SCORES FOR ALL PERSONS

III	
High	Low
9-10	1-2
8-9	3-4
7-8	5-6
6-7	7-8
5-6	9-10
4-5	11-12
3-4	13-14
2-3	15-16
1-2	17-18

chronological ages for each group, with normal for each. Table VII, individual, educational and chronological ages are given for all pupils. The educational ages for the high, low and median groups derived from scores on the Stanford-Binet Intelligence Test. The exception of ages for each group is given in Table VIII.

TABLE VII
 EDUCATIONAL AND CHRONOLOGICAL AGES
 FOR ALL PUPILS

Pupil No.	III		IV		V		VI	
	E.A.	C.A.	E.A.	C.A.	E.A.	C.A.	E.A.	C.A.
1	9-7	8-8	8-1	10-11	9-2	11-2	12-10	11-8
2	8-10	10-1	9-9	10-0	12-1	10-7	12-3	11-7
3	9-9	9-5	9-11	9-6	11-6	10-5	9-11	13-4
4	8-9	10-3	12-0	9-10	11-0	10-7	13-2	12-4
5	9-1	9-2	10-0	9-11	8-3	13-1	13-4	11-8
6	9-1	9-1	9-5	10-5	8-7	11-5	12-9	11-7
7	8-3	9-5	10-5	11-6	11-3	12-3	12-4	11-5
8	8-9	9-2	11-0	10-11	12-9	10-6	12-9	11-2
9	9-8	8-9	8-2	9-10	11-11	10-6	13-2	11-11
10	8-1	8-11	11-10	11-0	13-1	10-10	12-8	11-6
11	9-8	8-5	9-9	12-3	12-1	12-0	12-0	11-10
12	9-10	9-7	11-3	9-11	11-3	11-4	10-11	12-3
13	9-9	10-0	11-6	10-5	10-10	11-8	8-11	12-3
14	8-6	10-5	10-6	11-0	11-7	11-5	10-6	12-0
15	8-5	10-7	10-1	12-0	10-8	11-2	12-5	11-11
16	8-11	10-1	12-8	9-4	12-5	11-1	13-3	11-9
17	9-1	8-5	10-10	9-6	10-9	11-0		
18	9-1	9-3	10-2	9-3	11-6	11-0		
19	8-6	8-5	10-10	10-11	11-4	10-5		
20	9-9	9-3	11-7	10-1	11-11	10-9		
21	9-5	9-2	11-10	10-8	11-6	11-0		
22	9-0	8-6			11-1	10-10		
23	9-0	10-4			11-6	10-9		
24	9-1	8-7						
25	8-10	9-0						
26	8-11	8-5						
27	8-4	11-7						

INVENTORY OF THE
 NATIONAL ARCHIVES

Page No.	III	II	I
1	10-1	10-1	10-1
2	10-2	10-2	10-2
3	10-3	10-3	10-3
4	10-4	10-4	10-4
5	10-5	10-5	10-5
6	10-6	10-6	10-6
7	10-7	10-7	10-7
8	10-8	10-8	10-8
9	10-9	10-9	10-9
10	10-10	10-10	10-10
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16	10-16	10-16	10-16
17	10-17	10-17	10-17
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47	10-47	10-47	10-47
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49	10-49	10-49	10-49
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51	10-51	10-51	10-51
52	10-52	10-52	10-52
53	10-53	10-53	10-53
54	10-54	10-54	10-54
55	10-55	10-55	10-55
56	10-56	10-56	10-56
57	10-57	10-57	10-57
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72	10-72	10-72	10-72
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75	10-75	10-75	10-75
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91	10-91	10-91	10-91
92	10-92	10-92	10-92
93	10-93	10-93	10-93
94	10-94	10-94	10-94
95	10-95	10-95	10-95
96	10-96	10-96	10-96
97	10-97	10-97	10-97
98	10-98	10-98	10-98
99	10-99	10-99	10-99
100	10-100	10-100	10-100

absent at the time this was given. These were taken from the results of the Stanford Achievement Test.

An examination of the data given for Grade III shows a range in educational ages of one year nine months, extending from eight years one month to nine years ten months. The median educational age was nine years, which was three months below the norm. Since the median mental age was also nine years three months, this shows an apparent under-achievement of three months.

In Grade IV educational ages range from eight years one month to twelve years eight months, a difference of four years seven months. The median for the group was ten years six months. This educational age was two months higher than the norm for the grade, and seven months higher than the median mental age.

The highest educational age in Grade V was thirteen years one month. The lowest was eight years three months. The range was four years ten months. The median age of eleven years six months is the same as the norm given for the time of testing. It is ten months above the median mental age for that group, showing an apparent over-achievement, in the light of mental ability as measured by the mental tests.

Pupils in Grade VI ranged in educational age from eight years eleven months to thirteen years four months, a

absent at the time this was done. The results of the examination of the data show that the range in educational age of the children was from eight years one month to nine years one month. The median educational age was eight years one month. This is below the normal. The median mental age was also nine years three months, which is an equivalent of the achievement of three months. In Grade IV educational age ranged from eight years one month to nine years one month. The median was eight years seven months. This educational age is below the normal for the grade, and even below the median mental age. The highest educational age in Grade V was nine years one month. The lowest was eight years three months. The range was four years one month. The median was eight years six months. The time of testing was the time of the year. The median mental age for this grade was eight years one month. In the light of mental age, the achievement of the mental tests. Pupils in Grade VI ranged in educational age from eight years eleven months to nine years one month. The median was eight years eleven months. The time of testing was the time of the year. The median mental age for this grade was eight years eleven months.

difference of four years five months. Their median educational age was twelve years seven months. This is three months above the norm at time of testing, and eleven months above the median mental age of the group, showing a seeming over-achievement.

In general, chronological ages showed a smaller range than did educational ages. However, in Grade III the range of chronological ages is three years two months, extending from eight years five months to eleven years seven months. The median was nine years two months and was only slightly below the norm for the group.

In Grade IV chronological ages were from nine years three months to twelve years three months with a range of three years. The median here was ten years five months, one month above the norm.

Grade V had a median chronological age of eleven years. This was six months below the norm. Their range was from ten years five months to thirteen years one month. In Grade VI the range was from eleven years two months to thirteen years four months. The median of eleven years ten months was six months below the norm.

