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Readiness Differences of Urban and Rural Children

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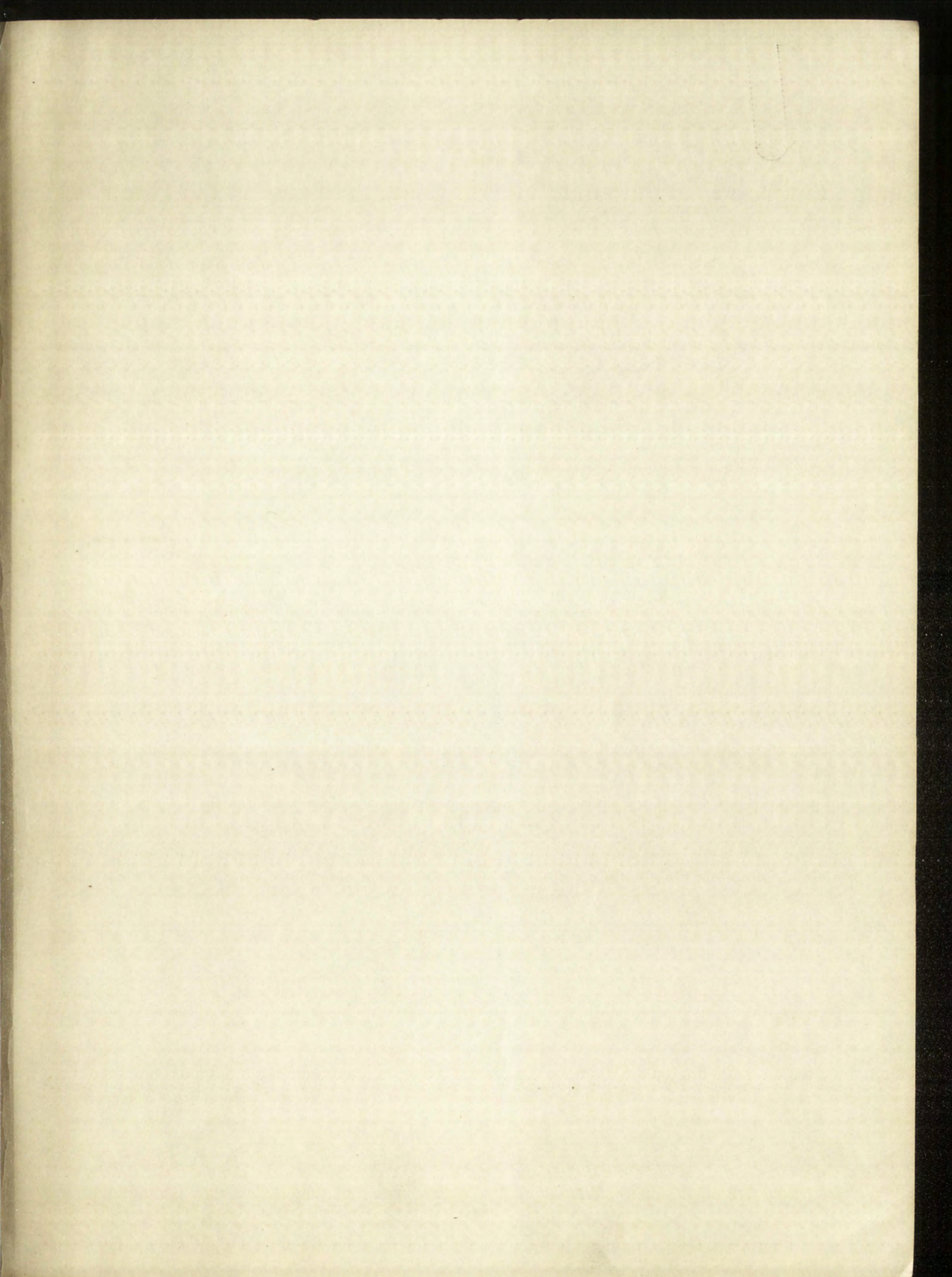
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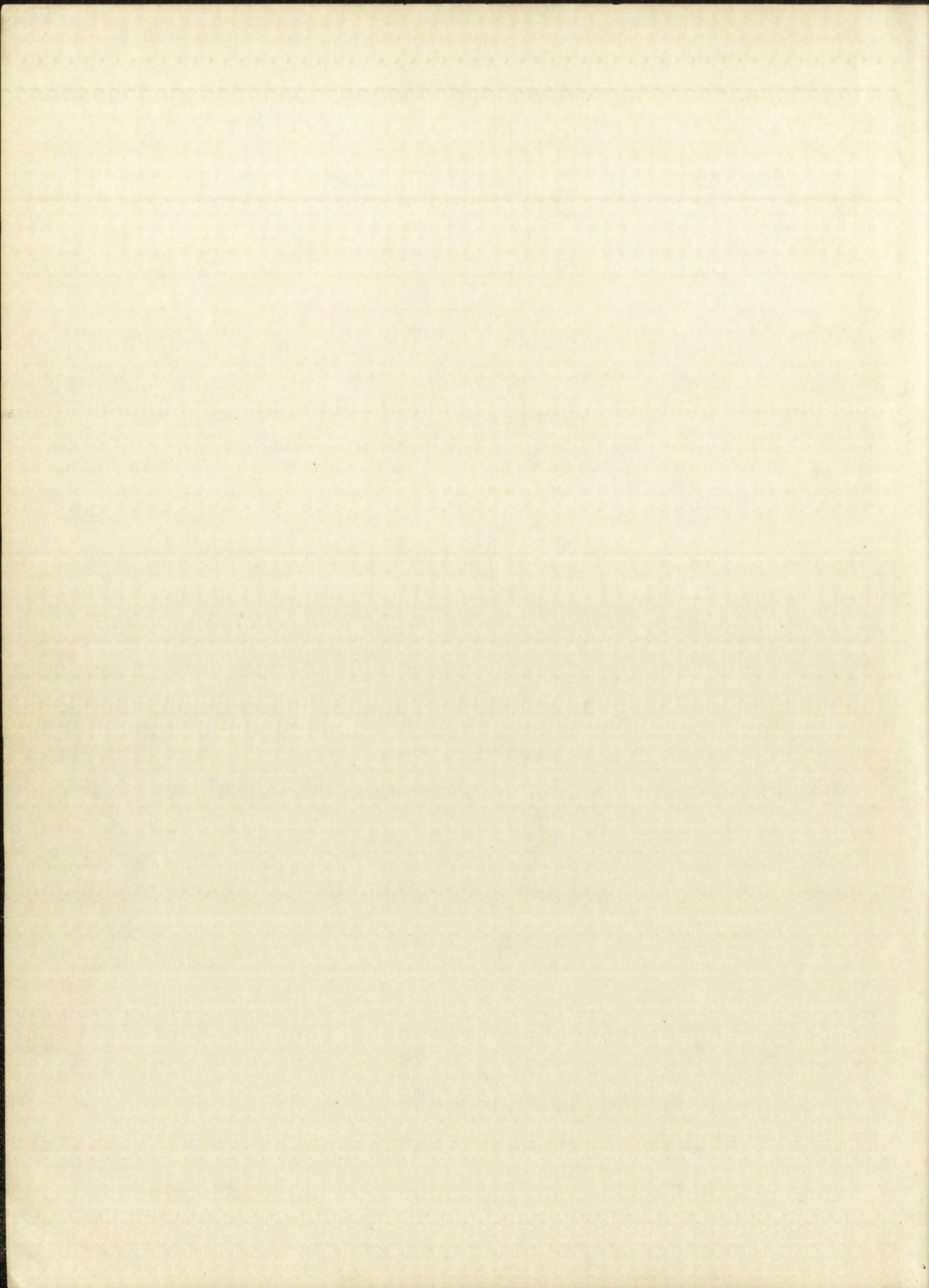
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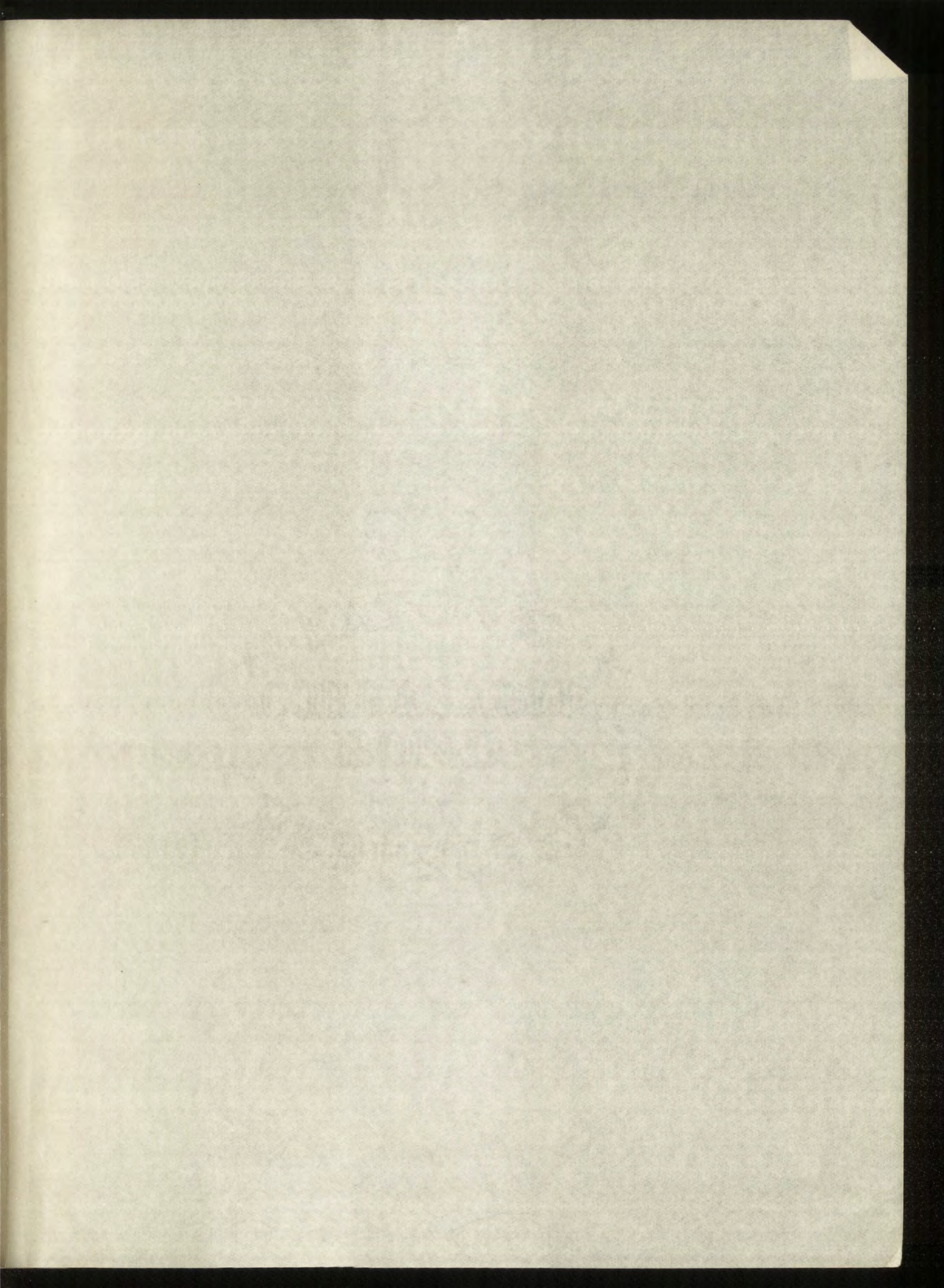
