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SELF-CONCEPT AND SOCIAL MATURITY OF FIRST GRADE PUPILS

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A COMPARATIVE STUDY OF THE ACHIEVEMENT AND SOCIAL MATURITY OF FIRST GRADE PUPILS WITH AND WITHOUT KINDERGARTEN EXPERIENCE

by

Esther Marie Sell

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1952

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Educators are constantly on the alert to improve education. Use has been made of research studies in various fields to better understand the nature of learning and growth as it relates to the optimum development of the child physically, emotionally, and intellectually. Periodic revision of methods and materials of instruction point to a more favorable integration of in-school activities with knowledge of child behavior as influenced by environmental experience. This study attempts to analyze certain growth factors of a group of children at the first grade level as related to their social maturity, reading readiness, and reading achievement.

I. THE PROBLEM

Statement of the problem. The purpose of this investigation is to make a comparative study of certain growth factors manifest by first grade children with and without kindergarten experience, with an analysis of certain variable factors of the children's environment which may explain discovered differences.

Delimitation of the problem. Pupils from four first

grade rooms at Monte Vista School, Albuquerque, New Mexico, participated in the study. No children were included who had previously had any first grade work. Factors of social maturity, reading readiness, and reading achievement were tested in relation to intelligence as measured by two intelligence tests. Various environmental factors considered included

Chronological age
Health status
Travel
Change of residence
Parental absence from home
Type of play group
Number of children in the family
Responsibility in the home
Experience in counting and handling money

Importance of the problem. Since kindergartens are not provided for in the public school system of Albuquerque, private kindergartens have accommodated some children of that age. About half of the children entering the first grade at Monte Vista School have had no formal school experience. There is no classification or grouping of pupils who enter with kindergarten credentials. Some parents whose children have not been able to attend kindergarten are con-

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Importance of the problem. Since kindergartens are not provided for in the public school system of Albuquerque, private kindergartens have accommodated some children of that age. About half of the children entering the first grade at Monte Vista School have had no formal school experience. There is no classification or grouping of pupils who enter with kindergarten credentials. Since parents whose children have not been able to attend kindergarten are con-

cerned about the ability of their children to adjust socially and to achieve academically as well as their classmates who have had kindergarten experience. This study was initiated to gather some evidence which might be presented to parents about the comparative performance of pupils with and without kindergarten experience.

Limitations of the problem. The variability of the environmental factors as they effect growth is recognized. Although the questionnaire requesting information was designed to elicit replies as factual as possible, there still needs to be considered the diversity of emotional responses and the degree of growth which even the same experience induces in various children.

The Lee-Clark Reading Readiness Test was administered in the fifth month of the school year when most of the children were already reading. It was felt, however, that the scores from the test were valuable for comparative purposes.

The Rating Scale for Social Maturity Traits by Kidd[1] and Garner was used. This scale was employed extensively in experimentation in the public schools of Webster Groves, Missouri, from 1946 to 1948. While the instrument involves

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[1] Josephine Kidd and Charles E. Garner, Rating Scale for Social Maturity Traits, Primary Form. (Board of Education, 16 Selma Avenue, Webster Groves, Missouri, 1948), mimeographed.

the subjective opinion of the teacher, the scale is based on observable behavior of the children in concrete classroom situations. Reliability of the scale was established by repeat ratings. Data on certain of the traits were correlated with the chronological age and mental age of first and second grade pupils. The high correlation obtained with mental age was considered proof of the validity of the scale.

One of the major limitations of the problem is the lack of definite information about the educational status of local kindergartens. In accordance with a law enacted in 1923 making permissable the establishment of kindergartens, the Public Schools of Albuquerque maintained kindergartens from 1927-1928 until 1931-1932.[2] The law was repealed in 1931 during the economic depression. Since that time no provision has been made by the state to allow funds for the education of children who will not have reached the age of six years by January first of the school year. Lacking financial aid, therefore, for five year old children, the Public Schools of Albuquerque maintain no kindergartens. Moreover, the State Board of Education of New Mexico has no supervision over the many private kindergartens which have been established in recent years. There are no state regu-

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[2] Velma Mills, "A History of Preschool Education in Albuquerque", (unpublished Master's thesis, The University of New Mexico, Albuquerque, New Mexico, 1949), p. 10.

lations regarding buildings and equipment, type of curriculum, nor qualifications of the staff.

Since repeal of the law in 1931, the only prerequisite for opening a kindergarten in Albuquerque was the payment of a small fee for a city business license. Recently through the efforts of the Albuquerque branch of the American Association of University Women, the need for safety and sanitary inspection of day care centers was brought to the attention of the city commission. On April 11, 1950 City Ordinance Number 679 was passed which regulates the issuance of permits and licenses for operating day care centers, private day nurseries, nursery schools, and kindergartens. The ordinance requires that persons contemplating the establishment of a preschool shall make application to the city health officer at least thirty days preceding the day of opening of said establishment. The city building inspector and the fire department shall approve the premises in question as to safety for the use intended and report such approval to the city health office. The city sanitary inspector also shall make or cause to be made an investigation of the premises in accordance with provisions of the ordinance.[3] A certificate

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[3] Albuquerque City Ordinance Number 679, Section 7. Copy of the ordinance obtainable from the office of the City Sanitarian, City Hall, Albuquerque, New Mexico.

of compliance issued by the health officer is necessary in order to obtain a license.

Preschools already in existence were given three months time in which to comply with the requirements of the ordinance. The services of a public health nurse were made available. This nurse had served less than a year when her position was abolished on December first in 1951 because it was deemed necessary to curtail the city budget. At present the city health department has not sufficient workers to conduct inspections other than those required preliminary to licensing.[4]

In regard to educational or instructional requirements for kindergartens there are no regulations by the city nor the state. Since there are no regulations standardizing the kindergartens one may expect a variety of practices and conditions to exist as concerns the qualification of teachers and the type of educational program in these schools.

These remarks are not intended to be a criticism of kindergartens and nursery schools in Albuquerque. The investigator made no attempt to visit or evaluate the kindergartens attended by the pupils involved in the study. The analysis is based entirely upon the reaction of the children

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[4] Information obtained in an interview with Wayne Stell, City Sanitarian, on March 22, 1952.

as measured by four tests and a rating scale. It is not intended that the data of this study are to be interpreted as reflecting general kindergarten performance. It is obvious that such interpretation cannot be made in a city and state in which no educational standards exist for maintenance of kindergartens.

II. DEFINITION OF TERMS USED

Kindergarten group. The kindergarten group includes those children who attended private kindergarten from two to eighteen months prior to entering first grade.

Non-kindergarten group. The non-kindergarten group are those children who did not attend kindergarten prior to entry into first grade.

Social maturity. Social maturity refers to the child's behavior in group situations as measured by the thirteen traits on the Social Maturity Rating Scale used.

CHAPTER II

REVIEW OF RELATED LITERATURE

The study of early childhood education in America as it relates to the kindergarten had its beginnings around the middle of the 19th century through the efforts of upper class refugees from Germany who desired schools for their very young children. One of these emigrants was a Mrs. Carl Schurz, who was so successful in the work of her private kindergarten and so far reaching in her influence over certain American educators, that the idea of the kindergarten took hold and the first free public kindergarten in the United States was opened in Boston in 1870.[1] Though this school was abolished after several years because of heavy operating expense, other localities were establishing kindergartens. The movement soon gained wide acceptance and shortly after the turn of the century various states were legislating for tax supported kindergartens connected with the public schools. By 1930 over 600,000 children were in attendance, but in that year came the nationwide economic depression, and many kindergartens were closed. The accompanying unemployment situation, however, gave rise to the

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[1] Fletcher Harper Swift, "An Epitome of the Kindergarten Movement in the United States and California," California Journal of Elementary Education, XIV (February, 1946), 139-45.

[1] Elsbeth Harper Smith, "An Epitome of the Kindergarten Movement in the United States and California," California Journal of Elementary Education, XIV (February, 1946), 183-45.

opening of numerous federally supported nursery schools in which unemployed adults were given work as teachers and supervisors.[2] The second impetus to the growth of nursery schools came within a decade, when the United States became involved in World War II and provision had to be made for children of mothers working outside the home. Since 1920, when most of the nursery schools were connected with colleges for laboratory purposes, much has been written on the schooling of children under six. It has been difficult to differentiate any special uniqueness between the literature on nursery schools and kindergartens, for there is much overlapping as to attendance age, aims, and problems.

Literature on preschool attendance. It seems almost trite to discuss the aims and purposes of the preschool. Yet in measuring its effectiveness in terms of later achievement in the elementary school as to both academic success and satisfactory social adjustment, it is well to enumerate some claims of preschool education. Stewart[3] writes that kinder-

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[2] Bess Goodykoontz, Mary D. Davis, and Hazel F. Gabbard, "Recent History and Present Status of Education for Children," Early Childhood Education. Forty-Sixth Yearbook of the National Society for the Study of Education, Part II. (Bloomington, Illinois: Public School Publishing Company, 1947), p. 45.

[3] Florence Stewart, "The Modern Kindergarten," California Journal of Elementary Education, XIV (February, 1946), 185-91.

opening of numerous federally supported nursery schools in which unemployed adults were given work as teachers and supervisors.[8] The second impetus to the growth of nursery schools came within a decade, when the United States became involved in World War II and provision had to be made for children of mothers working outside the home. Since 1930, when most of the nursery schools were connected with colleges for laboratory purposes, much has been written on the schooling of children under six. It has been difficult to differentiate any specific emphases between the literature on nursery schools and kindergartens, for there is much overlapping as to attendance age, aims, and problems.

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[8] Bess Goodykoontz, Mary D. Davis, and Hazel F. Gabbard, "Recent History and Present Status of Education for Children," Early Childhood Education. Forty-sixth Yearbook of the National Society for the Study of Education, Part II. (Bloomington, Illinois: Public School Publishing Company, 1947), p. 43.

[9] Florence Stewart, "The Modern Kindergarten," California Journal of Elementary Education, XIV (February, 1946), 180-91.

gartens help children to build wholesome attitudes and to develop initiative and purpose. They provide children with opportunities to create and to express feelings and ideas that spring from an inner urge. Children develop abilities to meet situations, to assume responsibilities, and to make adjustments in order to enjoy social contacts.

In describing the five-year-old, Garret[4] points out the absolute necessity for much active play, both indoors and out. There is a need for equipment which encourages the children in large muscle activities such as climbing, swinging, pushing, pulling, and building. The dramatic play in which five-year-olds engage develops their muscles and provides them with valuable social contacts. Children at the kindergarten level possess intense curiosity. They are eager to take trips into their community, to ask questions, and to have informational material read to them. They are acquiring an increasing sense of responsibility and independence, and are able to understand democratic controls to a greater degree than adults give them credit for. "Crafts, busy work, and kindergarten 'skills' are not suited to growth needs of fives. More active, more creative, more individual and more social experiences are essential."[5] Garret stoutly maintains

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[4] Helen Garret, "The Five-Year-Old", Good Education for Young Children. (New York: New York State Council for Early Childhood Education, 1947), p. 30.