Educational ages were correlated both with chronological and with mental ages. The correlation between educational ages and chronological ages was found to be $.55\frac{1}{2}$. The correlation between educational ages and mental

difference of four years five months. Their median educational age was twelve years seven months. This is three months above the norm at time of testing, and eleven months above the median mental age of the group, showing a serious over-achievement.

In general, chronological ages showed a similar range than did educational ages. However, in Grade III the range of chronological ages is three years two months extending from eight years five months to eleven years seven months. The median was nine years two months and was only slightly below the norm for the group.

In Grade IV chronological ages were from nine years three months to twelve years three months with a range of three years. The median here was ten years five months, one month above the norm.

Grade V had a median chronological age of eleven years. This was six months below the norm. Their range was from ten years five months to thirteen years one month. In

Grade VI the range was from eleven years two months to thirteen years four months. The median of eleven years ten months was six months below the norm.

Educational ages were correlated both with chronological and with mental ages. The correlation between educational ages and chronological ages was found to be .55.05. The correlation between educational ages and mental

ages was $.82 \pm .04$. The implication here seems to be that if pupils were grouped according to mental age rather than chronological age, a narrower range of scholastic achievement within each group would follow.

Table VIII shows high, low, and median grade point

TABLE VIII

HIGH, LOW, AND MEDIAN GRADE POINT SCORES
FROM THE PROGRESSIVE ACHIEVEMENT TEST

	III	IV	V	VI
High	4.4	7.0	7.5	7.9
Low	2.7	2.7	3.8	3.5
Median	3.6	5.0	5.9	6.9
Norm	3.8	4.8	5.9	6.7

scores derived from the Progressive Achievement Test and the norm for each grade.

Table IX shows grade point scores on the Progressive Achievement Test. These are for all pupils included in the study.

Grade III had a range of grade point scores from 2.7 to 4.4, or a difference of 1.7. The median score was 3.6 which was .2 below the norm for this grade. In Grade IV scores ranged from 2.7 to 7.0, with a difference of 4.3. The median grade point score was 5.0, .2 above the norm.

ages was .82. The application here seems to be that if pupils were grouped according to mental age rather than chronological age, a narrower range of scholastic achievement would follow.

Table VIII shows high, low, and median grade point

TABLE VIII
HIGH, LOW, AND MEDIAN GRADE POINT SCORES FROM THE PROGRESSIVE ACHIEVEMENT TEST

VI	V	IV	III	
7.9	7.5	7.0	4.4	High
3.5	3.8	2.7	2.7	Low
6.9	5.9	5.0	3.6	Median
6.7	5.9	4.8	3.8	Norm

scores derived from the Progressive Achievement Test and the norm for each grade.

Table IX shows grade point scores on the Progressive

Achievement Test. These are for all pupils included in the study.

Grade III had a range of grade point scores from 2.7

to 4.4, or a difference of 1.7. The median score was 3.6

which was .2 below the norm for this grade. In Grade IV

scores ranged from 2.7 to 7.0, with a difference of 4.3.

The median grade point score was 5.0, .2 above the norm.

TABLE IX
 PROGRESSIVE ACHIEVEMENT TEST
 GRADE POINT SCORES IN ALL GRADES

Pupil No.	III	IV	V	VI
1	4.2	2.7	3.8	7.2
2	3.4	4.3	6.5	6.6
3	4.3	4.5	5.9	4.5
4	3.3	6.4	5.5	7.6
5	3.7	4.6		7.9
6	3.7	4.0		7.0
7	2.8	4.9	5.7	6.7
8	3.3	5.5	7.1	7.1
9	4.2	2.8	6.3	7.6
10	2.7	5.7	7.5	7.0
11	4.2	4.3	6.5	6.4
12	4.4	5.7	5.7	5.4
13	4.3	5.9	5.3	3.5
14	3.1	5.0	6.0	5.0
15	3.0	4.6	5.2	6.8
16	3.5	7.0	6.8	7.7
17	3.7	5.3	5.2	
18	3.7	4.7	5.9	
19	3.1	5.3	5.8	
20	4.3	6.0	6.3	
21	4.0	6.2	5.9	
22	3.6		5.6	
23	3.6		5.9	
24	3.7			
25	3.4			
26	3.5			
27	2.9			

PROGRESSIVE ACHIEVEMENT TEST
GRADE POINT SCORES IN ALL GRADES

TABLE IX

Grade	Page No.
III	1
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IV	21
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	29
	30
V	31
	32
	33
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	35
VI	36
	37
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	39
	40

Scores in Grade V were from 3.8 to 7.5 with a range of 3.7. The median, 5.9, was also the norm for the group. The median in Grade VI was 6.9, which was .2 above the norm. The range was 4.4, extending from 3.5 to 7.9.

The Progressive Achievement Test grade point scores for each group were correlated with percentile rankings on the California Test of Personality. In Grade III this correlation was $.20 \pm .12$. In Grade IV r was $.47 \pm .11$. Grade V showed the highest correlation with r equalling $.60 \pm .09$. In Grade VI r was $.47 \pm .13$.

A study of grade point scores on the Stanford Achievement Test reveals that in general they were lower than scores derived from the Progressive Test. Table X gives the high, low, and median grade point scores and

TABLE X
HIGH, LOW, AND MEDIAN GRADE POINT SCORES
FROM THE STANFORD ACHIEVEMENT TEST

	III	IV	V	VI
High	4.3	6.2	7.8	9.3
Low	2.2	3.0	3.1	3.4
Median	2.9	4.4	4.8	6.0
Norm	3.8	4.8	5.9	6.7

norms from the Stanford Achievement Test. Table XI presents

Scores in Grade 4 were 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, 9.5, 10.0. The median was 5.5. The range was 1.0 to 10.0. The two successive Achievement Test scores for each group were 1.0 and 10.0. The California Test of Educational Achievement correlation was 0.85. In Grade 5 scores were 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, 9.5, 10.0. Grade 5 showed the highest correlation with a correlation of 0.85. In Grade 6 scores were 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, 9.5, 10.0. A study in grade point average, the Achievement Test scores last to grade 6, than scores derived from the Achievement Test gives the high, low, and median Achievement Test scores.