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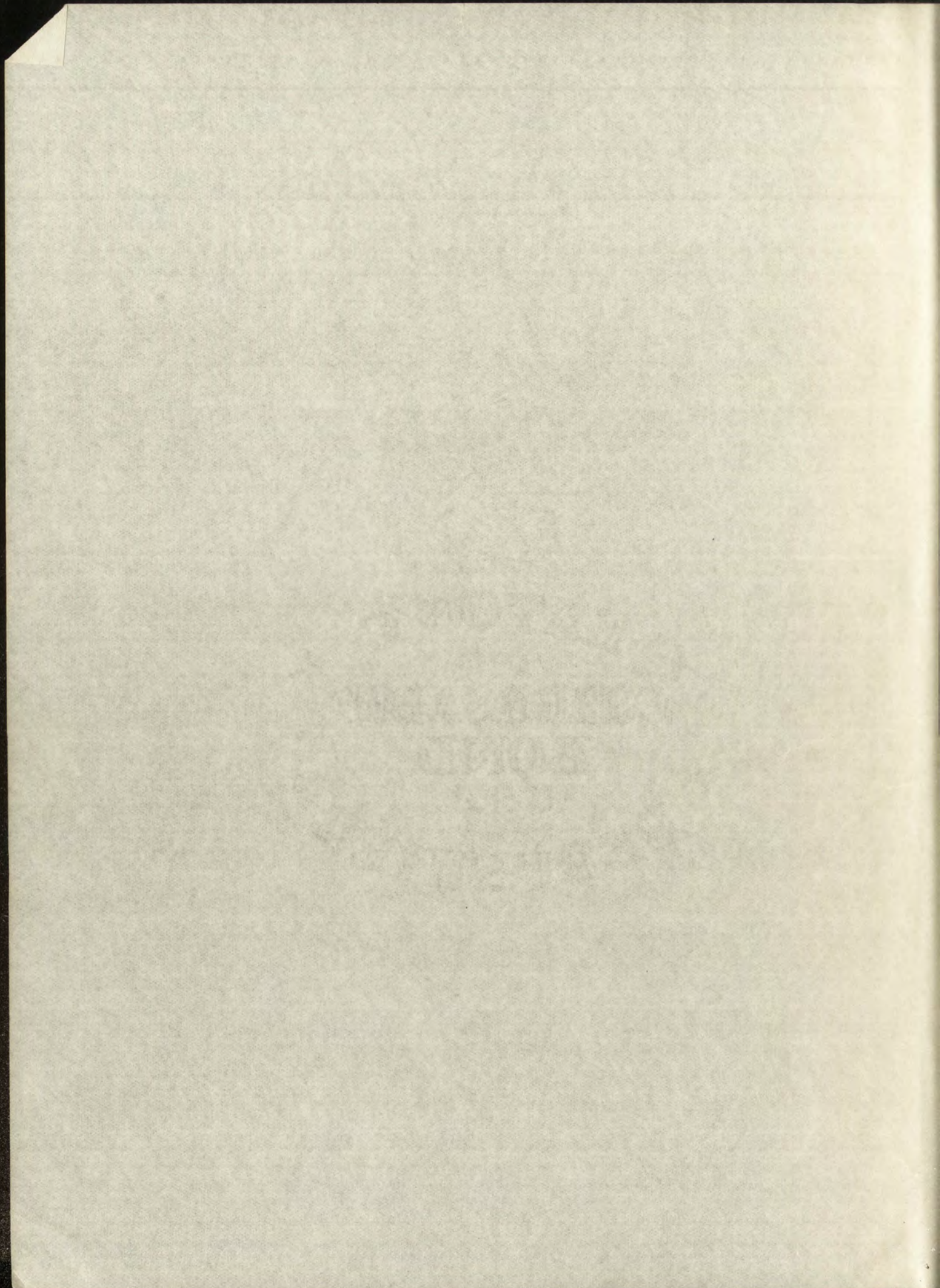
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May 16, 1939
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This thesis is a study of the life and work of the author, and is a contribution to the knowledge of the author's life and work. It is a study of the author's life and work, and is a contribution to the knowledge of the author's life and work.