[5] Ibid., p. 33.

it is a mistake to attempt reading or "reading readiness" programs with children of five years of age, though some children do learn to read at that age. Maturation is an important element in all learning.

> When eyes are ready, an ability to concentrate on and understand symbols has developed, social relations are not a disturbing factor, and a background of first-hand experience has become part of a child, then, and then only, can reading most easily, quickly, happily, and successfully be learned. The very active motor characteristics of five-year-olds and their far flung curiosity discredit reading or prereading experience.[6]

Garret believes that when kindergarten children are pressed with school skills and their physical and emotional needs are not met, they have been deprived of something which cannot be replaced, and adaptation later will be less successful.

Evans[7] discusses how the kindergarten prepares the child for reading through vital experiences and special association in games and play, stories, excursions, and study of natural science. In order to be ready to read the child must be able to see well, hear distinctly, and speak correctly, and have attained a mental age of 6 years and 4 months. Evans goes on to enumerate the many skills involved in reading readiness which any first grade teacher

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[6] Ibid., p. 34.

[7] Clara Evans, "Reading Readiness for the Kindergarten," Elementary English Review, XXII (April, 1945), 143-46.

would enjoy finding present in her pupils on entry into her grade. They are the ability to listen, to remember and carry out directions, the ability to relate experiences, tell stories, describe objects, participate in discussions, converse, talk over plans, experience word sounds, ability to think clearly, ability to see and interpret pictures, interest in and grasp of stories, awareness and interest in reading, ability to find places in books, and ability to listen to part of a story and supply a reasonable ending.

In a study of the effect of preschool attendance upon the intelligence quotient, Wellman[8] found that environment can modify intelligence. Six hundred children in the preschool laboratories of the Iowa Child Welfare Research Station were given seven tests at six month intervals for preschoolers and at one year intervals for children six to fourteen years of age during the period 1921-1932. Tests administered were the Kuhlman Revision of the Binet Scale for children up to three and a half years of age and the Stanford Revision for the older children. All children made gains over their first test up to the third one. The children rating below average and average made the greatest final gains. It would seem

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[8] Beth L. Wellman, "The Effect of Preschool Attendance Upon the I. Q.," Journal of Experimental Education, I (1933), 48-69.

from this study that preschool attendance tended to raise the level of the intelligence quotient.

Myers[9] contended that children attending kindergarten made a better showing in first grade both in content subjects and in social attitudes than did their classmates who had not attended kindergarten. In his study he paired eighty-eight first grade children, half of whom had been to kindergarten and half who had not. No attempt was made to equate the two groups as to intelligence, home training, or physical condition. Neither was it stated what criteria were used as the basis for rating the children on attitudes and achievement. Teachers rated the two groups with marks of A, B, C, and D both in social attitudes and the following content subjects: numbers, reading, spelling, writing, music, language, and social science. Conclusions were made from the frequency of marks given. In the content subjects kindergarten children excelled in frequency of marks A, B, and C. In social attitudes more kindergarten children received A, but more non-kindergarten children received B and C. In composite marks the kindergarten group had more As and Bs. He concluded that the kindergarten children did decidedly better

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[9] V. C. Myers, "Is It Worthwhile to Send Your Child to Kindergarten?" Educational Method, XV (1936), 388-89.

than non-kindergarten children in first grade both as to progress in subject matter and ability to adjust themselves to school.

A more scientific study than the foregoing was conducted by Edmiston and Hollahan[10] with 115 children in order to determine suitable measures or factors as a basis for the prediction of achievement at the first grade level. Scores made on five tests and ratings made on five other items were correlated with scores made on the Metropolitan Reading Test which was used as a criterion. Items such as socio-economic status, chronological age, health, motor control, and days absent showed no significant correlations. Significant coefficients of correlation between scores made on certain tests and the Metropolitan Reading Test were as follows: Detroit Beginning First Grade Mental Test .57; Alice and Jerry Reading Readiness Test .59; and California Personality Test .50. Scores from these three tests were found to have a multiple R or coefficient of correlation of .66. By means of the three tests, prediction of success in the first grade as measured by the Metropolitan Achievement Test could be determined to a satisfactory degree.

Teacher ratings on seventeen items of character were

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[10] R. W. Edmiston and Catherine E. Hollahan, "Measures Predictive of First Grade Achievement," School and Society, LXIII (April, 1946), 268-69.

studied by Marsh[11] for 380 elementary school children to determine if kindergarten children possessed certain traits superior to non-kindergarten children. He found the non-kindergarten children surpassed in but four factors; namely, moral attitude, attention, manual ability, and orderliness. The kindergarten children showed a remarkable difference in their favor in ability to get acquainted, originality, and response to ideas; and a high difference in self-confidence, love of nature, friendliness, observation, oral expression, and ability to play agreeably with others.

There was found to be no correlation of significance between motor ability and intelligence at the kindergarten level in a study conducted by Hertzberg[12] with forty-six children in the Training School of Colorado State Teachers College at Greeley. The Stanford Revision of the Binet Scale and eighteen tests of motor skill designed by the investigator were used. Elements of abstract intelligence such as form perception, discrimination, selection, size, and direction of attention as found in many of the tests of motor skill, were more important than motor development in indicating the mental maturity of a child.

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[11] L. A. Marsh, "Kindergarten Versus Non-kindergarten Children with Respect to Certain Traits of Character," Elementary School Journal, XV (1915), 543-50.

[12] O. E. Hertzberg, "The Relation of Motor Ability to the Intelligence of Kindergarten Children," Journal of Educational Psychology, XX (1929), 507-19.

A comprehensive study made by Garner[13] on the effect of entrance age upon school success as measured by achievement and social maturity, disclosed some interesting facts. Though data were gathered on children from kindergarten through the sixth grades, only findings pertinent to the kindergarten and first grade levels will be mentioned. Tests given were the Detroit Beginning First Grade Test, Kuhlman-Anderson Intelligence Test, Alice and Jerry Reading Test, subject matter tests based on vocabulary of primary readers currently in use, and the Gates Primary Reading Battery-Grade I. Social maturity was rated on thirteen items of a scale devised for use in the study. Roughly 68 percent of the first grade children were between five years eleven months and six years six months. Also about 68 percent ranged from raw scores of near fifty-seven to nearly eighty-seven as rated on the trait rating scale. Of the 325 first grade pupils, 110 or 16 percent below the chronological age of 6-0 rated below the 50 percentile point on the trait scale, and 215 or 11 percent above 6-0 rated below the 50 percentile. More than half of the total number of immature children exceeded six years of age. When chronological age was corre-

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[13] Charles E. Garner, "The Effect of Age of Entrance Into School Upon Success in School," (unpublished Doctor's dissertation, Department of Education, Washington University, St. Louis, Missouri, 1949), 126 pp.

lated with such factors as social maturity, reading readiness, vocabulary test, and Gates Primary Reading Test, the coefficients were found to be near zero. Scores showing greater correlations were between Social Maturity and Mental Age .33; Social Maturity and Reading Readiness .37; Mental Age and Reading Readiness .77; Mental Age and Vocabulary Test .38; and Mental Age and Gates Primary Reading Test .49.[14] It was pointed out that significant relationships occurred only when factors of experiential background as shown by the social maturity rating scale, native intelligence, and techniques or training in information were correlated.

Literature on effect of environmental factors. The increasing recognition of severe emotional conflicts existing in young children as evidenced by their behavior and social maturity has led to much research on environmental factors as a source of tension and conflict. This introduces a variable factor which is difficult to control irrespective of the kindergarten non-kindergarten question. That children do have emotional conflicts stemming from group differences and family marital problems is shown in a report on conversations of kindergarten and first grade children.[15]

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[14] Ibid., p. 63.

[15] Helen G. Trager and Marian Radke, "Early Childhood Airs Its Views," Educational Leadership, V (October, 1947), 16-24.

Hattwick[16] undertook the study of fifteen home factors as related to thirty-five common types of preschool behavior among 335 children in the nursery schools of the Winnetka Public Schools. Four home factors showed definite relationship to child behavior. (1) Over attentiveness in the home produced infantile behavior on the part of the child such as thumb sucking, temper outbursts, wasting time, asking unnecessary help, leaving tasks incomplete, dawdling, resisting rest, and withdrawal or aggressive tendencies. (2) The child whose mother was irresponsible or negligent tended to be aggressive, to ignore requests, and to be hard to reason with. (3) Children from a calm, happy home showed socially acceptable behavior, whereas children's uncooperative behavior tended to come from homes with tensions caused from the mother's being ill, fatigued, or impatient. (4) Children sharing responsibilities in the home complied better, respected property rights of others, and showed more self reliance. Family play helped for more cooperative relations with other children.

Baruch[17] made a similar study of thirty-three children

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[16] Berta Weiss Hattwick, "Interrelations Between the Preschool Child's Behavior and Certain Factors in the Home," Child Development, VII (1936), 200-26.

[17] Dorothy W. Baruch, "A Study of Reported Tension in Interparental Relationship as Coexistent with Behavior Adjustment in Young Children," Journal of Experimental Education, VI (1937), 187-204.

in the preschool laboratories of Whittier College. Homes of these children appeared to be normal homes. Children were rated twice by two persons on a behavior scale developed for the study. Sex difficulties and need for ascendency on the part of husband or wife were two tensions which showed highest coexistence with poor child behavior. Tensions over lack of consideration and lack of cooperation in child discipline produced less correlation. It was found that tensions were intensified where parents could not talk over things, nor verbalize difficulties freely. Roots of tension over sex difficulties and need for ascendency appeared to extend into the past lives of the parents. More items in the mothers' backgrounds appeared significantly related to children's adjustment than items in the fathers' backgrounds.

Gesell and Ilg[18] give behavior profiles of children from five to ten, and discuss in detail norms of maturity traits tending to occur at certain age levels. These traits are more or less indirectly related to the traits rated for the children in the present investigation. Maturity traits considered are (1) motor characteristics, (2) personal hygiene, (3) emotional expression, (4) fears and dreams,

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[18] Arnold Gesell and Frances L. Ilg, The Child From Five to Ten, (New York: Harper and Brothers Publishers, 1946), pp. 60-130.

(5) self and sex, (6) interpersonal relations, (7) play and pastimes, (8) school life, (9) ethical sense, and (10) philosophical outlook.

Studies reviewed here were selected as being illustrative and most pertinent to the present problem. They have touched upon school achievement and social maturity as measured by behavior, motor ability, chronological age, and various environmental factors.