TABLE I
 HIGH, LOW, AND MEDIAN GRADE POINT AVERAGE FROM THE ACHIEVEMENT TEST

Grade	High	Low	Median
IV	4.5	1.0	2.5
V	6.5	1.5	3.5
VI	8.5	2.0	4.5

scores from the Achievement Test, overall high, low, and median Achievement Test scores.

TABLE XI
 STANFORD ACHIEVEMENT TEST
 GRADE POINT SCORES IN ALL GRADES

Pupil No.	III	IV	V	VI
1	3.9	3.0	3.1	7.4
2	2.8	3.4	4.9	6.2
3	4.1	3.9	5.1	3.7
4	2.6	5.9	4.6	
5	2.9	4.2	3.2	9.3
6	2.9	3.4	3.6	6.4
7	2.2	3.6	4.6	5.9
8	2.3	5.0	6.4	6.0
9	3.3	3.0	5.0	8.8
10	2.2	4.7	7.8	6.0
11	3.8	3.7	6.4	5.4
12	3.6	4.9	5.0	4.7
13	3.4	5.5	4.1	3.4
14	2.4	4.4	5.0	3.9
15	3.0	3.9	6.0	5.9
16	2.7	6.2	4.2	9.3
17	2.9	4.4	4.2	
18	3.0	4.2	4.8	
19	2.5	5.1	4.4	
20	4.3	5.2	5.2	
21	3.5	5.5	4.7	
22	2.7			
23	2.9			
24	3.2			
25	2.8			
26	2.6			
27	2.4			

STATE OF NEW YORK
GRAND JURORS

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CONTENT

the scores from the Stanford Achievement for all pupils individually.

The range of scores in the third grade was found to be 2.2-4.3 as compared to 2.7-4.4 on the Progressive Test. The median on the Stanford Test was 2.9. This is .7 below that of the other test, and .9 below the norm for the group. In the fourth grade the Stanford Test range was 3.0-6.2. The low of 3.0 is .3 higher than the low of 2.7 on the Progressive Test, but the high of 6.2 is .8 lower than the high of 7.0 on the Progressive Test. The median 4.4 is .6 below the median for the Progressive Test and .4 below the norm.

Stanford Test scores for Grade V yielded a range from 3.1-7.8 as compared to 3.8-7.5 from the Progressive Test. The low on the former test was .7 below that on the latter. The median 4.8 was 1.1 below that of the Progressive Test and also 1.1 below the norm. The high score was .3 higher on the Stanford than on the Progressive Test.

Pupils in Grade VI who made below norm scores on the Progressive Test tended to make lower scores on the Stanford Test. On the other hand, pupils who ranked above the norm on the first test made higher scores on the second one. The range on the Stanford Test was 3.4-9.3 compared to 3.5-7.9 on the Progressive Test. The Stanford median was 6.0, which was .9 below the median for the other test,

the scores of the Stanford-Binet test were significantly lower than those of the Progressive Test.

The range of scores on the Stanford-Binet test was 2.5-4.3 as compared to 1.1-4.1 on the Progressive Test. The median on the Stanford-Binet test was 3.4, which is higher than that of the other test, 3.0. In the lower range the Stanford-Binet test was 3.0-3.5. The low of 3.0 is 1.5 higher than the low of 1.5 on the Progressive Test, but the high of 3.5 is 1.5 lower than the high of 5.0 on the Progressive Test. The median 4.4 is 1.0 below the median of the Progressive Test and 1.0 below the norm.

Stanford-Binet scores for the 100 pupils in the range from 3.1-7.8 as compared to 1.1-4.1 on the Progressive Test. The low on the Stanford-Binet test was 3.1, which is 1.6 higher than the low on the Progressive Test. The median 4.8 was 1.7 higher than the median of the Progressive Test and also 1.1 below the norm.

on the Stanford-Binet test on the 100 pupils in Grade VI. Pupils in Grade VI who were tested on the Stanford-Binet test and the Progressive Test tended to score higher on the Stanford-Binet test. On the other hand, pupils who scored the norm on the Progressive Test tended to score below the norm on the Stanford-Binet test. The range on the Stanford-Binet test was 3.1-7.8 as compared to 1.1-4.1 on the Progressive Test. The Stanford-Binet median was 4.8, which was 1.7 higher than the median of the Progressive Test, and 1.1 below the norm.

and .7 below the norm for the group.

In Table XII the number of pupils in each grade making a score in a certain interval is listed for each test. The total number of pupils in each interval is also shown for each test. Intervals used are three grade points.

The Stanford Achievement Test scores for all grades were correlated with the test scores for the Progressive Achievement Test. The correlation was found to be $.84 \pm .02$. The high correlation indicated that the two tests measured the same things. When Stanford Achievement Test scores were correlated with measured IQs, separately for each grade, the correlation in Grade III was $.52 \pm .10$. For the fourth grade group r was $.63 \pm .09$. Fifth grade scores showed a correlation of $.78 \pm .09$ for the two tests. The correlation was even higher for the group in Grade VI. Here r equalled $.87 \pm .06$. When correlations for the four groups are placed in proximity, the increase from grade to grade can be easily noted.

For Grade III,	$r = .52 \pm .10$
For Grade IV,	$r = .63 \pm .09$
For Grade V,	$r = .78 \pm .09$
For Grade VI,	$r = .87 \pm .06$

The implication is that with each succeeding grade children are working more nearly at the level of their capacity.

A summary of correlations between Progressive

and Y below the norm for the group.

In Table XII the number of pupils in each grade making a score in a certain interval is listed for each test. The total number of pupils in each interval is also shown for each test. Intervals used are three grade points.

The Stanford Achievement Test scores for all grades were correlated with the test scores for the Progressive Achievement Test. The correlation was found to be .84.02. The high correlation indicated that the two tests measured the same things. When Stanford Achievement Test scores were correlated with measured IQs, separately for each grade, the correlation in Grade III was .52.30. For the fourth grade group r was .63.02. Fifth grade scores showed a correlation of .78.02 for the two tests. The correlation was even higher for the group in Grade VI. Here r equaled .87.06. When correlations for the four groups are placed in proximity, the increase from grade to grade can be easily noted.