MASTERS OF ARTS

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READINESS DIFFERENCES OF URBAN
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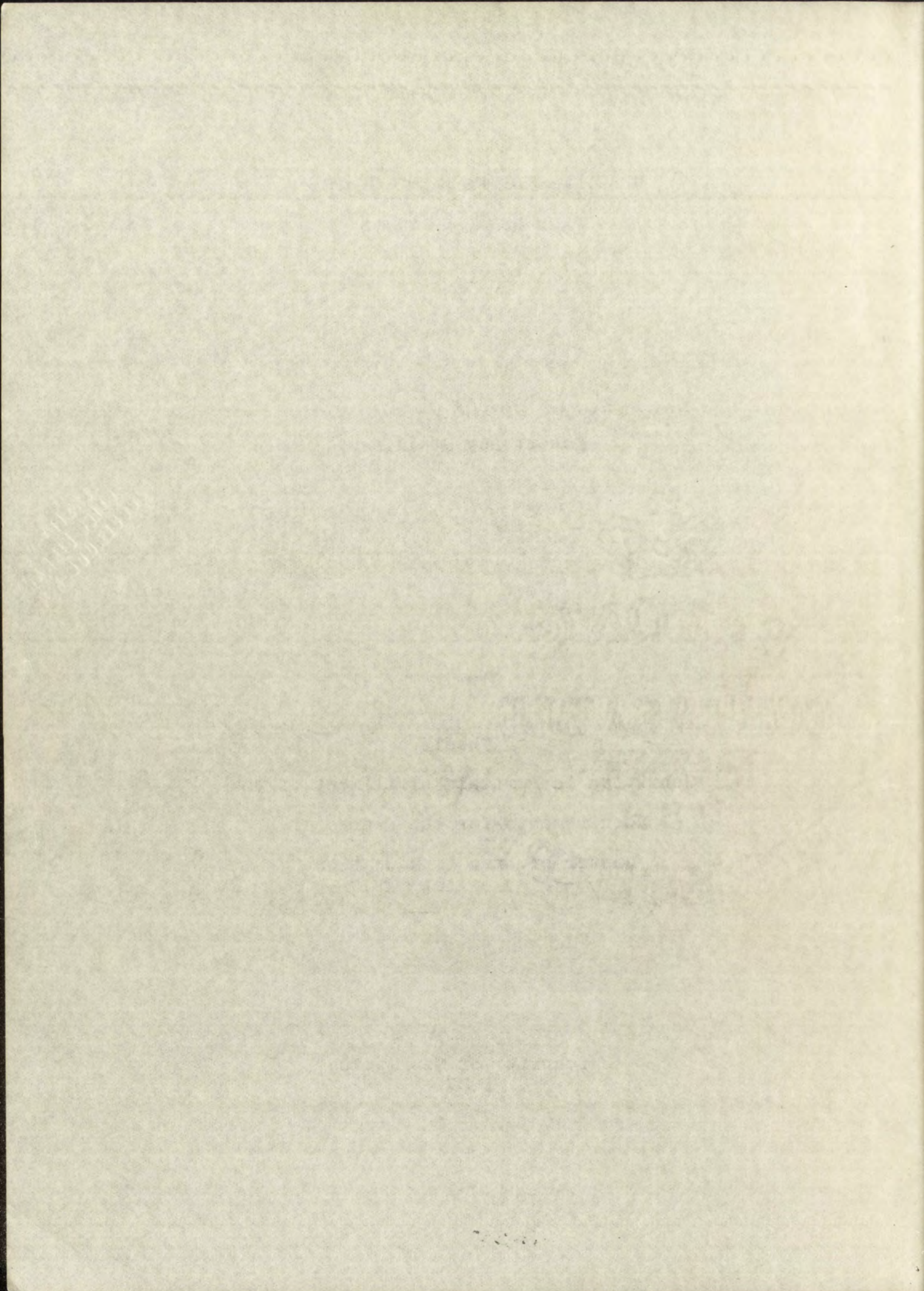
By

Robert Ray Stallings

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
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CHAPTER 1

1. THE PROBLEM

The problem of the present study is the determination of the importance of the various factors which influence the behavior of the individual in a group.

2. THE IMPORTANCE OF THE PROBLEM

The importance of the present study is that it is one of the first attempts to determine the relative importance of the various factors which influence the behavior of the individual in a group.

3. THE SCOPE OF THE STUDY

The scope of the study is limited to the determination of the relative importance of the various factors which influence the behavior of the individual in a group.

4. THE METHOD OF STUDY

The method of study is the experimental method, in which the behavior of the individual is observed under controlled conditions.

5. THE RESULTS OF THE STUDY

The results of the study are that the behavior of the individual in a group is influenced by a number of factors, including the nature of the task, the size of the group, the personality of the individual, and the social norms of the group.