(8) self and sex, (9) interpersonal relations, (10) play and pastimes, (11) school life, (12) school areas, and (13) discipline.

Student responses were analyzed as being illustrative and most pertinent to the present problem. They were ranked upon adolescent concern and social maturity as measured by behavior, motor ability, chronological age, and various environmental factors.

CHAPTER III

DEVELOPMENT OF THE INVESTIGATION

Classification and analysis of pupils was made on the basis of a questionnaire sent to parents in November, 1950. No pupils were included in the investigation who had had any first grade work prior to the school year 1950-51. Pupils who had attended kindergarten and those who had not done so were classified into two groups known as the kindergarten and non-kindergarten groups. However, children comprising both groups as well as those children not eligible for inclusion in the study remained together in their originally assigned rooms. Six of the eighty-one pupils present at the start of the study moved away during the investigation and thus left thirty-four pupils who had attended kindergarten prior to entrance into first grade and forty-one who had not had such experience.

To measure intelligence of the pupils, two standardized tests were given: the Pintner-Cunningham Primary Test, Form A; and the Otis Quick-Scoring Mental Ability Test, Alpha, Form A. In the Otis test the combined or total scores of the verbal and nonverbal forms were used.

Teachers of the four first grades involved in this investigation rated their children on observable traits of social maturity as listed on the Rating Scale of Social Maturity

Traits by Kidd[1] and Garner. The scale rates each of thirteen traits from acceptable behavior at the fifty point mark, downward to zero and upward to 100. It seems advisable at this time to present a copy of the instructions given for the Social Maturity Rating Scale in order that the reader may better understand the scale and definitions of social maturity factors.

SOCIAL MATURITY RATING SCALE

Suggestions for Using

The rating scale has been carefully prepared from ideas coming from experience, a review of appropriate educational literature, and kindred measuring instruments. The scale recognizes such emotions as fear, anger, jealousy, and affection, as learned mechanisms in emotional control and behavior. Such traits as conformity, cooperation, sociability and moral standards are truly the product of learning and experience. Thus conditioning and experience are the processes through which social maturity evolves. It is assumed that social maturity may be judged by the overt acts observed in the behavior of children.

Teachers are urged to cumulate evidence on the behavior of children in order to be able to rate pupils with the greatest accuracy. If index cards are used for this purpose and preserved for use at rating time, the data will be more accurate.

Traits are inferred from the overt behavior of children. Ratings are placed on a linear continuum. Each of the five divisions of each trait are to be thought of as being continuous and consecutive, grading from the less mature toward the more mature characteristics.

Each person using the rating scale should compare each trait of each pupil rated with the fifty percentile point on the scale, and register his ratings appropriately

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[1] See appendix, p. 64

above or below the fifty percentile point.

After all pupils are rated on all traits of the scale, these checked locations should be converted into numerical scores.

Traits Described

Trait 1. Motivatibility. The child's reaction to stimuli provided by the teacher. To what extent does the pupil follow the teachers' leadership? Note progressive steps from negative reaction to enthusiastic acceptance.

Trait 2. Evidence of Emotional Control - If just average, place him at the mid point. If superior, or lacking in control, place him above or below the 50 percentile in accordance with your judgment. This trait refers to how the child controls himself in the give and take among his fellow students.

Trait 3. Consideration of Others - Jealousy is evidenced by the child's directing action against others. It is a resentment against the status of others, in which the child competes for favors or affection.

Trait 4. Self Reliance and Confidence - This trait relates to the child's ability to think a situation through and direct his own action. Timidity is born of fear of the unknown or lack of understanding of processes or appropriate action, and grades upward to assurance and correctness.

Trait 5. Conforms to the Group - Young people have a saying "in the groove" meaning the correct channel of action. The degree to which the child conforms to the patterns of social behavior, established by the teacher, is to be rated on this scale.

Trait 6. Friendly - Sociable with People - Timidity may be an underlying cause of unfriendliness. The degree to which the child is courteous to all and pleasant and congenial to those with whom he is acquainted, especially his own classroom group, is to be judged here.

Trait 7. Cooperation - This is decidedly a conditioned or learned response and applies to the willingness of

the child to be an active participant in the common activity of the group. (Not just a passive conformist).

Trait 8. Cheerfulness - This recognizes that good humor is a product of health and conditioning. Thus fears and mishandling may contribute to immaturity here. Judge in terms of the usual situation.

Trait 9. Obedience - The shade of obedience from perversity to intelligent cooperation is not too difficult to judge. If alert attention is given by the pupil and acceptance of the teacher's leadership is apparent, obedience is natural. It may be that overindulgence or timidity or fears prevent compliance in the immature.

Trait 10. Moral Standards - This is probably an over-statement for children of this age. Integration as a member of the group, rapport with a teacher whom the child trusts will probably condition the child for straightforward responses.

Trait 11. Fears - A result of apprehension. Timidity, fear of people, and fear of correct response are somewhat synonymous. Fear of the dark, fear of imaginary animals, fear of punishment, etc., are usually a sign of conditioning or lack of experience outside the home. Fear of school may be a reaction to pressure to proceed beyond his state of readiness and preparation. Rating will require insight.

Trait 12. Anger - is a result of blocking of ones wishes, activities, or plans. This shades from tantrums to thoughtful adjustment. If you recognize the cause you can rate this development.

Trait 13. Motor Control - This trait is evidenced by walking, running, throwing, writing, drawing, etc. It is difficult to rate accurately. Perhaps in writing and drawing it can best be judged.

REMEMBER Consider each pupil as near normal or near the midpoint of the scale. Then adjust upward or downward to where the scale best describes him.

The Lee-Clark Reading Readiness Test was administered in January, 1951. Although both groups had undergone the same period of reading readiness and most of the children were reading at that time, the test was given for comparative purposes as to reading aptitude.

Reading achievement was measured by a test constructed by the investigator which included vocabulary found in reading material the children had previously studied. The test followed the form of word recognition tests found in the Think-and-Do Books[2] and one type of comprehension test with which the children were familiar. This test was administered early in February, 1951.

Eighteen inquiries concerning environmental factors of child growth were included in the questionnaire sent to the pupils' parents. Studies on the preschool child reported in the Forty-Sixth Yearbook[3] of the National Society for the Study of Education were analyzed when selecting items for the questionnaire. Teachers of the children who participated in the investigation also made suggestions based on their experience as to the content.

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[2] Williams S. Gray and Marion Monroe, Think-and-Do Book, Workbook to accompany the preprimer series of the basic readers. (Chicago: Scott, Foresman and Company, 1946.)

[3] N. S. Light and others, Early Childhood Education, Forty-Sixth Yearbook, Part II. (Bloomington, Illinois: Public School Publishing Company, 1947), pp. 384.

CHAPTER IV

ANALYSIS OF THE DATA

Social maturity and achievement test factors. Thirty-five children made up the group who had attended kindergarten prior to first grade enrollment, and forty-six children were in the non-kindergarten group. Group means were computed on each of the thirteen traits of social maturity for the kindergarten and the non-kindergarten groups as shown in Figure 1 on page twenty-seven. The non-kindergarten group surpassed the kindergarten group on ten of the thirteen traits. The three traits in which the kindergarten group excelled are self-reliance and confidence, freedom from fear, and motor control. The first two traits are experiential with attendance at kindergarten. The degree of motor control in young children, however, is largely a matter of maturation. Perhaps it is surprising that the kindergarten group did not rate higher on other traits measuring group living such as consideration of others, conformity to the group, cooperation, or control of anger. The apparent differences are not statistically reliable, however, when the same figures are interpreted from Table I on page twenty-eight.

CHAPTER IV

SUMMARY OF FINDINGS

Social Maturity and Adjustment at Thirteen. Thirty-five children made up the group who had given evidence of kindergarten prior to first grade enrollment, and forty-six children were in the non-kindergarten group. Group means were computed on each of the thirteen traits of social maturity for the kindergarten and the non-kindergarten groups as shown in Figure 1 on page fifty-seven. The non-kindergarten group surpassed the kindergarten group on ten of the thirteen traits. The three traits in which the kindergarten group excelled are self-reliance and confidence, freedom from fear, and motor control. The first two traits are evidential with attendance at kindergarten. The degree of motor control in young children, however, is largely a matter of maturation. Perhaps it is surprising that the kindergarten group did not rate higher on other traits measuring group living such as consideration of others, conformity to the group, cooperation, or control of anger. The apparent differences are not statistically reliable, however, when the zone figures are interpreted from table 1 on page seventy-eight.