For Grade III, r =	.52.30
For Grade IV, r =	.63.02
For Grade V, r =	.78.02
For Grade VI, r =	.87.06

The implication is that with each succeeding grade

children are working more nearly at the level of their

capacity.

A summary of correlations between Progressive

TABLE XII
 NUMBER OF PUPILS
 AT EACH GRADE POINT INTERVAL
 ON PROGRESSIVE AND STANFORD ACHIEVEMENT TESTS

Interval	Progressive Achievement Test				Total	Stanford Achievement Test				Total
	III	IV	V	VI		III	IV	V	VI	
9.1-9.3									2	2
8.8-9.0									1	1
8.5-8.7										
8.2-8.4										
7.9-8.1				1	1					
7.6-7.8				3	3			1		1
7.3-7.5			1		1				1	1
7.0-7.2		1	1	4	6					
6.7-6.9			1	2	3					
6.4-6.6		1	2	2	5			2	1	3
6.1-6.3		1	2		3		1		1	2
5.8-6.0		2	6		8		1	1	4	6
5.5-5.7		3	4		7		2			2
5.2-5.4		2	3	1	6		1	1	1	3
4.9-5.1		2		1	3		3	6		9
4.6-4.8		3			3		1	4	1	6
4.3-4.5	4	3		1	8	1	2	2		5
4.0-4.2	4	1			5	1	2	3		6
3.7-3.9	5		1		6	2	3		2	7
3.4-3.6	6			1	7	3	3	1	1	8
3.1-3.4	4				4	2		2		4
2.8-3.0	3	1			4	8	2			10
2.5-2.7	1	1			2	5				5
2.2-2.4						5				5

ON ENDOCRINE AND METABOLIC ACTIVITY
 IN THE ADULT MALE
 (PART I)

Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue	Interval, Adipose Tissue
0.1-0.3	0.3-0.5	0.5-0.7	0.7-0.9	0.9-1.1	1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1
0.2-0.4	0.4-0.6	0.6-0.8	0.8-1.0	1.0-1.2	1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2
0.3-0.5	0.5-0.7	0.7-0.9	0.9-1.1	1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3
0.4-0.6	0.6-0.8	0.8-1.0	1.0-1.2	1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4
0.5-0.7	0.7-0.9	0.9-1.1	1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5
0.6-0.8	0.8-1.0	1.0-1.2	1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6
0.7-0.9	0.9-1.1	1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7
0.8-1.0	1.0-1.2	1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8
0.9-1.1	1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9
1.0-1.2	1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0
1.1-1.3	1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1
1.2-1.4	1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2
1.3-1.5	1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3
1.4-1.6	1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4
1.5-1.7	1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5
1.6-1.8	1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6
1.7-1.9	1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7
1.8-2.0	2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8
1.9-2.1	2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9
2.0-2.2	2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0
2.1-2.3	2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9	3.9-4.1
2.2-2.4	2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0	4.0-4.2
2.3-2.5	2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9	3.9-4.1	4.1-4.3
2.4-2.6	2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0	4.0-4.2	4.2-4.4
2.5-2.7	2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9	3.9-4.1	4.1-4.3	4.3-4.5
2.6-2.8	2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0	4.0-4.2	4.2-4.4	4.4-4.6
2.7-2.9	2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9	3.9-4.1	4.1-4.3	4.3-4.5	4.5-4.7
2.8-3.0	3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0	4.0-4.2	4.2-4.4	4.4-4.6	4.6-4.8
2.9-3.1	3.1-3.3	3.3-3.5	3.5-3.7	3.7-3.9	3.9-4.1	4.1-4.3	4.3-4.5	4.5-4.7	4.7-4.9
3.0-3.2	3.2-3.4	3.4-3.6	3.6-3.8	3.8-4.0	4.0-4.2	4.2-4.4	4.4-4.6	4.6-4.8	4.8-5.0

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Achievement scores and Personality Adjustment showed:

For Grade III, $r = .12/.13$
 For Grade IV, $r = .47/.11$
 For Grade V, $r = .60/.09$
 For Grade VI, $r = .46/.13$

While there is no consistent pattern here, correlations in intermediate grades are higher than in Grade III. This seemed to indicate a closer relationship between adjustment and achievement in these three grades than in Grade III.

The correlations between social acceptance and scores on the Progressive Achievement Test seemed to follow no pattern.

For Grade III, $r = .20/.13$
 For Grade IV, $r = .32/.13$
 For Grade V, $r = .15/.15$
 For Grade VI, $r = .82/.06$

Correlations in Grades III, IV, and V were too low to be considered significant. In Grade VI, however, the correlation of $.82/.06$ seemed highly significant. It is not known whether social acceptance is more closely related to achievement in Grade VI, or whether this high correlation is accidental. The latter may be true because the group is made up of only sixteen children with a median IQ of 104.

When other correlations were listed in order with lowest correlation first, the highest correlation found was between the two Achievement Tests.

Achievement score and reading ability scores

For Grade III, r = 0.41
For Grade IV, r = 0.38
For Grade V, r = 0.35
For Grade VI, r = 0.32

While there is no consistent pattern in the correlations of intermediate grades are higher than in Grade III. This seemed to indicate a close relationship between achievement and achievement in these three grades than in Grade III. The correlations between reading ability scores and scores on the Progressive Achievement Test seemed to follow a pattern.

For Grade III, r = 0.41
For Grade IV, r = 0.38
For Grade V, r = 0.35
For Grade VI, r = 0.32

Correlations in Grades III, IV, and V seem to be considered significant. In Grade VI, however, the correlation of 0.2508 seems highly significant. It is known whether other scores are significantly related to achievement in Grade VI, or whether there is a comparison is accidental. The latter may be true because the sample made up of only sixteen children with a mean of 10.5. When other correlations were tested in other grades, lowest correlation of 0.1717 and highest correlation of 0.4100 between the two achievement tests.