6. THE CONCLUSIONS OF THE STUDY

The conclusions of the study are that the behavior of the individual in a group is a complex phenomenon, and that the relative importance of the various factors which influence it must be determined in each case.

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1. The first part of the book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author shows how the ideas of the ancients have been modified and improved by the discoveries of modern science, and how the different schools of thought have gradually come to be based on a common foundation of facts and principles.

2. The second part of the book is devoted to a more detailed consideration of the various theories which have been advanced from time to time. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author shows how the ideas of the ancients have been modified and improved by the discoveries of modern science, and how the different schools of thought have gradually come to be based on a common foundation of facts and principles.

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4. The fourth part of the book is devoted to a more detailed consideration of the various theories which have been advanced from time to time. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author shows how the ideas of the ancients have been modified and improved by the discoveries of modern science, and how the different schools of thought have gradually come to be based on a common foundation of facts and principles.

5. The fifth part of the book is devoted to a more detailed consideration of the various theories which have been advanced from time to time. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author shows how the ideas of the ancients have been modified and improved by the discoveries of modern science, and how the different schools of thought have gradually come to be based on a common foundation of facts and principles.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The teachers of both the city and county have often questioned whether or not there was any difference in a child's readiness for first grade instruction because of his having been reared in an urban or a rural district. No definite information has been available on this question so far as it concerns the particular groups that are considered in this study.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to investigate the relation of certain pre-school environmental factors to the pupil's readiness for first grade instruction and to determine what relation obtains between urban and rural children when equated according to these factors. Data and conclusions bearing on the relationship between readiness and the following factors are presented: (1) Age of the child. (2) Parents education. (3) Parents occupation. (4) Parents economic condition. (5) Pre-school association with other children. (6) Literary influences in the home. (7) Travel.

Importance of the study. It is assumed that children enter the first grade of our schools with varying degrees of

ability to take instruction. Information regarding the effect of pre-school influences which have surrounded these various ability groups should be of importance to teachers and supervisors in planning their approach to initial instruction and in dealing with individual differences.

II. DEFINITIONS OF TERMS USED

Urban. Those children who were reared in a city with a population of 10,000 or over.

Rural. Those children who were reared in a rural district.

Grade school education. Those parents who did not reach the high school level in the pursuit of their education. It is necessary that both parents be so classified for the child to be placed in this group.

High school education. Those parents who pursued their education above the grade school level but not beyond high school graduation. This is not to be interpreted as meaning only high school graduates, but will include all who have done any high school work. If either parent has done high school work the child will be placed in this group.

College education. Those parents who advanced their education beyond the high school graduation level, in either academic or special fields. This does not mean that they

ability to take instruction. Information regarding the effect of pre-school influences which have surrounded these various ability groups should be of importance to teachers and supervisors in planning their approach to initial instruction and in dealing with individual differences.

11. DEFINITIONS OF TERMS USED

Urban. Those children who were reared in a city with a population of 10,000 or over.

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Grade school education. Those parents who did not reach the high school level in the pursuit of their education. It is necessary that both parents be so classified for the child to be placed in this group.

High school education. Those parents who pursued their education above the grade school level but not beyond high school graduation. This is not to be interpreted as meaning only high school graduates, but will include all who have done any high school work. If either parent has some high school work the child will be placed in this group.

College education. Those parents who advanced their education beyond the high school graduation level, in either academic or special fields. This does not mean that they

are college graduates, but that they have done some work above high school graduation. If either of the parents are in this group the child will be so classified.

Professional occupation. These are the parents who have had a much longer period of training than the other groups. Included in this group are engineers, teachers, accountants, lawyers, physicians, ministers, military officers, heads of government departments and managers of business establishments.

Skilled occupation. These are the parents who would ordinarily be classed as skilled and semi-skilled; but, for the purpose of this study, will be grouped under the one heading. This combination is made to simplify the procedure and because of the impossibility of making a clear distinction between the two groups. In this classification are included skilled craftsmen in construction and machine trades, expert carpenters, masons, die makers, bookkeepers, secretaries, statistical clerks, stenographers, the higher-paid classes of salesmen, engineers and conductors on railroads, operators of the more complicated machinery, and farmers and stockmen who have the responsibility of managing a farm or ranch.

Unskilled occupation. These are the parents who are in the class of workmen that are characterized by a lack of special skill and a low level of general training. In this

are college graduates, but most have done some work above high school graduation. It is either of the parents in this group the child will be so classified.

Professional occupation. These are the parents who have had a much longer period of training than the other groups. Included in this group are engineers, teachers, accountants, lawyers, physicians, ministers, military officers, heads of government departments and managers of business establishments.

Skilled occupation. These are the parents who would ordinarily be classed as skilled and semi-skilled; but, for the purpose of this study, will be grouped under the heading. This classification is made to simplify the grouping and because of the impossibility of making a clear distinction between the two groups. In this classification are included skilled workers in construction and machine trades, expert mechanics, messengers, the makers, bookkeepers, secretaries, statistical clerks, stenographers, and other paid classes of business, engineers and draftsmen on railroads, operators of the more complicated machinery, and farmers and stockmen who have the responsibility of managing a farm or ranch.

Unskilled occupation. These are the parents who are in the class of workers that are characterized by the lack of special skill and a low level of general training. In this

group are found those who do most of the heavy manual labor about factories and stores and in the construction of highways and buildings, and those who work on farms and ranches but do not have the responsibility of management.

Upper economic bracket. In this group are found those who gain sufficient income to maintain a modern home and have means of providing those things that give the child a cultural surrounding.

Lower economic bracket. In this group are found those parents whose income is sufficient for only the bare necessities of life and in whose home there is found little or no evidence of expenditures for those things that will lend to the cultural development of the child.

Daily association. This group will include all children who have had daily association with other children either in or outside the immediate family. Siblings, however, will fall in this group only where there are older children in the family and then only provided the next older child does not exceed the age of the one being studied by more than five years.

Occasional association. This group includes those who are the only child in the family, provided he has not had opportunity to associate with other children near his own age, and those who do not have brothers or sisters within five years of their age.

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Literary influence. Those coming from homes that are provided with books, pictures, magazines, telephone, radio, newspapers, and where it is evident that stories have been told or read to the child.

Non-literary influence. Those children who come from homes where those things named in the above paragraph are lacking, and where it is evident that the aspect of the cultural development of the child has been neglected.

Traveled. This group includes those children who have made a number of trips outside the county or who have been moved from place to place during the three years just prior to their entering school.

Not traveled. This group includes those children who have not moved and have not taken trips outside the county during the three years just prior to their entering school.