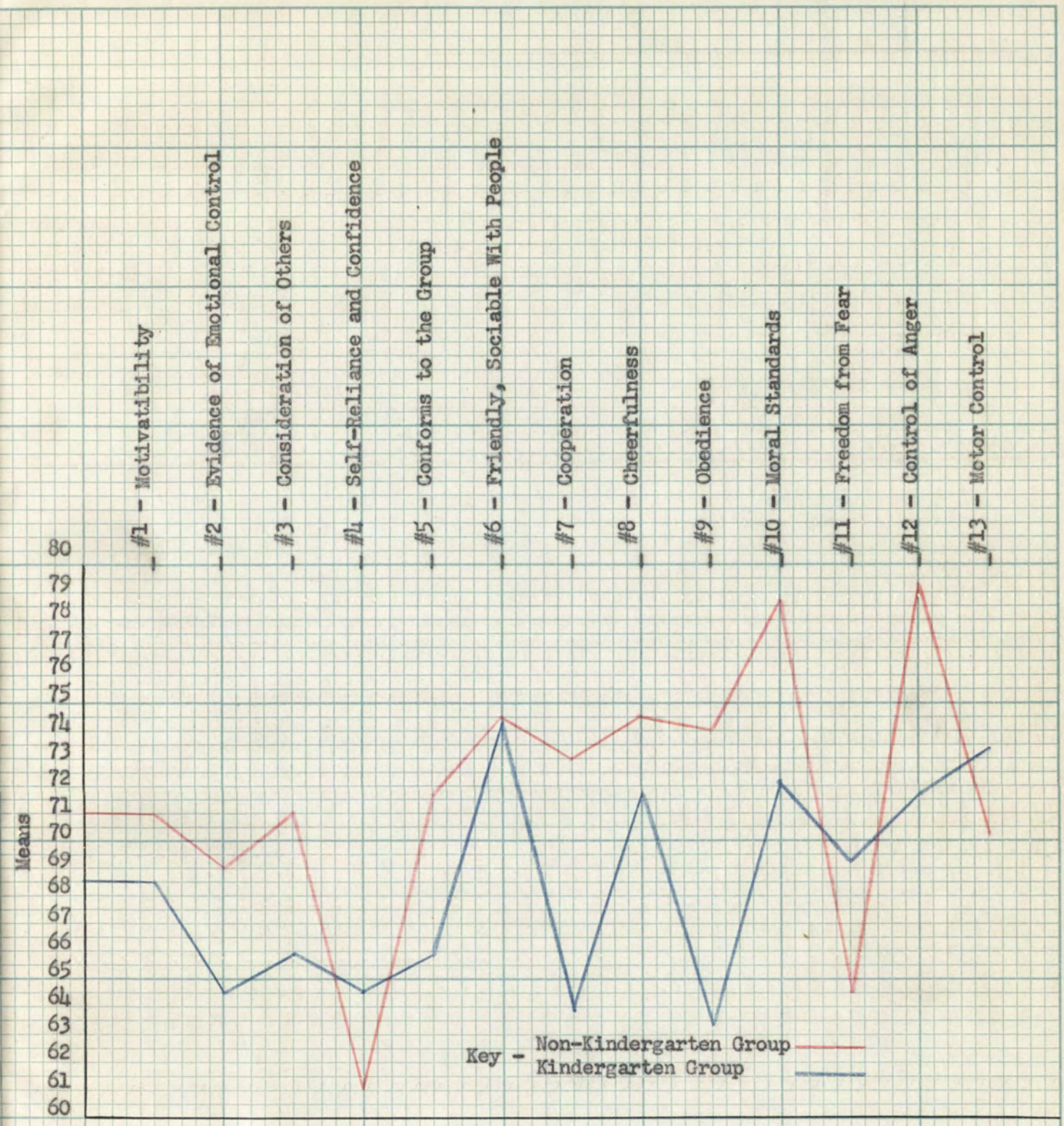

Fig. 1 - COMPARISON OF THE MEAN SCORES FOR KINDERGARTEN AND NON-KINDERGARTEN GROUPS ON RATING OF SOCIAL MATURITY TRAITS

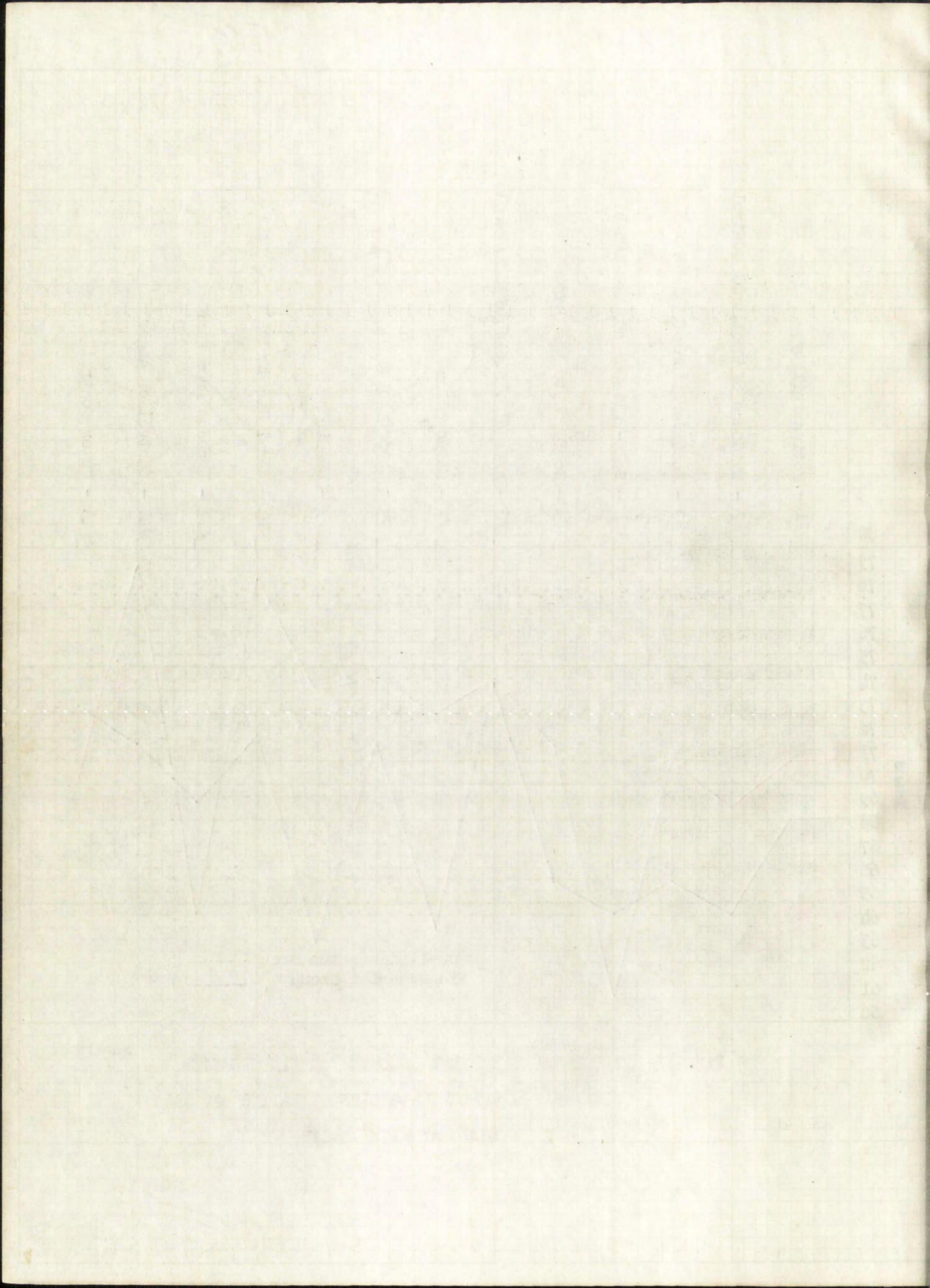

TABLE I

GROUP MEANS OF THIRTEEN SOCIAL MATURITY TRAITS COMPARED FOR KINDERGARTEN AND NON-KINDERGARTEN GROUPS

Social Maturity Trait	Kindergarten		Non-Kindergarten		C. R.*
	Mean	S. D.	Mean	S. D.	
Motivatibility	68.50	17.92	71.02	16.71	1.53
Evidence of emotional control.	64.50	17.97	69.07	19.18	1.28
Consideration of others . . .	65.93	18.38	71.02	19.81	1.77
Self-reliance and confidence .	64.50	22.49	61.02	22.36	1.02
Conforms to the group	65.93	20.50	71.67	17.00	1.99
Friendly, sociable with people	74.21	12.76	74.50	17.20	----
Cooperation	63.93	18.49	72.98	17.35	3.24
Cheerfulness	71.64	14.45	74.50	18.89	1.14
Obedience	63.36	20.09	74.07	15.59	2.44
Moral standards	72.21	18.22	78.63	15.68	2.46
Freedom from fear	69.36	19.77	64.50	21.16	1.58
Control of anger	71.64	18.60	79.28	18.25	1.81
Motor control	73.36	17.37	70.37	20.07	1.06
Number of Pupils	35		46		

* C. R. or critical ratio equals the $\frac{\text{Difference in the means}}{\text{P. E. of the difference}}$

It will be observed from the column of critical ratios that not one value represents a true difference between the kindergarten and the non-kindergarten groups in any trait.

TABLE I

GROUP MEANS OF INTERNEN SOCIAL MATURITY TRAITS COMPARED FOR KINDERGARTEN AND NON-KINDERGARTEN GROUPS

Social Maturity Trait	Kindergarten		Non-Kindergarten		C. R.*
	Mean	S. D.	Mean	S. D.	
Motivativity	68.50	17.92	71.02	16.71	1.53
Evidence of emotional control.	61.30	17.27	69.07	19.18	1.29
Consideration of others . . .	65.93	18.38	71.02	19.81	1.77
Self-reliance and confidence .	61.30	22.19	61.02	22.36	1.02
Conforms to the group	65.93	20.50	71.67	17.00	1.99
Friendly, sociable with people	75.21	12.76	75.50	17.20	..
Cooperation	63.93	18.49	72.98	17.35	3.21
Cheerfulness	71.61	11.45	75.50	18.89	1.11
Obedience	63.36	20.09	75.07	15.59	2.11
Moral standards	72.21	18.22	78.63	15.63	2.16
Freedom from fear	69.36	19.77	66.50	21.16	1.58
Control of anger	71.61	13.69	79.28	18.25	1.81
Motor control	73.36	17.37	76.37	20.07	1.06
Number of Pupils	35		46		

* C. R. or critical ratio equals the Difference in the means / P. E. of the difference

It will be observed from the column of critical ratios that not one value represents a true difference between the kindergarten and the non-kindergarten groups in any trait.

The group means on the trait of friendliness were so similar that the critical ratio was not determined. The largest critical ratio is 3.24 in favor of the non-kindergarten group on the trait of cooperation. However, in order to insure a true difference or a difference greater than zero, the critical ratio would need to be 4.0 or more. Thus the obtained greater difference does not indicate a higher level of cooperation in the non-kindergarten group since the difference may well be due to the element of chance in the sampling. Likewise, computed differences in favor of either group on the various other traits are not statistically significant or reliable, and thus, one cannot infer that either group is superior to the other in any single trait.

By combining scores made on each trait of the Rating Scale, total social maturity scores were computed for each child. Group means for these social maturity scores were calculated and are presented in Table II along with mean scores made on four other tests previously mentioned, namely: the Otis Quick-Scoring Mental Ability Test, the Pintner-Cunningham Primary Test, the Lee-Clark Reading Readiness Test, and a reading achievement test constructed by the investigator.

TABLE II

A COMPARISON OF MEAN SCORES OBTAINED BY KINDERGARTEN AND NON-KINDERGARTEN GROUPS ON FIVE TESTS

Tests	Kindergarten		Non-Kindergarten		C.R.
	Mean	S. D.	Mean	S. D.	
Social Maturity	66.43	14.30	68.85	14.85	1.10
Otis Mental Ability	112.00	7.07	107.76	9.65	3.37
Pintner-Cunningham	115.14	10.90	107.55	13.30	4.25
Lee-Clark Rdg. Readiness	57.26	3.82	53.47	6.30	4.80
Reading Achievement	65.59	5.10	63.85	13.20	1.16

It will be noticed that on two tests, the Pintner-Cunningham General Ability Test and the Lee-Clark Reading Readiness Test, the kindergarten group excelled the non-kindergarten group to a significant degree since the respective critical ratios are 4.25 and 4.80. While the critical ratio on the Otis Mental Ability Test does not show a true difference in the two groups, the ratio 3.37 would indicate that the chances are ninety-nine out of 100 that the kindergarten group had greater intelligence as measured by the test.