Social Acceptance and Personality Adjustment..	r = .16	/.07
Social Acceptance and IQ.....	r = .31	/.07
Personality Adjustment and IQ.....	r = .53	/.05
Educational Age and Chronological Age.....	r = .55	/.05
Educational Age and Mental Age.....	r = .82	/.04
Progressive Achievement Test and Stanford Achievement Test.....	r = .84	/.02

Correlation between educational age and mental age was .82/.04, which showed a greater consistency between educational age and mental age than between achievement scores and IQs.

The low correlation between social acceptance and other factors might be due to the method of determining social acceptance. A method involving more choices, and indication of first, second, third, and fourth choices might have produced different results.

The correlation for personality adjustment and IQ was .55/.05. This showed at least a tendency toward better adjustment for pupils with higher IQs.

Social Adjustment and Achievement
Social Adjustment and Achievement
Personality Adjustment and Achievement
Educational Age and Achievement
Progressive Achievement Test

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achievement test scores and IQ
The correlation between social adjustment and
other factors might be due to the method of derivation
social adjustment. A method involving this situation and
indication of this, social, and IQ scores might
have produced different results.

The correlation between social adjustment and IQ
was .55. This is about the same as the correlation
adjustment for people with higher IQ.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

1. From a study of teachers' estimates of intelligence and from measured IQs of pupils, it would seem that teachers were correct on from approximately three-eighths to three-fourths of their estimates. In the third grade the pupils who made a better than norm score on the Progressive Achievement Test were those whom the teacher had placed in the 111 and above group. In the fourth grade all pupils placed in the top group made above norm scores. Fifth and sixth grade teachers' estimates compared similarly. This might indicate that teachers often confuse achievement and capabilities.

2. Apparently scholastic achievement is not always in direct relation to abstract intelligence as measured by mental tests. However, it may be noted that the correlation between Stanford Achievement Test scores and measured IQs, while only $.52 \pm .10$ in the third grade, rises in each successive grade until it reaches $.87 \pm .06$ in the sixth grade. This seems to indicate that the longer a pupil attends school, the more nearly his achievement will approximate his native ability.

CONSTITUTIONAL AND STATUTORY PROVISIONS

ARTICLE I

1. From a study of the various provisions of

intelligence and from research in the field of psychology it is concluded that teachers were contacted in an appropriate manner. In this study attention to three factors of their attitudes in the fifth grade the pupils who were a better than average group of Progressive Achievement Test scores were those who were placed in the first and second grades. In the fifth grade pupils placed in the first and second grades were those of fifth and sixth grade teachers. This might indicate that teachers of fifth and sixth grades and capabilities.

2. Apparently similar results were obtained in the study

in direct relation to the study of intelligence in the first and second grades. However, it is noted that the correlation between Stanford Achievement Test scores and intelligence while only .224 in the first grade, it is .311 in the second grade. This seems to indicate that the first and second grades are successive grades until it reaches the third grade. In this school, the more nearly the achievement test scores are related to his native ability.

3. Correlation between mental ages derived from the mental tests and educational ages derived from the Progressive Achievement Test showed an r of $.82\frac{1}{2}.04$ for all grades when taken together. A child who is overage for his grade level with a low IQ may have the same mental age as a younger child with an average or high IQ. Perhaps mental age is a better focal point for the study of children's ability to learn than is an intelligence quotient.

4. Mental tests indicate that more pupils were working above their capacities than below them, as shown by educational and mental ages in Table II on page 20, and in Table VII on page 27. According to the norms given in the Progressive Achievement Test manual, fifteen children in the third grade have attained higher educational ages than their measured mental ages. The number was twelve in the fourth grade, two in the fifth, and seven in the sixth grade. It should be noted that several pupils in each grade whose educational ages have not reached their mental ages are higher than the norm for their grade.

It should be remembered that a pupil in any one grade has had no opportunity to attain knowledge of processes and material presented in higher grades, and can not be expected to achieve in areas to which he has not been exposed. It is obviously incorrect to say that a child whose chronological age is eleven years eight months

mental tests and educational tests...
Progressive Achievement Test...
grades when they are...
grade level...
younger child...
age is a better...
ability to learn...

1. Mental tests...
working above...
educational and mental...
Table VII on page 17...
Progressive Achievement Test...
third grade have...
their respective...
fourth grade...
grade...
grade whose...
ages and highest...

It is...
grade has...
processes and...
not be expected...
been exposed...
child whose...

and whose mental age is fifteen years ten months is under-achieving because he has attained an educational age of only thirteen years five months. A child of twelve years should not be provided with a curriculum planned for high school sophomores. However, he does need a rich curriculum which will meet his individual needs.

When pupils who had achievement scores under the norm were considered, the number in the third grade achieving below measured capacity was six; in the fourth grade, four; and in the sixth grade, one. There were none in the fifth grade. This means that 13 per cent of all pupils included in the study presumably were capable of reaching goals which they were not achieving.

5. Comparisons of data obtained from sociograms showed very little relationship to data derived from the various tests. The correlation between social acceptance as indicated by the sociograms and percentile rankings on personality tests was $.16 \pm .07$, which is too low to be significant. Correlations between social acceptance and ratings on the Progressive Achievement Test were also too low to be significant except in Grade VI. There the correlation of $.82 \pm .04$ seems unexpectedly high. This was an unusually small grade of sixteen pupils, with a higher than average median IQ. Perhaps a different method of determining social acceptance should be tried.

and whose mental age is 11.5 or less for males 13 and over
achieving because of the fact that the majority of only
thirteen years five months. A list of twelve girls should
not be provided with a curriculum placed at high school
sophomore level.

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will meet the standard for the 11th grade
was pupils who had a mental age of 11.5 or less
none were considered in the 11th grade
achieving below standard was also in the 10th
grade, four; and in the 11th grade, one. These girls were
in the 11th grade. This means that 13 percent of all
pupils included in the study successfully were capable of
reaching goals which they were not achieving.

D. Comparison of data obtained from achievement
showed very little relationship to data derived from the
various tests. The correlation between social intelligence
as indicated by the achievement and social intelligence
personality tests was .10, which is too low to be
significant. Correlations between social intelligence and
ratings on the Progressive Achievement Test were also too
low to be significant except in Grade 11. There the
correlation of .62, which is very high. This was an
unusually small grade of eleven pupils, with a mean
average median IQ. Perhaps a different method of selection
social intelligence should be used.