III. ORGANIZATION INTO CHAPTERS

The remainder of this study is divided into six chapters. Chapter II contains a review of the related studies. Chapter III explains the tests employed, the method of collecting the data, and the procedure used in classifying and comparing the results. Chapter IV shows the relation of scores made on the tests (1) by all urban and all rural children; (2) by urban and rural children when equated according to age; (3) by urban and rural children when

divided into age groups with a six months range; and (4) the mean age of the urban and rural children. Chapter V shows the comparison of scores made by all pupils when divided according to (1) parents education; (2) parents occupation; and (3) parents economic condition. This chapter further shows the relation between urban and rural children when divided according to the above factors. Chapter VI gives the comparison of scores made by all pupils when divided according to (1) preschool association with other children; (2) literary influence in the home; and (3) travel. This chapter also includes the comparisons made between the scores of urban and rural children when grouped according to these same factors. Chapter VII presents a summary of the above chapters and conclusions made from the study.

divided into two groups with a six-point scale, and the mean age of the urban and rural children. Chapter V shows the comparison of scores made by all people when divided according to (1) parent education; (2) parent occupation; and (3) parent economic condition. This chapter also shows the relation between urban and rural children when divided according to the above factors. Chapter VI shows the comparison of scores made by all people when divided according to (1) parent education; (2) parent occupation; (3) parent economic condition; (4) parent occupation in the home; and (5) parent occupation in the home. Chapter VII shows the comparison of scores of urban and rural children when grouped according to these same factors. Chapter VIII presents a summary of the above chapters and conclusions made from the data.

CHAPTER II

REVIEW OF THE LITERATURE

No studies could be found which are concerned directly with the factors bearing upon the problem of readiness such as are undertaken in this study. However, several investigations bearing upon related factors have been made. For example, Gray¹ reports that factors other than intelligence must be considered in predicting achievement in reading. Deputy² concludes that a measure of various factors other than intelligence shows a higher correlation with reading achievement than do intelligence scores alone.

Grant³ gave the Metropolitan Readiness Tests and the Pintner-Cunningham Primary Mental Test to 3,561 pupils, the entire first grade enrollment, in the Cincinnati public schools in September, 1935. He found the coefficient of correlation to be $.81 \pm .004$ between the scores on the

¹ William S. Gray, "Factors to be Considered in Predicting Achievement in Reading," Summary of Investigations Relating to Reading (University of Chicago Supplementary Monograph, No. 28. Chicago: 1925), p. 51.

² Erby C. Deputy, Predicting First Grade Reading Achievement (Contributions to Education, No. 426. New York: Teachers College, Columbia University, 1930), 61 p.

³ Albert Grant, "A Comparison of the Metropolitan Readiness Tests and the Pintner-Cunningham Primary Mental Test," The Elementary School Journal, 38-118, October, 1937.

readiness tests and the mental test. He concluded that a high correlation was obtained but he did not test further to determine which of the two tests yields the better prediction of success in grade one.

Hilliard and Troxell⁴ selected seventy kindergarten children, enrolled in the Kalamazoo, Michigan public schools, in the spring of 1933. With the aid of a questionnaire, the kindergarten teacher, the principal, the school nurse, and other sources they gathered all the information possible concerning the child's pre-school and present environment and background. On the basis of this information the children were divided into two groups and designated as the "rich-background group" and the "meager-background group". The Stanford Revision of the Binet-Simon Scale was administered and all below normal intelligence were eliminated. For various reasons only sixty-six children finished the experiment. The Gates Primary Reading Test was given the groups when they were in grade 1.6. When the children were in grade 2.4 a second form of the Gates test was given.

The rich-background group had slightly higher mental ages, but the difference was not statistically significant.

⁴ George H. Hilliard and Eleanor Troxell, "Informational Background as a Factor in Reading Readiness and Progress," Elementary School Journal, 38:255, December, 1937.

readiness tests and the annual test. The correlation between
high correlation was obtained but he did not find
to determine which of the two tests yields the better
direction of success in grade one.
Hill and Fernald selected seventy kindergarten
children, enrolled in the kindergarten, Lincoln Public School,
in the spring of 1935. With the aid of a guest teacher, the
kindergarten teacher, the principal, the school nurse, and
other persons they gathered all the information possible
concerning the child's pre-school and present environment
and background. On the basis of this information the children
were divided into two groups and designated as the "low
background group" and the "higher-background group". The
Barnard revision of the Binet-Simon scale was administered
and all below normal intelligence were eliminated. The
various reasons why sixty-six children finished the test
experiment. The Gates primary reading test was given the
groups when they were in grade 1.5. When the children were
in grade 2.5 the second form of the Gates test was given.
The high-background group had slightly higher reading
ages, but the difference was not statistically significant.

George H. Hill and Alice Fernald, "The
National Background as a Factor in Reading Achievement",
Progress, "National School Journal", 1937.
1937.

The rich-background group also made more rapid strides in the average reading score than the other group, being two months ahead of the meager-background group and two months ahead of the grade norm at the time of the initial testing, and being six months ahead of the meager-background group and five months ahead of the grade norm on the second testing. The meager-background group was one month below the norm at the time of the second testing. The authors observe that:

Other factors being equal, this study shows that children with rich backgrounds are more strongly equipped to attack the printed page than are pupils of meager backgrounds because of enriched meanings and thought which the former bring to this task. Research has discovered that one of the great difficulties encountered in learning to read is lack of understanding of words and meanings or ideas. Meanings grow through experiences and contacts. Hence one large task of the kindergarten teacher is to enrich and broaden the children's backgrounds.

The conclusion is, of course, that the rich background group enjoyed an advantage. These findings are not of much value, however, unless a practice is made of securing this type of data concerning the child and placing it at the disposal of the kindergarten and first grade teachers that they may intelligently supplement the experiences of the meager background group while taking advantage of the experiences brought by the rich background children.

The first-backround group also made more rapid progress in the average reading score than the other group, being two months ahead of the regular-backround group and two months ahead of the grade norm at the time of the initial testing, and being six months ahead of the regular-backround group and five months ahead of the grade norm on the second test. The regular-backround group was one month below the norm at the time of the second testing. The results of the active test:

Other factors being equal, this study shows that children with rich backgrounds are more strongly equipped to learn the printed page than are pupils of poorer backgrounds because of enriched meanings and thoughts which the former bring to this task. Research has discovered that one of the chief difficulties encountered in learning to read is lack of understanding of words and meanings or ideas. Meaning grows through experience and knowledge. Hence one large task of the kindergarten teacher is to enrich and broaden the children's background.

The conclusion is, of course, that the rich background group enjoyed an advantage. These findings are not of much value, however, unless a practice is made of securing this type of data concerning the child and using it at the disposal of the kindergarten and first grade teachers that they may intelligently supplement the experiences of the poorer background group while taking advantage of the experiences brought by the rich background children.

Morphett and Washburn⁵ show that children with a mental age of six years and six months, as measured by the Stanford Revision of the Binet-Simon Scale, made better progress in reading than did those of less maturity, but they made less satisfactory progress than did those whose mental age was six months greater. The gain in ability up to six years and six months of mental age, however, was much greater than the subsequent gain.