In regard to social maturity, however, even though the non-kindergarten group excelled in nine of the thirteen social maturity traits, the combined or total social maturity

Tests	Subjects		Non-Schizophrenics	
	Mean	S. D.	Mean	S. D.
Social Maturity	64.03	10.39	49.85	14.88
Otis Mental Ability	118.66	7.07	107.76	9.69
Picture-Vocabulary	115.10	10.90	101.55	13.39
Bee-Clark Ed. Test	84.6	3.89	73.49	9.30
Reading Achievement	4.4	1.10	3.05	1.20

rating is only slightly favorable to the non-kindergarten group. And what difference there is is due only to the chance of sampling since the obtained critical ratio is only 1.10. A similar conclusion can be drawn for the critical ratio of 1.16 favoring the kindergarten group on the reading achievement test. It thus seems that the kindergarten group has slightly higher intelligence as measured by the tests. This may be partially accounted for by the fact that frequency tabulations showed the consistently low performance on all tests of one pupil in the non-kindergarten group which decreased the size of the mean.

The standard norm on the Lee-Clark Reading Readiness Test for the fifth month of school is 1.4. The kindergarten group mean score of fifty-seven indicates a grade placement of 1.6 or two months in advance of the norm. The non-kindergarten group mean score of fifty-three gives a grade placement of 1.2 or two months below the standard norm. The critical ratio of 4.80 insures this difference is not due to chance of the sampling. On the other hand, although the kindergarten group showed a greater readiness for reading, they did not attain statistically greater achievement on the Reading Achievement Test.

One may thus conclude that the kindergarten group excelled the non-kindergarten group in intelligence and readi-

ness for reading as measured by the tests, but there was no appreciable difference between the groups in social maturity and reading achievement.

Analysis of environmental factors. Analysis of data received from the questionnaire sent to parents of children in both groups was made to discover what environmental factors, if any, might influence the growth of social maturity and achievement in reading. The questionnaire was returned in November, 1950 and age data were analyzed as of that month. Eight of the eighteen questions were treated statistically. They are listed below by the number used in the questionnaire as shown in the Appendix.

1. Age of child in years and months.
2. Has your family made a change of residence during the past two years whereby your child's old friendships were broken and new ones formed?
3. Has either parent been away from home for long periods of time?
5. Has the child had a serious injury or illness? Indicate briefly.
6. Has the child traveled in the past two years. Where?
7. Has the child played considerably with children?
9. Number of children in the family.
14. Was the child more content playing alone or with someone?

Information obtained was not classified into categories pertaining to the two groups of children, namely, kindergarten and non-kindergarten. The total number of children was considered as a unit and any grouping was only dependent on the basis of "yes" or "no" replies to the various questions. It was felt that these environmental factors were common or dissimilar to the children regardless of whether or not they had attended kindergarten.

Chronological ages of the children from the youngest to the oldest were tabulated as shown in Table III.

Information obtained was not classified into categories pertaining to the two groups of children, namely, kindergarten and non-kindergarten. The total number of children was considered as a unit and any grouping was only dependent on the basis of "yes" or "no" replies to the various questions. It was felt that these environmental factors were common or dissimilar to the children regardless of whether or not they had attended kindergarten.

Chronological ages of the children from the youngest to the oldest were tabulated as shown in Table III.

TABLE III

FREQUENCY OF PUPILS AT CHRONOLOGICAL AGE LEVELS

Age Years and months	Number of pupils	Groups
6-11	1	
6-10	2	
6-9	3	
6-8	10	Upper
6-7	6	
6-6	3	
6-5	2	
6-4	11	
		Mid-point
6-4	1	
6-3	6	
6-2	11	Lower
6-1	7	
6-0	6	
5-11	6	
Total	75	

There is an age span of twelve months, ranging from five years eleven months to six years eleven months. The

TABLE VII

FREQUENCY OF PUPILS AT CHRONOLOGICAL AGE LEVELS

Age Years and months	Number of pupils	Group
6-11	1	
6-10	2	
6-9	3	
6-8	10	Upper
6-7	6	
6-6	3	
6-5	2	
6-4	11	
		Mid-point
6-4	1	
6-3	6	
6-2	11	Lower
6-1	7	
6-0	6	
5-11	6	
Total	75	

There is an age span of twelve months, ranging from five years eleven months to six years eleven months. The

middle point on the tabulation determines the classification of upper and lower groups, the upper group being the older children and the lower group the younger. The mid-point falls in the age interval of six years and four months, placing one child of that age in the lower group, and eleven children of the same age in the upper group.

Performance on the five tests given was analyzed for the upper and lower groups according to chronological age. Table IV compares the mean scores attained on intelligence, social maturity, reading readiness, and reading achievement of the two groups.

TABLE IV

A COMPARISON OF TEST SCORES OF UPPER AND LOWER GROUPS BY CHRONOLOGICAL AGE

Tests	Mean		S. D.		Critical Ratio
	Upper	Lower	Upper	Lower	
Otis Mental Ability	109.25	109.50	8.30	9.75	. . . .
Pintner-Cunningham	112.40	109.50	12.45	12.95	1.50
Social Maturity	70.95	63.45	13.10	16.00	3.30
Reading Readiness	57.66	56.46	4.15	6.65	. . . .
Reading Achievement	65.93	62.95	4.88	13.80	2.03

The difference in achievement by the two groups on the two intelligence tests is negligible. The scores of younger children in the group were generally as high as those of the older children. Likewise, the performance of the younger children, for all practical purposes, equaled that of the older children on the reading readiness test. The critical ratio of 3.30 between the scores in social maturity, however, seems to favor the older group. However, a statistically true difference is not apparent since the critical ratio is less than 4.0, and it is thus not conclusive that the younger children are less mature socially. The apparent superiority of the older group may be due only to the chance of sampling. One may then conclude that chronological age has little or no relation to the scores made on the five tests by the two groups.

Replies on question two indicated that twenty-nine families had made a change of residence in the past two years leaving forty-seven which had not. These two groups were compared on social maturity ratings, and the results are given in Table V.

TABLE V

SOCIAL MATURITY RATINGS OF CHILDREN WHOSE FAMILIES HAD MADE A RECENT CHANGE OF RESIDENCE AND THOSE WHO HAD NOT

Question of change of residence	No. of pupils	Mean	S. D.	Critical ratio
Change of residence	29	65.45	15.03	
No change of residence	47	68.30	15.04	2.19

It should be understood that this factor is qualified by the condition that through moving, old friendships are broken and new ones formed. Whether insecurity and sense of loss or beneficial broadening of acquaintances and interests are the major responses in these children is not known from yes or no replies. As far as teachers could observe and evaluate the child's behavior on the thirteen traits of social maturity, the children who had continued in the same residence during the two years prior to first grade, scored higher by a few points. However, the critical ratio of only 2.19 for the difference in the means of the two groups cannot be interpreted as significant. The difference which seems to exist is inherent in the sampling and does not indicate the level of social maturity is greater in one group than in the other.

TABLE V

SOCIAL MATURITY RATINGS OF CHILDREN WHOSE FAMILIES

HAD MADE A STUDENT CHANGE OF RESIDENCE

AND THOSE WHO HAD NOT

Question of change of residence	No. of pupils	Mean	S. D.	Critical ratio
Change of residence	29	65.45	15.03	
No change of residence	47	63.30	15.06	2.19

In considering the factor as to whether either parent had been away from home for long periods of time, no consideration was given to the reason for absence of the parent or parents, nor whether the father or the mother was the absent member. Thus, a broken home as a result of divorce was given no different classification than the home where the father had been away serving in the armed forces. An hypothesis was made that families whose membership had been intact should possibly be able to insure greater emotional stability for their children. Table VI compares the mean scores of these two groups on social maturity rating.

TABLE VI

EFFECT OF PROLONGED ABSENCE FROM HOME OF EITHER OR BOTH PARENTS ON CHILDREN'S SOCIAL MATURITY RATING

Question of parental absence	No. of pupils	Mean	S. D.	Critical ratio
Parent(s) absent	20	63.50	17.74	
Parents present	56	68.50	18.75	1.58

Nearly a third of the children had been denied continuous companionship with one or both parents. These children rated five points less on the mean score of the social maturity scale than did the children whose parents had been in the home most of the time. The five points do not show

a significant difference, however, since the critical ratio is 1.58. The small difference in favor of the latter group can thus be explained as a result of this particular sampling and shows no true difference in the social development of the one group over the other.

It was reported in the questionnaire that around 13 or 14 percent of the children had had serious injuries or illnesses sometime during their lives. Individual scores made by these pupils were compared with the mean scores of the total group on the five tests. The comparison of these scores and a brief description of the injury or illness appear in Table VII. None of these children manifests any apparent physical deficiency except the extreme restlessness of the pupil who had encephalitis and the frequent absences of the child who has recurrent attacks of purvis.

a significant difference, however, since the critical ratio is 1.96. The small difference in favor of the latter group can thus be explained as a result of this particular sampling and shows no true difference in the social development of the one group over the other.

It was reported in the questionnaire that around 15 or 16 percent of the children had had serious injuries or illnesses sometime during their lives. Individual scores made by these pupils were compared with the mean scores of the total group studied. The comparison of these scores and a brief description of the injury or illness appear in Table VII. None of these children manifests any apparent physical deficiency except the extreme restlessness of the pupil who had encephalitis and the frequent absences of the child who has recurrent attacks of pneumia.

TABLE VII

INDIVIDUAL SCORES OF TEN PUPILS WITH PHYSICAL DIFFICULTIES COMPARED WITH MEAN SCORES OF TOTAL NUMBER OF PUPILS ON FIVE TESTS

Pupil	Otis	Pintner-Cunningham	Social Maturity	Reading Readiness	Reading Achievement	Description
1	111	109	90	62	70	Purvis
2	125	123	74	58	70	Mashed leg
3	101	88	70	53	67	Pneumonia 3 times
4	99	92	57	59	65	Skull fracture
5	101	103	75	57	67	Vitamin deficiency
6	106	115	68	61	69	Asthma
7	108	105	53	61	67	Severe Exzema
8	118	115	47	55	61	Encephalitis
9	112	114	56	53	54	Poliomyelitis
10	102	112	46	49	55	Broken collar bone
Mean	108.30	107.60	63.60	56.80	64.50	
Group Mean	109.60	110.80	67.20	57.60	64.45	

TABLE VII

INDIVIDUAL SCORES OF TEN PUPILS WITH PERSONAL DATA CONCERNED WITH PHYSICAL SCORES OR TOTAL NUMBER OF PUPILS OR FIVE TESTS

Pupil	Obtained Reading Vocabulary	Obtained Reading Comprehension	Physical Condition	Reading Vocabulary	Reading Comprehension	Physical Condition
1	111	109	109	98	70	109
2	185	125	125	74	70	125
3	101	83	83	70	67	83
4	99	82	82	57	65	82
5	101	103	103	75	57	103
6	106	115	115	68	59	115
7	109	105	105	53	57	105
8	119	115	115	47	61	115
9	112	111	111	56	54	111
10	102	119	119	49	52	119
Mean	108.30	107.80	107.80	63.90	58.80	107.80
Probable Mean	108.00	110.30	110.30	63.30	54.00	110.30

The mean scores made by the ten pupils closely approximate the mean scores attained by the total group. About half of the individual scores are above the mean score on each test and half are below. Pupil #2 was the only one to surpass the group mean on all five tests. Pupils #1 and #6 had scores on four tests which were greater than the group mean. Scores of pupils numbered 3, 4, 5, 7, 8, and 9 exceeded the group mean on only two tests each, and pupil #10 fell below the group mean on all but one test. Thus, three pupils of the ten did better than the average on over half of the tests, and seven did poorer than the average on over half of the tests. However, there was no pattern discernible in the scores of these ten children from which one could draw specific conclusions.