6. The fifth percentile rank on the California Test of Personality was considered the norm. When scores on this tests were studied, it was seen that in general the children in this investigation were somewhat below the norm. The correlation of $.53 \pm .05$ showed at least a positive relationship between adjustment scores and IQ ratings. Correlations between percentile rankings and Progressive Achievement Test scores apparently follow no particular pattern. A correlation of $.20 \pm .12$ for the third grade seemed of little significance. In the fourth grade, r equalled $.47 \pm .11$ and might indicate a more positive relationship. When r equalled $.60 \pm .09$, as in the fifth grade, it might be assumed to be of some importance.

7. The high correlation of $.84 \pm .02$ between the grade point scores made on the Progressive Achievement Test and those made on the Stanford Achievement Test indicated that the two tests measured the same things. However, the difference between median grade point scores, and the difference between individual grade point scores apparently meant that a higher level of performance was required on the Stanford Test in order to acquire a grade point score equal to that on the Progressive Test.

Analysis of the performance of pupils on the respective tests indicated that the quantity of information taught at the several grade levels was more curricularly

61. The fifth percentile rank on the California Test of Personality was compared with the mean rank scores on this test were studied, it was found that the general and children in this investigation were somewhat below the norm. The correlation of .5370 shows a positive relationship between adjustment scores and IQ test scores. Correlations between percentile rankings and Progressive Achievement Test scores apparently follow no particular pattern. A correlation of .5071 for the third grade (based on Illinois significance). In the fourth grade, a correlation of .4711 and might indicate a more positive relationship. When equalled .6070, as in the fifth grade, it might be assumed to be of some importance.

7. The fifth percentile of .5370 between the grade point scores made on the Progressive Achievement Test and those made on the Stanford Achievement Test indicated that the two tests measured the same thing. However, the difference between the two grade point scores, and the difference between the two tests, is not a simple one. It means that a slight level of achievement was required on the Stanford Test in order to equal a grade point score equal to that on the Progressive Test. Analysis of the performance of pupils on the respective tests indicated that the quality of instruction taught at the several grade levels was more consistently

valid for the Progressive Tests. For example, at some grade levels pupils would need to make near perfect scores on what has been taught in order to approach the norms on the Stanford Tests. While the two tests produced a similar ranking of pupils, and thus produced a high correlation, the curricular validity was such that the Progressive Tests more nearly measured the information taught in the school from which these pupils were chosen. Whatever the reason, pupils included in this investigation were not keeping pace academically with children upon whom the Stanford Test was standardized. On the other hand their grade medians were equal to norms of the Progressive Achievement Test. These pupils apparently were achieving on a par with children upon whom this test was standardized.

8. Wide individual differences of children were noted in every phase of this study. On scores from the California Test of Personality, percentile rankings ranged from 10 per cent to 85 per cent. In social acceptance, the number of times chosen as indicated by the sociograms was from zero to twelve. The range of IQs was from 64 to 123. Grade point scores in the four grades differed from 1.7 to as much as 4.4 on the Progressive Achievement Tests, and from 2.1 to 5.9 on the Stanford Achievement Tests. In general, the range in each succeeding grade was wider than that in the preceding one. Some children with high measured

valid for the progressive tests. For example, at some grade
 levels pupils would read at the same rate as in the
 past but would be unable to comprehend the text on the
 Stanford tests. While the test is designed to measure
 reading of words, and does not measure a high level of
 the curriculum. It is also true that the progressive tests
 more nearly measure the actual reading in the school
 from which these pupils were taken. In the case of
 pupils trained in the progressive test for reading here
 essentially with little or no word knowledge that was
 standardized. On the other hand, the test is

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equal to normal. The progress tests were
 pupils apparently were not able to read
 was this test was standardized.
 B. With this test a measure of the
 noted in every standard. It is true that
 California test of reading. It is true that
 from 10 per cent to 20 per cent. In such a case, the
 number of items chosen as correct in the test is
 from zero to 100. The range of the test is 10 to 100.
 Grade point scores in the test range from 10 to 100
 an error of 2.5 on the progressive test, and
 from 2.5 to 100 on the California test. It
 general. The range in the standard test was 10 to 100.
 that in the preceding test, and the test is

IQs were progressing more slowly than other children with lower IQs. If mental ability as measured by mental tests is indicative of ability to learn, there must be some other factor, or factors, influencing school achievement and blocking effectual use of intelligence. On the other hand, it might be asked what it is that enables some children to achieve beyond their measured capabilities.

II. RECOMMENDATIONS

1. Further study is needed to confirm or reject the findings of this investigation:

(1) Teachers often confuse achievement and capabilities.

(2) Scholastic achievement is not always in direct relation to abstract intelligence.

(3) Mental age is a better focal point than IQ for study of children's ability to learn.

(4) More children are working above capacities than below them.

(5) Social acceptance is not correlated highly with personality adjustment, IQ, or scholastic achievement.

(6) Personality adjustment has a positive relationship to IQ, but it is not high enough to be greatly significant.

(7) Although scores on the Progressive Achievement Test and scores on the Stanford Achievement Test correlate highly, and apparently measure the same things, the Progressive Test rates pupils at higher educational age and grade point levels.

(8) Wide individual differences of children were noted in every phase of the study.

2. Some way should be found to measure the effect of the pupil's attitude toward his school achievement.

3. Teachers should study each child carefully.

Observation over long periods of time and in many different

The first part of the paper is devoted to a general discussion of the problem. It is pointed out that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus.

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The fourth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The sixth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The seventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The eighth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The ninth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus. The tenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the atom and in the theory of the nucleus.

situations, informal tests, conferences with parents and former teachers, and physical examinations should be combined with objective measurements to aid the teacher in planning how best to help the child.

4. Each teacher should adjust the curriculum to fit school work to the individual needs and capacities of each pupil. Using ungraded rooms, particularly at the primary level, or keeping a teacher with a group of children more than one year might help.

5. Each teacher should realize that he must teach at many different levels. In every grade pupils have widely varying mental and educational ages. Rates of progress also vary. Not all children learn in the same way. Teachers should use many different approaches and furnish opportunities for experiences of many different types in order to reach all children.