In respect to the entrance age of first grade pupils Ayer⁶ gives the following information. In making a study of the grade progress of children in the Texas public schools he found that in September, 1929, there were 3,410 or 9% of the first grade enrollment who were five years of age, 15,012 or 39% were six, 13,708 or 35% were seven, the balance were eight years old or over. At the end of four years from that time he found the average per pupil loss in progress to be .40 of a year for those who had entered at age five, .29 of a year for those who had entered at age six, and .43 of a year for those who had entered at age seven. Since that

⁵ Mabel Vogel Morphett and Charleton Washburn, "When Should Children Begin to Read?" Elementary School Journal, 31:496-503, March, 1931.

⁶ Fred C. Ayer, "The Progress of Pupils in the State of Texas," Research Bulletin of the Section of Superintendence, Texas State Teachers Association, 1935. pp. 19-20.

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 that time he found the average per pupil loss in number to
 be .40 of a year for those who had entered at age five, .35
 of a year for those who had entered at the six, and .25 of
 a year for those who had entered at the seven. Thus that

1. Habel Vogel Hornum and Charles W. Hornum, "When
 Should Children Begin to Read?" Elementary School Journal,
 31:463-465, March, 1931.
 2. Habel Vogel Hornum, "The Progress of Reading in the
 of Texas," Research Bulletin of the Council of Educational
 States, Texas State Educational Association, 1932, pp. 10-12.

time Texas has lowered the legal entrance age from seven to six years, and consequently the percentages have been effected to the following extent. In September, 1933, there were enrolled in the first grade 1,133 or 4% who were five years old, 34,806 or 74% who were six years old, and 6,199 or 13% who were seven years old. Due to this change there is no longer such an equal percentage of six and seven year old pupils entering school, consequently he bases his comparisons on the group who entered in 1929. It is a significant fact that at the end of the fourth grade the children who had entered school at the age of six had made better progress than had those who entered at ages five and seven. It may be added that the grade loss of those who were over seven on entering was greater than that of any of the groups given here. The author says, in part:

It will, no doubt, be a surprising matter for many to learn that the six-year-old entrants in every city have made better progress than the seven-year-old entrants. Whether this is due to some inherent advantage in beginning school at six years of age or whether some factor of selection, such as a tendency for the brighter pupils to enter earlier, is playing a part, it is difficult to say with assurance. In any event, under present conditions the six-year-old entrants are making slightly better progress on the average than seven-year-old entrants. It should not be forgotten in this connection that "six years old" includes all pupils from six to seven, and this, on the average, means six and one-half years old at the beginning of the school year.

None of the studies that have been cited here deal directly with a comparison of urban and rural children, but

they do emphasise the fact that there are certain factors that contribute to a child's readiness for school and that by a careful analysis of these factors we may to some extent, at least, predict his school progress, and the better aid him in overcoming the handicaps inherent to his background. It is to determine as nearly as possible whether or not an urban or rural pre-school environment is a contributing factor to the child's readiness for school, so far as it can be measured by readiness tests, that this study is made.

They do emphasize the fact that there are certain things
that contribute to a child's development for school and that
by a careful analysis of these things we may be able to
at least, provide the child with the proper
his in overcoming the handicap inherent in his condition.
It is to determine in advance, as far as possible, what
when or what pre-school environment is a contributing
factor to the child's readiness for school, so that he will
be prepared by the time he enters.

CHAPTER III

DATA AND PROCEDURE

This chapter explains the materials used, the method employed in collecting the data and the procedure of tabulating, classifying, and comparing the results.

I. TESTS

After examination of several tests the Metropolitan Readiness Tests¹ were selected for use in making this study as they seemed most suited to the purpose in mind. This test is not strictly a reading readiness test but is designed to test the child's general readiness for first grade instruction. It is divided into five component parts: namely, (1) similarities, (2) copying, (3) vocabulary, (4) sentences, and (5) numbers. The results, however, were not tabulated in the separate parts but on the total score of the complete set of tests. To make comparisons of the results on the separate divisions of the test and include all the factors considered in this thesis would constitute a separate study.

These tests were administered during the third week

¹ Gertrude Hildred and Nellie L. Griffiths, Metropolitan Readiness Tests. Yonkers-on-Hudson, New York: World Book Co., 1933.

CHAPTER III

DATA AND PROCEDURE

This chapter explains the materials used, the method employed in collecting the data and the procedure of tabulating, classifying, and computing the results.

1. TESTS

After examination of several tests the Stanford-Binet Intelligence Test¹ was selected for use in making this study as they seemed most suited to the purpose in mind. This test is not strictly a reading intelligence test but is designed to test the child's general intelligence for which instruction. It is divided into five components, namely, (1) classification, (2) copying, (3) vocabulary, (4) sentences, and (5) numbers. The results, however, were not tabulated in the separate parts but on the total score of the complete set of tests. To make comparison of the results on the separate divisions of the test was possible all the factors considered in this thesis would constitute a separate study.

These tests were administered during the school year

¹Stanford-Binet and Terman's Intelligence Tests, 1917, Houghton Mifflin Co., Boston, New York.

of the 1936-37 school year to all the children entering the first grade of the rural schools of Curry County and the Clovis public schools. The tests were given in the rural schools by Miss Thelma McCulley, Rural Supervisor, and in the Clovis schools by the writer. A total of 160 children were tested in the Clovis schools and 117 in the rural schools. Because of incomplete questionnaires for eight of the Clovis pupils only 152 of those tested were included in the tabulations. Of the 117 tested in the county seven were below five and one-half years of age and the questionnaires were not returned for twelve and were incomplete for six leaving a total of ninety-two.

II. QUESTIONNAIRES

The questionnaires were made as brief as possible in the hope of increasing returns, but were constructed to secure all possible information pertinent to the factors concerned in this study. These questionnaires were filled out by the first grade teachers after consultations with the child, the parents, and other reliable sources of information. They were checked and supplemented by the writer and those containing information that was incomplete or deemed unreliable were excluded from the tabulations.

of the 1938-39 school year to all the children attending the
first grade of the public schools of Cuyahoga County and the
Cleveland Public Schools. The tests were given in the public
schools of Cuyahoga County, Cleveland, and in
the Cleveland schools by the district. A total of 100 children
were tested in the Cleveland schools and 117 in the other
schools. Because of incomplete questionnaires for some
of the Cleveland pupils only 108 of those tested were included
in the tabulations. Of the 117 tested in the county schools
were below five and one-half years of age and the question-
naires were not returned for twelve and none respectively for
six leaving a total of ninety-two.

II. QUESTIONNAIRES

The questionnaires were made as brief as possible in
the hope of increasing response, but were designed to ob-
tain all possible information pertinent to the factors in-
vestigated in this study. These questionnaires were filled out
by the first grade teachers with the assistance of the
principal, the parents, and other reliable persons of infor-
mation. They were checked and supplemented by the writer
and those containing information that was incomplete or
doubted were rechecked from the beginning.