Analyzing data on the question of travel resulted in classification of two categories of children: (1) non-travelers, or those who had either not traveled at all or who had only visited in parts of New Mexico and neighboring states; and (2) those who had traveled more extensively beyond the aforesaid boundaries were designated as travelers. It was interesting to note the variety and extent of travel in which the children had engaged from coast to coast in the United States

The mean scores made by the ten pupils closely approximate the mean scores attained by the total group. About half of the individual scores are above the mean score on each test and half are below. Pupil #3 was the only one to surpass the group mean on all five tests. Pupils #1 and #6 had scores on four tests which were greater than the group mean. Scores of pupils numbered 3, 4, 5, 7, 8, and 9 exceeded the group mean on only two tests each, and pupil #10 fell below the group mean on all but one test. Thus, three pupils of the ten did better than the average on over half of the tests, and seven did poorer than the average on over half of the tests. However, there was no pattern discernible in the scores of these ten children from which one could draw specific conclusions.

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and in South and Central America. How these data relate to the social maturity rating of the children is shown in Table VIII.

TABLE VIII

LEVELS OF SOCIAL MATURITY ATTAINED BY PUPILS WHO HAVE AND HAVE NOT EXPERIENCED PERSONAL TRAVEL

Question of travel	No. of pupils	Mean	Standard deviation	Critical ratio
Travelers	60	68.40	15.55	2.34
Non-travelers	16	62.63	12.20	

The obtained greater difference of the mean in favor of the group who had traveled is not significant since the critical ratio is 2.34 and does not represent a true difference. Thus, it may be observed that the group who had traveled does not possess a greater degree of social maturity than the non-traveled group.

Reports on the play experiences of the children revealed that nine of them had only limited play with other children. The individual scores of these nine pupils on the social maturity rating and the reading achievement test were compared with the group means of these tests and recorded in Table IX.

and in South and Central America. The data relate to the social maturity rating of the children is shown in Table VIII.

TABLE VIII

MEANS OF SOCIAL MATURITY RATINGS OF CHILDREN WHO HAVE AND HAVE NOT TRAVELED FROM THEIR HOME

Condition of Travel	No. of Pupils	Mean	Standard Deviation	Critical Ratio
Traveled	60	44.80	15.55	2.34
Non-traveled	[illegible]	52.63	12.30	

The obtained greater difference of the mean in favor of the group who had traveled is not significant since the critical ratio is 2.34 and does not represent a true difference. Thus, it may be observed that the group who had traveled does not possess a greater degree of social maturity than the non-traveled group.

Reports on the play experiences of the children revealed that nine of them had only visited city with other children. The individual scores of these nine pupils on the social maturity rating and the reading achievement test were compared with the group means of these tests and recorded in Table IX.

TABLE IX

LEVELS OF SOCIAL MATURITY AND READING ACHIEVEMENT ATTAINED BY NINE PUPILS WHO LACKED PLAY EXPERIENCE WITH OTHER CHILDREN

Pupil	Social Maturity	Reading Achievement
1	75	67
2	74	68
3	60	24
4	58	69
5	58	66
6	58	70
7	52	65
8	46	55
9	19	0
Mean	55.56	55.58
Group Mean	67.20	64.45

The mean scores attained by the nine pupils are considerably below the group mean scores. It should be observed, however, that the performance of one pupil, number 9, has caused much of this difference. Omitting the scores for this child and averaging the scores for the remaining eight pupils, the mean scores are 60.10 and 60.50 respectively for social maturity and reading achievement. Both of these scores are

Pupil	Social Maturity	Reading Achievement
1	75	67
2	71	63
3	60	71
4	70	69
5	58	66
6	58	70
7	54	65
8	46	55
9	19	0
Mean	55.56	55.56
Group Mean	67.20	64.45

still below the group scores. Pupils one and seven are twin brothers and pupil eight is an only child. Though no critical ratio was computed to determine whether a statistically true difference exists, it would seem that since only two of the nine exceeded the group mean scores on the social maturity rating, the lack of play experience with other children had some effect on the level of social maturity attained by these children. This is not true of reading achievement, however, since six of the nine had greater scores than the group mean scores. However, it must be recognized that no significant conclusions can be drawn from the data for such a very small group.

A further aspect of play experience was involved in the question: Was the child more content playing alone or with someone? Only three pupils were reported as preferring to play alone. Their individual scores on the social maturity rating and the reading achievement test were compared with the group mean scores of these tests.

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TABLE X

SCORES OF INDIVIDUALS WHO PREFERRED TO PLAY ALONE COMPARED WITH GROUP MEAN SCORES ON TWO TESTS

Pupil	Social Maturity	Reading Achievement
1	60	24
2	58	69
3	48	38
Mean	55.34	43.67
Group Mean	67.20	64.45

None of the three pupils attained the level of social maturity found in the group mean. This would seem to indicate that the preference of the children for playing alone might be due to their inability to adjust to or compete with other children. Two of the pupils made very poor scores in reading achievement, while one of them exceeded the group mean and approached the top score on the test. Play experience in these three limited instances seems to have questionable relation to their ability to read, but does imply a greater relationship to social maturity.

How does the number of children in the family relate to the social growth and reading achievement of the child? Eight children had no brothers or sisters. Individual scores

of these children were compared to the group scores as shown in Table XI.

TABLE XI

SCORES MADE BY THE SINGLE OR ONLY CHILD IN THE FAMILY COMPARED WITH GROUP MEAN SCORES ON SOCIAL MATURITY AND READING ACHIEVEMENT

Pupil	Social Maturity	Reading Achievement
1	90	69
2	85	70
3	84	70
4	74	68
5	67	69
6	51	64
7	46	62
8	42	55
Mean	67.12	65.87
Group Mean-	67.20	64.45

Observation reveals that the means for the two groups are nearly the same. Five children exceeded the group means and three were lower. The performance in reading of the single or only child in the family thus appears from these limited data to be no different from that of his classmates

of these children were compared to the group scores as shown in Table XI.

who have sisters and brothers. Nor does there seem to be any difference in their social maturity.

An attempt was next made to evaluate and assign numerical values to certain factors in the questionnaire that appeared to be conducive to social maturity. Nine questions were selected and one point was given for each reply which seemed to be positively conducive to development of social growth or maturity. For instance, it was assumed that the older child might be expected to have attained a greater level of social maturity. Consequently, children in the upper half of the group according to chronological age were given one point in their favor. Similarly, if there had been parental absence in the home, no point value could be assigned. Thus, nine points was the total possible score. Table XII shows the factors selected and values assigned.

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TABLE XII

VALUE ASSIGNED TO FACTORS WHICH APPEARED TO EFFECT SOCIAL MATURITY

Question	One point given reply if:
1. Chronological age	Upper half of pupils
2. Parental absence	No
3. Serious illness or injury	No
4. Travel in past two years	Yes
5. Considerable play experience with children	Yes
6. Preferance of playing alone or with someone	With someone
7. Number of children in family	More than one
8. Responsibility for small tasks at home	Yes
9. Experience in handling money	Yes

As a result, total points ranged from four through nine. Dividing the upper and lower halves of the total group on the basis of such point values, the two groups were then compared as to intelligence, social maturity, reading readiness and reading achievement. The results are presented in Table XIII.

TABLE XII

VALUE ASSIGNED TO FACTORS WHICH APPEARED TO DIFFER BOYS AND GIRLS

Question	One point given if:
1. Chronological age	Upper half of pupils
2. Parental supervision	Yes
3. Serious illness or injury	Yes
4. Travel in past two years	Yes
5. Constructive play experience with chemistry	Yes
6. Preference of playing alone or with someone	Alone
7. Number of children in family	More than one
8. Responsibility for small tasks at home	Yes
9. Experience in handling money	Yes

As a result, total points ranged from four through nine. Dividing the upper and lower halves of the total group on the basis of each point values, the two groups were then compared as to intelligence, social maturity, reading readiness and reading achievement. The results are presented in Table XXII.

TABLE XIII

COMPARISON OF THE MEAN SCORES ATTAINED ON FOUR TESTS BY PUPILS IN THE UPPER AND LOWER HALVES OF SOCIAL MATURITY AS MEASURED BY CERTAIN SELECTED ITEMS ON THE QUESTIONNAIRE

Test	Mean		Standard Deviation		Critical Ratio
	Upper Half	Lower Half	Upper Half	Lower Half	
Pintner-Cunningham	113.58	108.75	11.75	13.45	2.45
Social Maturity	79.79	61.86	12.85	14.75	5.06
Reading Readiness	58.19	55.40	4.35	6.45	2.91
Reading Achievement	66.75	62.14	3.95	13.90	2.88

Pupils in the upper half scored consistently higher than those in the lower half as indicated by the means. Interestingly, only one true difference was found between the two groups, that of social maturity. The critical ratio of 5.06 indicates that the upper group had attained a higher level of social maturity than the lower group as measured by the factors listed in Table XII. It thus seems that the basis for selection of factors on the questionnaire that appeared to be conducive to development of social maturity was a valid one. Critical ratios obtained for the three tests, 2.45, 2.91, and 2.88 respectively, also show a difference in favor of the children in the upper half. However,

Test	Mean		Standard Deviation		Critical Ratio
	Upper Half	Lower Half	Upper Half	Lower Half	
Pintner-Durrell	113.58	108.75	11.75	13.15	2.15
Social Maturity	79.70	61.86	12.85	11.75	5.06
Reading Readiness	58.39	55.10	4.35	6.45	2.91
Reading Achievement	66.75	62.15	3.95	13.08	2.48

the critical ratio would need to be 4.0 or more in order to insure that there is a true difference. Thus, any superiority of intelligence, reading readiness, or reading achievement in the upper half is due to the chance of sampling and does not guarantee a true difference of attainment in these three areas. The reader will recall data presented in Table I, page 28, that no true difference was found in the level of social maturity attained by the kindergarten and non-kindergarten groups. It seemed that factors other than attendance at kindergarten materially influenced the development of social growth. Some of these factors may in part well be the nine presented in Table XII, regardless of whether or not the pupils have previously experienced any formal schooling. To what degree travel, play experience, or feeling of parental security influences emotional and social development is not within the scope of this study to determine, but it is most probable that a combination of these environmental factors and others such as physical well being and experience in assuming responsibility, tend to raise the level of social maturity. On the other hand, these same environmental factors seem to have less relation to scores obtained on tests of intelligence, reading readiness, or reading achievement.