6. More effective help needs to be given the child who learns more slowly. Diagnosis of difficulties must be made, and individual help given when and where it is most needed. Interests should be utilized for motivation.

7. A richer and more challenging program must be provided for the child who learns more easily. Permanent seatwork of the type usually provided is a waste of time for the brighter-than-average pupil. He does not need exercises in the things he already knows, but something to

round out his curriculum and to satisfy personal interests and intellectual curiosity. Assignments should include new and broader aspects rather than additional work of the same type.

8. Time must be given to help the child with his personal and social adjustments, his emotional problems, and his development of character. A feeling of confidence in his own ability to achieve success must be cultivated in the child. Rapport between teacher and pupil is needed to insure effective learning.

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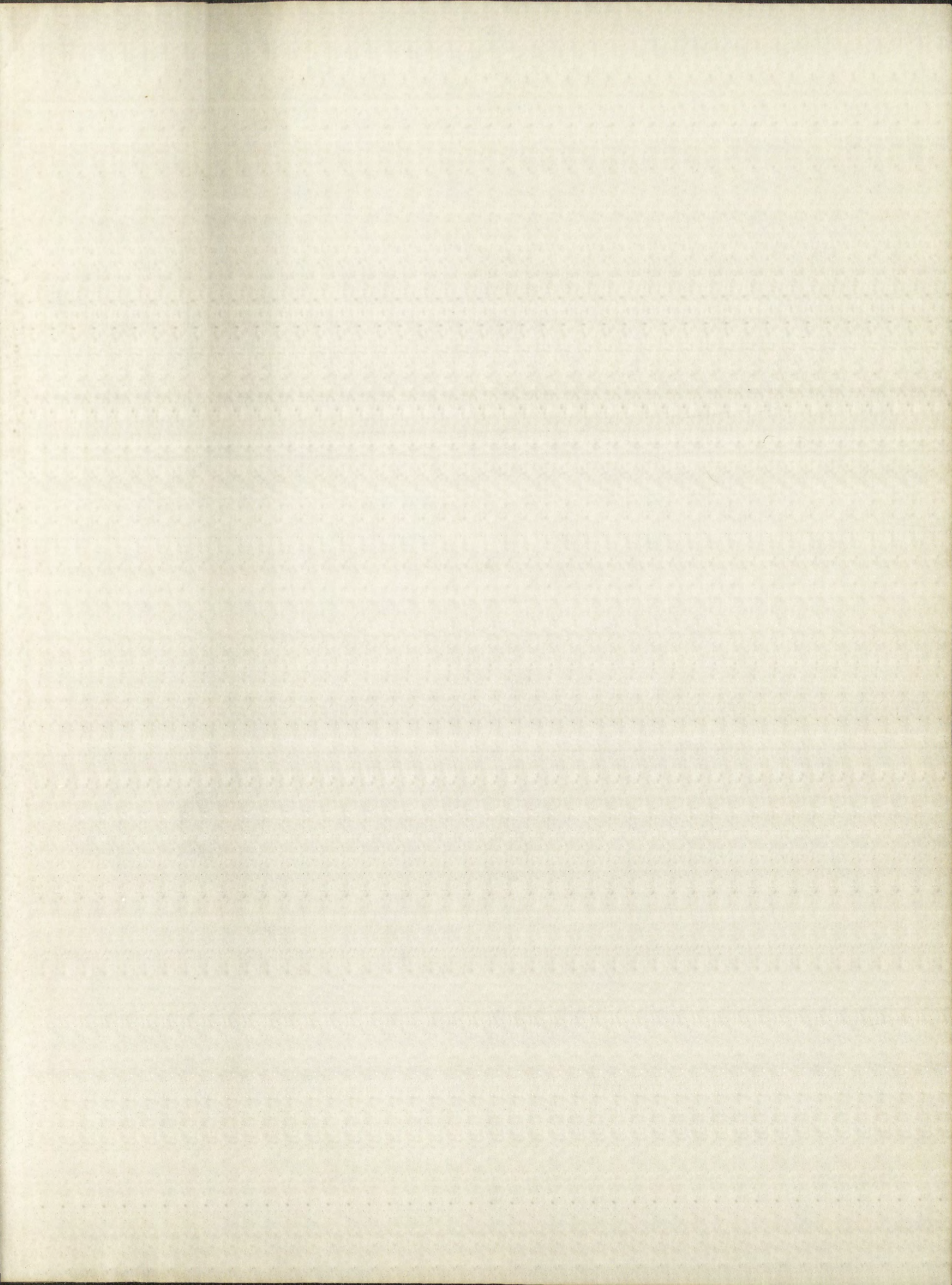
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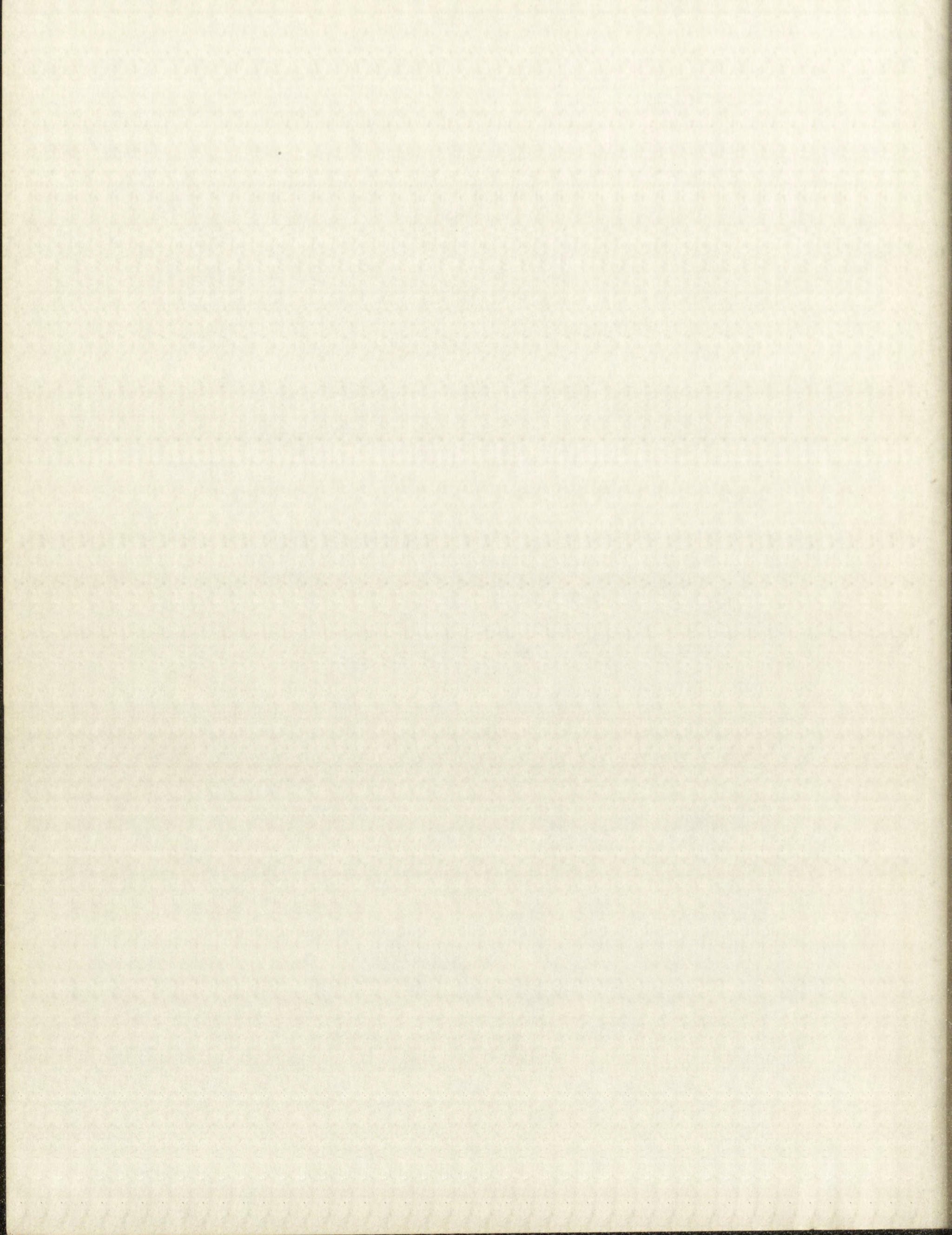