III. PROCEDURE

When the tests were scored and the questionnaires checked the following steps were taken:

The first step consisted of comparing the mean score of all the urban children with the mean score of all the rural children. This comparison was made by arriving at the mean score, the standard deviation of the distribution of the scores, and the standard error of the mean for each group. The difference of the means and the standard error of the difference was found and the critical ratio² computed. This ratio was used to determine the chances in 10,000 that the true difference is greater than zero, as given by Morton³. The procedure given here is the one followed in making comparisons of the scores of the various groups studied throughout this thesis.

The second step was made by equating the urban and rural children according to age and comparing the scores made on the tests by the two equated groups. This was done to either establish or eliminate the difference in the ages

² The critical ratio is found by dividing the actual difference of the means by the standard error of the difference.

³ Robert Lee Morton, Laboratory Exercises in Educational Statistics (New York: Silver Burdett and Co., 1928), Appendix p. xliv.

of the urban and rural groups as a significant factor in any differences that might be found to exist in the scores of the two groups.

The third step was made by dividing the urban and rural pupils separately into groups with an age span of six months. Comparisons were then made to determine what relation obtained between scores made by urban and rural pupils within the same age group.

The fourth step was made by computing the mean age of the urban and rural children separately and establishing the significance of the difference of these means.

The fifth step was to put the urban and rural children together and divide them according to their parents education. This constituted three groups: (1) those whose parents had a grade school education, (2) those whose parents had a high school education, and (3) those whose parents had a college education. Comparisons were then made between the grade and high school groups, and between the high school and college groups, to determine what relation obtained between scores made on readiness tests and parents education.

The sixth step was taken by dividing the children into urban and rural groups and making the following comparisons: (1) urban and rural children whose parents had a grade school education, (2) urban and rural children whose

of the urban and rural groups as a significant difference in differences that might be found to exist in the scores of the two groups.

The third step was made by dividing the rural and rural pupils separately into groups with an equal number of months. Comparisons were then made to determine what differences obtained between scores made by urban and rural pupils within the same age group.

The fourth step was made by comparing the mean scores of the urban and rural children separately and establishing the significance of the difference of these means.

The fifth step was to put the urban and rural children together and divide them according to their parents' education. This constituted three groups: (1) those whose parents had a grade school education, (2) those whose parents had a high school education, and (3) those whose parents had a college education. Comparisons were then made between the grade and high school groups, and between the high school and college groups, to determine what differences obtained between scores made in reading tests and mathematics.

The sixth step was taken by dividing the children into urban and rural groups and making the following comparisons: (1) urban and rural children whose parents had a grade school education, (2) urban and rural children whose

parents had a high school education, and (3) urban and rural children whose parents had a college education. These comparisons were made to establish what relation obtained between urban and rural children whose parents had attained the same educational level.

The seventh step was made by taking all children together and grouping them according to parents occupation. Parents occupation was divided into the following three classes: (1) professional, (2) skilled, and (3) unskilled. Comparisons were made between professional and skilled, and between skilled and unskilled. These comparisons were made to determine the relation existing between scores made by children and their parents occupational level.

The eighth step was to divide the children into urban and rural groups and compare their scores on the basis of parents occupation as professional, skilled, or unskilled. This comparison was made to establish what relation obtained between the scores of urban and rural children whose parents were in the same occupational level.

The ninth step was taken by grouping all children into one of the two following classes: (1) those children whose parents were in the high economic bracket, and (2) those children whose parents were in the low economic bracket. The scores of these two groups were compared to determine the relation between pupil's scores and parent's

parents had a high school education, and the children whose parents had a college education. The children were also divided into two groups: urban and rural children whose parents had a high school education and rural children whose parents had a college education.

The seventh step was made by taking all children together and arranging them according to parents' education. Parents' education was divided into the following classes: (1) professional, (2) college, and (3) high school. Comparisons were made between professional and college, and between college and high school. These comparisons were made to determine the relation existing between parents' education and their children's occupational level.

The eighth step was to divide the children into urban and rural groups and compare their scores on the basis of parents' education as professional, college, and high school. This comparison was made to establish what relation existed between the scores of urban and rural children and parents' education in the same occupational level.

The ninth step was taken by dividing the children into one of the two following classes: (1) those children whose parents were in the high school or college, and (2) those children whose parents were in the low school bracket. The scores of these two groups were compared to determine the relation between parents' education and their children's occupational level.

economic status.

The tenth step consisted of a comparison of the scores of the urban and rural children whose parents were in the higher economic bracket and a like comparison of those whose parents were in the lower economic bracket. These comparisons were made to show the relation between scores made by urban and rural children whose parents were in the same economic bracket.

The eleventh step dealt with the scores made by all pupils who had associated with other children before entering school and the scores of those who had not had such association. This comparison was made to find the relation between pupil's scores and preschool association with other children.

The twelfth step dealt with pupils who came from homes where a literary influence had prevailed and those who came from homes where this condition had not prevailed. A comparison of the scores of these two groups was made to establish the relation existing between pupil's scores on readiness tests and literary influences in the home.

The thirteenth step was made by comparing the scores of all children who had traveled before entering school with the scores of those who had not traveled. This comparison was made to determine what relation obtained between the

scores of children who had traveled and those who had not.

The fourteenth step was made by dividing the urban and rural pupils into two groups consisting of those who had preschool association with other children and those who had not. A comparison was made to find what relation obtained between the scores made by urban and rural pupils who had preschool association with other children. A like comparison was made between the urban and rural pupils who had not had such associations.

The fifteenth step was made by comparing the scores of the urban children who had a literary influence in the home with the scores of the rural children who came from the same type of home. A like comparison was made between the urban and rural children who came from homes not having a literary influence.

The sixteenth step was made by comparing the scores of urban children who had traveled with the scores of rural children who had also traveled. A like comparison was made between urban and rural children who had not traveled.

From the data and statistical measures described in the foregoing paragraphs, generalizations were made, and conclusions bearing on the purposes constituting this study were drawn. An effort was made to establish the significance of the conclusions and the limitations of the data.

scores of children who had traveled and those who had not.
 The fourth step was made by dividing the urban and
 rural pupils into two groups consisting of those who had
 school association with other children and those who had not.
 A comparison was made to find what relation existed between
 the scores made by urban and rural pupils who had previous
 association with other children. A like comparison was made
 between the urban and rural pupils who had not had such

associations.

The fifth step was made by comparing the scores
 of the urban children who had a literary influence in the
 home with the scores of the rural children who came from the
 same type of home. A like comparison was made between the
 urban and rural children who came from homes not having a
 literary influence.

The sixth step was made by comparing the scores
 of urban children who had traveled with the scores of rural
 children who had also traveled. A like comparison was made
 between urban and rural children who had not traveled.

From the data and statistical measures described in
 the foregoing paragraphs, conclusions were made, and
 conclusions bearing on the purposes constituting this study
 were drawn. An effort was made to establish the validity
 of the conclusions and the limitations of the data.