Coefficients of correlation were computed between the scores made on some of the tests and the social maturity

scores derived from the questionnaire. Coefficients between these derived social maturity scores and the scores made on four tests are shown in Table XIV.

TABLE XIV

COEFFICIENTS OF CORRELATION BETWEEN SOCIAL MATURITY SCORES DERIVED FROM THE QUESTIONNAIRE AND SCORES MADE ON FOUR TESTS

Questionnaire Scores Criterion	Tests	r	P. E.
"	Pintner-Cunningham Mental	.32	.07
"	Social Maturity	.38	.07
"	Reading Readiness	.30	.07
"	Reading Achievement	.30	.07

Since each coefficient of correlation is greater than four times its probable error, each is statistically significant, but the relationship shown is very slight. Hence, little or no value can be attached to the questionnaire social maturity scores for predicting such variables as intelligence, aptitude for reading, reading achievement, or social maturity as measured by a rating scale. In fact, a coefficient of correlation of only .62 $\pm$ .05 was obtained between scores made on the Pintner-Cunningham and the Otis Intelligence Test. Though there is a positive relationship shown, it must be considered low since the coefficient of

correlation should be .90 or more to be highly significant between two tests that purport to measure the same thing.

Scores made on the social maturity rating scale were correlated with scores made on the four tests. Coefficients obtained are presented in Table XV.

TABLE XV

COEFFICIENTS OF CORRELATION BETWEEN SCORES DERIVED FROM THE SOCIAL MATURITY RATING SCALE AND SCORES MADE ON FOUR TESTS

Social maturity rating scale scores criterion	Tests	r	P. E.
"	Pintner-Cunningham	.47	.06
"	Otis Mental Ability	.53	.05
"	Reading Readiness	.28	.07
"	Reading Achievement	.55	.05

These coefficients of correlation are statistically significant since each is at least four times its probable error. The relationship shown, however, is very slight in the case of reading readiness, and it is low in the other three tests. Comparing data given in Table XIV and Table XV it will be seen that coefficients of correlation indicating relationship between social maturity scores and scores in

correlation should be .90 or more to be highly significant between two tests that purport to measure the same thing.

Scores made on the social maturity rating scale were correlated with scores made on the four tests. Coefficients obtained are presented in Table XV.

TABLE XV

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Social maturity rating scale scores correlation	Tests	r	P. E.
"	Pintner-Cunningham	.47	.08
"	Otis Mental Ability	.53	.07
"	Reading Readiness	.28	.07
"	Reading Achievement	.55	.05

These coefficients of correlation are statistically significant since each is at least four times its probable error. The relationship shown, however, is very slight in the case of reading readiness, and it is low in the other three tests. Comparing data given in Table XIV and Table XV it will be seen that coefficients of correlation indicating relationship between social maturity scores and scores in

reading achievement and intelligence are greater when measured by the rating scale than is the relationship between social maturity scores derived from the questionnaire and the scores of the two tests mentioned. While there is little predictive value as to intelligence, reading readiness, or reading achievement in either the social maturity rating scale or the cluster of environmental factors thought to be conducive to social maturity as revealed in the questionnaire, the rating scale seems to be the more positive criterion when computing relationships of social maturity to other factors.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Major conclusions that seem to result from this study which considers such factors as achievement and social maturity of children with and without kindergarten or preschool experience are as follows.

CONCLUSIONS

1. The children with kindergarten experience excelled those without in intelligence as measured by two intelligence tests. It is not known whether the kindergarten group had had previous experience with tests, but it is possible that this factor was present and enabled the kindergarten group to excel.
2. Although a superior aptitude for reading was found to be present in the kindergarten group, such aptitude did not result in greater achievement in reading when compared to the children without kindergarten experience.
3. No reliable statistical evidence was found to indicate that the kindergarten children manifest greater social maturity than children without such experience when measured by a social maturity rating scale.

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2. Although a superior aptitude for reading was found to be present in the kindergarten group, such aptitude did not result in greater achievement in reading when compared to the children without kindergarten experience.

3. No reliable statistical evidence was found to indicate that the kindergarten children manifest greater social maturity than children without such experience when measured by a social maturity rating scale.

4. Differences in social maturity of the children were found to be present regardless of preschool experience when a certain cluster of environmental factors were considered. This cluster of factors comprised chronological age, parental absence from the home, serious illness or injury, recent travel experiences, extent of play experiences with other children, preference for playmates, number of children in the family, home responsibilities and experiences gained in handling money. However, individually such factors as travel, change of residence, absence of parents from home, number of children in the family, injury or serious illness, did not affect social maturity to more than a barely measurable degree.
5. No evidence was discovered to indicate that preschool experience as an individual factor of and by itself affects first grade children's reading achievement or growth in social maturity. In addition, social maturity as measured in this study seems to have only slight relation to mental ability, reading readiness, and reading achievement.

4. Differences in social maturity of the children were found to be present regardless of preschool experience when a certain cluster of mental factors were considered. This cluster of factors comprised chronological age, parental absence from the home, serious illness or injury, recent travel experience, extent of play experiences with other children, preference for playmates, number of children in the family, home responsibilities and experience in handling money. However, individually such factors as travel, absence of relatives, absence of parents from home, number of children in the family, injury or serious illness, did not affect social maturity to more than a barely measurable degree.

5. No evidence was discovered to indicate that preschool experience as an individual factor or and by itself effects first grade children's reading achievement or growth in social maturity. In addition, social maturity as measured in this study seems to have only slight relation to mental ability, reading readiness, and reading achievement.

RECOMMENDATIONS

Two recommendations are suggested. These are:

1. Further study should be made especially of factors discovered where the very small number of cases were insufficient to draw reliable and valid conclusions. These areas of study might profitably include children who lack play experience or who prefer to play alone, the single or only child in the family, and those children with a background of serious illness or injury.
2. Further research is needed in the measurement of social maturity in children.

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2. Further research is needed in the measurement of social maturity in children.

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APPENDIX

November 13, 1950

Dear Parents:

In an effort to understand more fully the needs of our beginning children, Mr. Caton and the teachers of the first grade are making a survey of the experiences these children have had before entering school this fall. We feel that a consideration of certain factors found in the child's preschool environment is valuable both for planning and diagnosis. We are asking you to assist us by filling out the questionnaire below and returning it to us by Wednesday, November 15. You may use the same envelope, and please seal it. Information obtained will be kept confidential.

Sincerely yours,

Note: Please keep in mind that the information is to cover the period before the child entered school this fall regardless of how his attitude or response may have changed since that time.

1. Name of child _____

   Present age _____ years _____ months

2. Has your family made a change of residence during the past two years whereby your child's old friendships were broken and new ones formed?
   Yes _____ No _____

3. Has either parent been away from home for long periods of time? (military service or other reason)
   Yes _____ No _____ father _____ mother _____

4. Has the child lived away from home with
   relative _____ friend _____

5. Has the child had a serious injury or illness? Indicate briefly.

   _____

6. Has the child traveled in the past two years? Yes _____ No _____

   Where _____

   Mode of travel _____

7. Has the child played considerably with children?
   Yes _____ No _____

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5. Has the child had a serious injury or illness? Indicate briefly.

   _____

6. Has the child traveled in the past two years? Yes _____ No _____

   Where _____

   Mode of travel _____

7. Has the child played considerably with children?
   Yes _____ No _____

8. In the past two years has the child's play group consisted of children the
   same age _____
   younger _____
   older _____

9. Number of children in the family now? _____. List ages and sex.

   _____

10. Was the child responsible for any small tasks at home?
    Yes _____ no _____

    Name specific tasks. _____

11. Has the child had an allowance or handled money himself?
    Yes _____ No _____

12. Previous to school entry, did the child show interest in
    drawing _____
    painting _____
    writing _____
    cutting _____
    construction _____

13. Did the child prefer outdoor play _____ indoor amusement _____?

14. Was the child more content playing
    alone _____ with someone _____?

15. Did the child enjoy
    looking at picture books _____
    having you read to him _____
    listening to music _____

16. What particular interests has the child? _____

    _____

17. Has the child attended kindergarten? Yes _____ No _____

    Number of months in attendance _____

    If only a short time, why withdrawn? _____

    Was the kindergarten public _____ private _____?

    Did the kindergarten offer
    the regular curriculum _____
    music, dance, and rhythms only _____

18. Has the child attended nursery school? Yes _____ No _____
    (not counting the kindergarten years)
    Check years attended:
    1945-1946 _____
    1946-1947 _____
    1947-1948 _____
    1948-1949 _____
    1949-1950 _____

Primary Form
Second Edition 1948

RATING SCALE
for
SOCIAL MATURITY TRAITS

by

Josephine Kidd and Charles E. Garner

1. MOTIVATIBILITY

Score

Check

0	2	0	4	0	6	0	8	0	100
Never Stimulated		Seldom Stimulated		Indifferent		Easily Stimulated		Stimulated & Balanced	

2. EVIDENCE OF EMOTIONAL CONTROL

Score

Check

0	2	0	4	0	6	0	8	0	100
No Control Shown		Seldom Controls Emotions		Controls Emotions under Favorable Conditions		Usually well Controlled		Extremely well Controlled	

3. CONSIDERATION OF OTHERS

Score

Check

0	2	0	4	0	6	0	8	0	100
Jealous		Seldom shows Consideration		Considerate under favorable conditions		Usually Considerate		Extremely Courteous & Considerate	

4. SELF-RELIANCE AND CONFIDENCE

Score

Check

0	2	0	4	0	6	0	8	0	100
Timid and Uncertain		Seldom shows Self-confidence		Self-confident under favorable conditions		Usually self-confident		Sure and correct	

5. CONFORMS TO THE GROUP

Score

Check

0	2	0	4	0	6	0	8	0	100
Non-Conformist		Seldom conforms		Conforms under favorable conditions		Willing to conform		Intelligent Conformation	