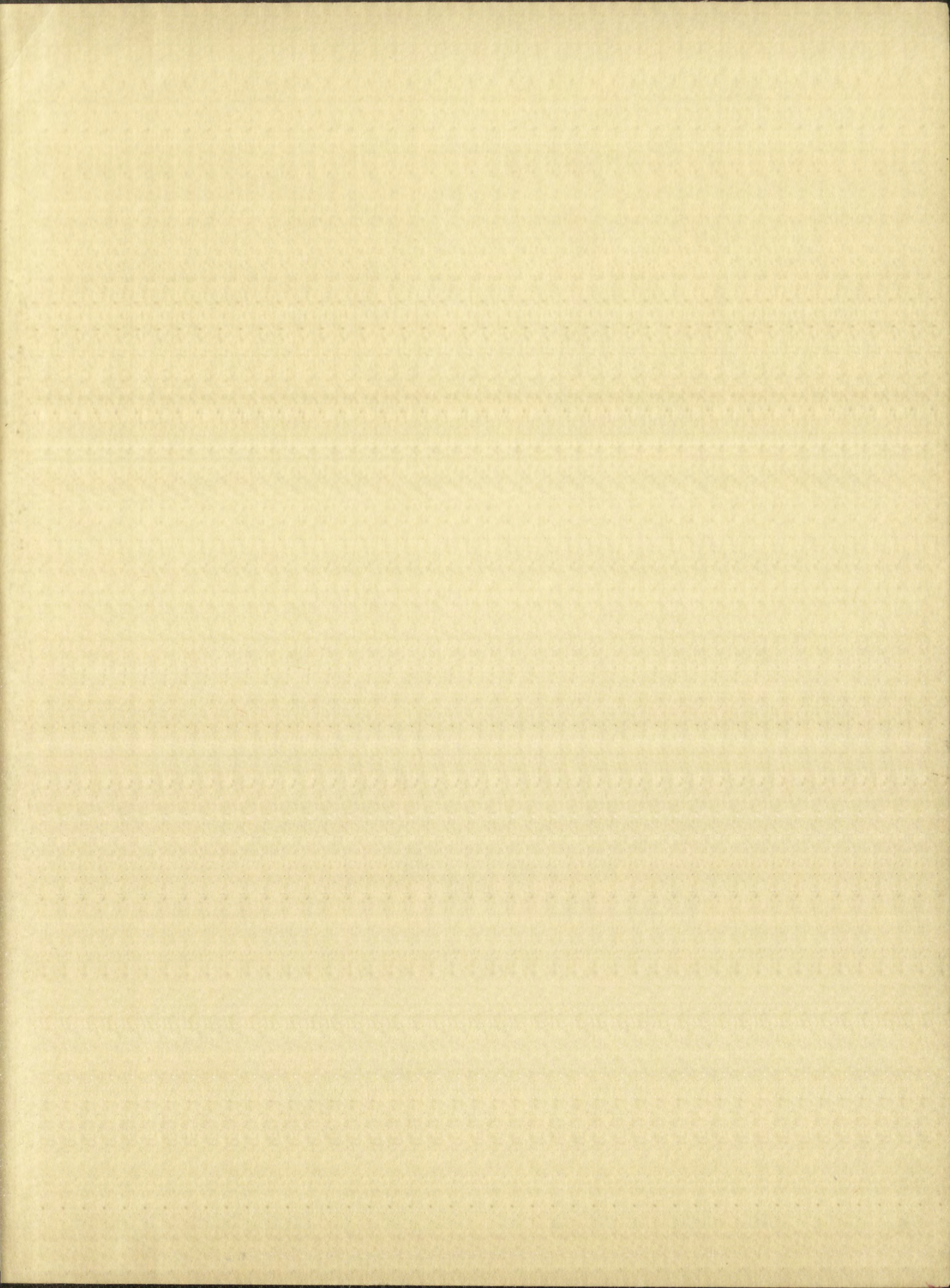
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