6. FRIENDLY, SOCIABLE WITH PEOPLE

Score

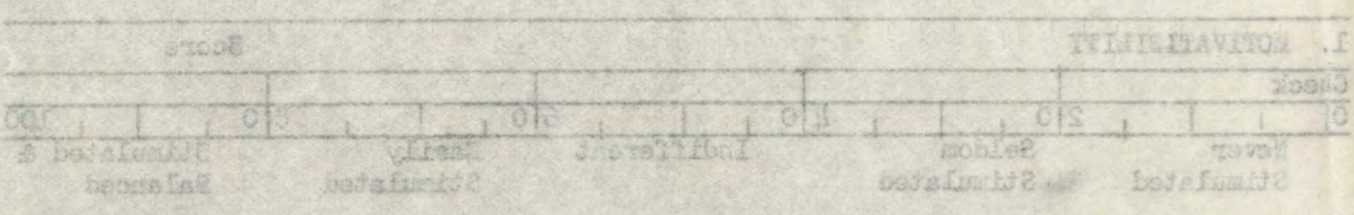
Check

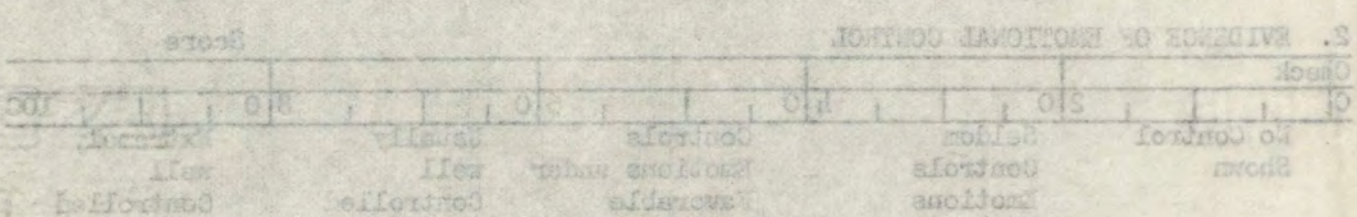
0	2	0	4	0	6	0	8	0	100
Unfriendly		Seldom friendly		Indifferent		Usually friendly		Very friendly Seeks People	

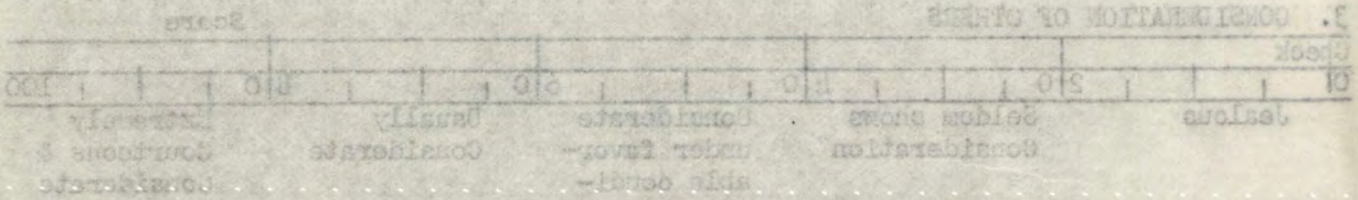
SOCIAL MATURITY TRAITS

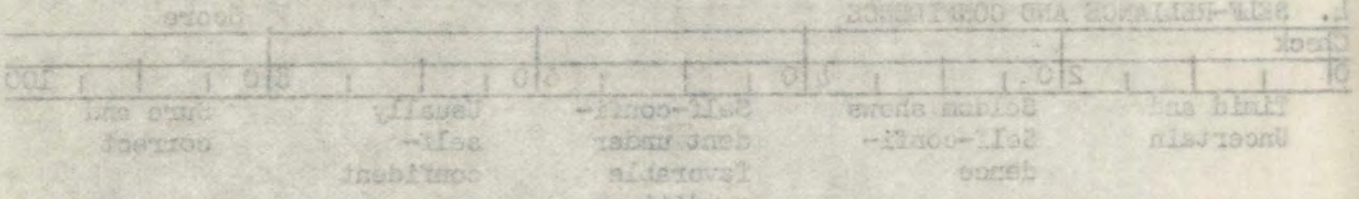
by

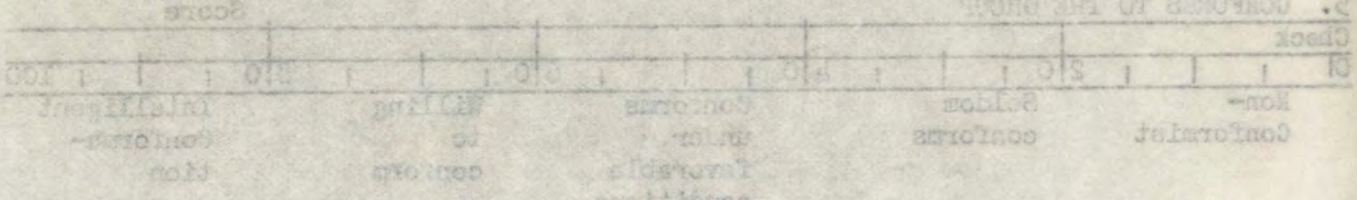
Theophilus Wade and Marian R. Baxter

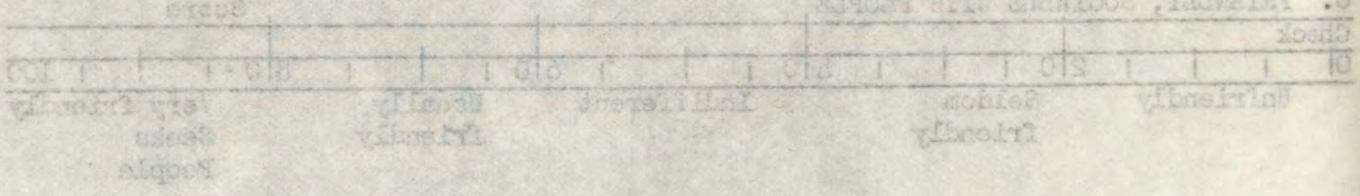












Rating Scale for Social Maturity Traits

7. COOPERATION — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Never Cooperative | Seldom Cooperative | Cooperative under favorable conditions | Usually Cooperative | Extremely Cooperative

8. CHEERFULNESS — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Moody | Seldom Cheerful | Cheerful under favorable conditions | Usually cheerful | Extremely cheerful & good natured

9. OBEDIENCE — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Defiant | Seldom Obeys | Obedient under favorable conditions | Accepts authority | Intelligently complies or differs

10. MORAL STANDARDS (Honesty, Truthfulness, Spiritual Values) — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Unacceptable Extreme Violations | Occasional Violations | Ordinarily Acceptable | Acceptable | Extremely Acceptable

11. FREEDOM FROM FEAR — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Timid Many fears | Uneasy and Nervous | Cautious | Comfortable Acceptance of Environment | Seems to have no fears

12. CONTROL OF ANGER — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Tantrum Stage | Attacks Classmates or Objects | Uses language to express feelings | Able to compromise with some effort | Adjusts to Situation

13. MOTOR CONTROL — Score

Check

0 | 2 | 0 | 4 | 0 | 6 | 0 | 8 | 0 | 100

Very poor No concept | Unsteady | Cramped | Average | Precise

Rating Scale for Social Maturity Traits

READING TEST
Part I Word Recognition

Name Total Score

oh see look	Look Dick Down	Up Jump Jane	Run Go Tim
funny down jump	Puff Spot look	down come run	look see run
Puff jump look	up jump down	oh go up	Tim The and
Dick look little	go up and	and down can	red run and

READING TEST

Part 1 Word Recognition

Name _____ Total Score _____

on	Look	up	Run
see	Dick	Jump	Go
look	Down	Jane	Tim
Puff	Puff	down	look
down	Spot	come	see
jump	look	run	run
Puff	up	on	Tim
jump	jump	Go	Tim
look	down	up	and
Dick	Go	and	red
look	up	down	Jane
little	and	can	and

yellow green blue	A And I	black brown blue	Puff father funny
brown blue down	play Baby Big	Father Funny Mother	away baby play
orange green purple	and come can	make mother father	help make work
Yes No Not	Tim not The	help work play	father find funny
black make work	little big boat	boat can car	Go away baby

yellow	A	black	Puff
green	And	brown	father
blue	I	blue	funny
brown	play	father	sway
blue	Baby	Funny	baby
down	Big	Mother	play
orange	and	make	help
green	come	mother	make
purple	can	father	work
Yes	Tim	help	father
No	not	work	find
Not	The	play	funny
black	little	boat	Go
make	big	can	sway
work	boat	car	baby

Baby Big Boat	it is see	no cat not	My Make Mother
run fun and	boat want baby	See We Me	see and said
wants work make	boat ball Sally	It Is I	black work want
father find for	go to it	me we my	help here house
it is in	yellow yes you	Where Work want	red ride run

Boat	see	not	Mother
Big	is	cat	Make
Baby	it	no	My
and	baby	Me	dog
fun	want	We	and
run	boat	See	see
make	Sally	I	want
work	ball	Is	work
wants	boat	It	black
for	it	my	house
find	to	we	here
father	go	me	help
in	you	want	run
is	yes	Work	ride
it	yellow	Where	red

READING TEST
Part II Comprehension

Name

Run, run Spot.
Jump, Spot, jump.

Mother plays.
Mother works.

The is on the .
The is in the .

Here is a store.
Here is a house.

Dick is big
Dick is little.

Baby can go down.
Baby can go up.

READING TEST

Part II Comprehension

Name

Run, run Spot.
Jump, Spot, jump.

Mother plays.
Mother works.

The ⛵ is on the ☐.
The ⛵ is in the ☐.

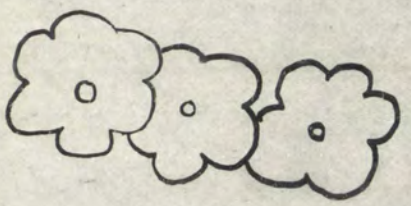
Here is a store.
Here is a house.

Dick is big
Dick is little.

Baby can go down.
Baby can go up.

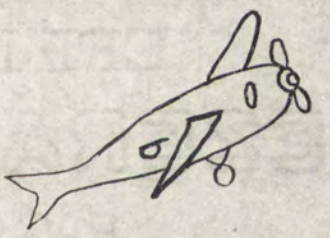
Go away.
Come, come.

Something orange.
Something black.



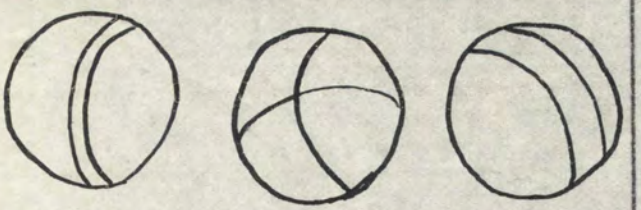
I work for father.
I want the cookies.

I like to run.
I like to ride.



See my airplane.
See my train.

It is for Sally.
It is for Jip.



I see three balls.
I see two balls.

Here is a puppy.
Here is a kitten.

Go away.
Come, come.

Something orange.
Something black.

I work for father.
I want the cookies.

I like to rub.
I like to ride.

See my airplane.
See my train.

It is for Sally.
It is for Jip.

I see three balls.
I see two balls.

Here is a puppy.
Here is a kitten.

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