CHAPTER IV

A COMPARISON OF SCORES MADE ON READINESS TESTS BY URBAN AND RURAL CHILDREN, SCORES MADE BY THE VARIOUS AGE GROUPS AND A COMPARISON OF THE MEAN AGE OF THE TWO GROUPS

In this chapter four different comparisons are made as follows: (1) The scores made by all urban children are compared with the scores made by all rural children. (2) The urban and rural children are equated according to age and the scores made by the equated groups are compared. (3) The children are divided into age groups of six months and the scores of the urban and rural pupils in each group are compared. (4) The mean age of the urban group is compared with the mean age of the rural group.

I. A COMPARISON OF THE SCORES OF URBAN AND RURAL CHILDREN

The division is made according to where the child was reared. Those reared in the city are classed as urban and those reared outside the city are classed as rural.

As is shown in Table I there are 152 or 62.3% of the group tested classed as urban while ninety-two or 37.7% are classed as rural. There is a wider distribution of the urban scores, with a standard deviation of the distribution of 21.19, than of the rural with a standard deviation of the distribution of 16.16. The standard error of the mean score

CHAPTER IV

A COMPARISON OF SCORES MADE ON READING TESTS BY URBAN AND RURAL CHILDREN, SCORES MADE BY THE SAME AGE GROUPS AND A COMPARISON OF THE MEAN AGE OF THE TWO GROUPS

In this chapter four different comparisons are made as follows: (1) The scores made by all urban children are compared with the scores made by all rural children. (2) The urban and rural children are grouped according to age and the scores made by the grouped groups are compared. (3) The children are divided into age groups of six months and the scores of the urban and rural pupils in each group are compared. (4) The mean age of the urban group is compared with the mean age of the rural group.

1. A COMPARISON OF THE SCORES OF URBAN AND RURAL CHILDREN

The division is made according to where the child was tested. Those tested in the city are classed as urban and those tested outside the city are classed as rural. As is shown in Table I there are 133 in the urban group tested classed as urban while ninety-two or 69.2% are classed as rural. There is a wider distribution of the urban scores, with a standard deviation of the distribution of 21.19, than of the rural with a standard deviation of the distribution of 15.15. The standard error of the mean score

TABLE I

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	152	62.3	72.67	21.19	1.71
Rural	92	37.7	71.94	16.16	1.66
Difference of the Means . . . . .					.73
Standard Error of the Difference					2.38
Critical Ratio . . . . .					.30

TABLE 1

A COMPARISON OF SCORES MADE ON READING TESTS IN
URBAN AND RURAL SCHOOLS

Group	No.	Mean Score	Mean of Classification	Standard Error of Mean
Urban	122	68.8	67.25	1.71
Rural	93	57.7	56.15	1.55
Difference of two means				
Standard error of the difference				
Critical Ratio				

of the urban group is 1.71 and that for the rural group is 1.66.

The mean score of the urban group is 72.67 and the mean score of the rural group is 71.94, a difference of .73 in favor of the urban group. The standard error of the difference is 2.38. The critical ratio is .30. This ratio indicates that the chances are 6,179 in 10,000 that the true difference is greater than zero.

II. A COMPARISON OF THE SCORES OF URBAN AND RURAL CHILDREN WHEN EQUATED ACCORDING TO AGE

In Table II is shown a comparison of the scores of urban and rural pupils when the two groups are equated according to age. When more of one group than the other appeared at a certain age all of the smaller group were used and those of the larger group were numbered and drawn to match. This was done to insure a random sampling. In this manner seventy-nine of the 92 rural and seventy-nine of the 152 urban pupils were used.

The standard deviation of the distribution of the rural group is 16.75 and that of the urban group is 19.20. The standard error of the mean is 1.88 for the rural and 3.09 for the urban.

The actual difference between the mean scores of the two groups is only .15 in favor of the urban children. The

of the urban group is 1.71 and that for the rural group is 1.66. The mean score of the urban group is 77.07 and the mean score of the rural group is 71.94, a difference of 5.13 in favor of the urban group. The standard error of the difference is 2.53. The critical ratio is .30. This ratio indicates that the chances are 8,199 to 10,000 that the true difference is greater than zero.

II. A COMPARISON OF THE SCORES OF URBAN AND RURAL CHILDREN WHO WERE TESTED SEPARATELY TO AGE

In Table II is shown a comparison of the scores of urban and rural pupils when the two groups are equated according to age. When more of one group than the other appeared at a certain age all of the pupils from that age and those of the latter group were numbered and given to match. This was done to insure a random sampling. In this manner seventy-nine of the 92 rural and seventy-nine of the 102 urban pupils were used.

The standard deviation of the distribution of the rural group is 16.75 and that of the urban group is 16.50. The standard error of the mean is 1.66 for the rural and 1.62 for the urban.

The actual difference between the mean scores of the two groups is only .15 in favor of the urban children. The

TABLE II

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN WHEN EQUATED
ACCORDING TO AGE

Group	No. equa- ted	Total in this group	Mean score	Sigma of distribution	Standard error of the mean
Urban	79	152	73.10	19.20	3.09
Rural	79	92	72.95	16.75	1.88
Difference of the Means . . . . .					.15
Standard Error of the Difference					3.23
Critical Ratio . . . . .					.05

TABLE II

A COMPARISON OF ELDERLY WOMEN ON READING TESTS IN
URBAN AND RURAL CHILDREN WHOSE FATHERS
ACCORDING TO AGE

Group	Age	Mean score	Mean score of fathers	Standard error of the difference	Critical ratio
Urban	75	125	75.40	14.20	1.10
Rural	75	85	78.20	13.10	1.35
Difference of the means					
Standard error of the difference					
Critical ratio					

standard error of the difference is 3.23, giving a critical ratio of .05. This ratio indicates that the chances are 5,199 in 10,000 that the true difference is greater than zero.

III. DISPOSITION OF THE AGE FACTOR OF THE URBAN AND RURAL GROUPS

As shown in Table I the scores of all the urban and rural children were compared, disregarding age as a factor. The chances were found to be 6,179 in 10,000 that the true difference is greater than zero. Table II shows a comparison of the scores of seventy-nine urban and the same number of rural pupils equated according to age. The chances were found to be 5,199 in 10,000 that the true difference is greater than zero. Six of the other groups studied were selected at random and the pupils equated according to age. In each case only a slight and insignificant difference was shown from the original comparisons in which the age factor was intentionally disregarded.

Based upon the above information, therefore, the groups were not equated according to age in making the comparisons of scores in this study. To have done so would have had very little effect upon the results. By not equating the groups it was possible to use a greater number of cases in each comparison which fact is, in itself, an ad-

standard error of the difference is 0.25, giving a critical ratio of .65. This ratio indicates that the chances are 5,139 in 10,000 that the true difference is greater than zero.

III. DISPOSITION OF THE AGE FACTOR OF THE URBAN AND RURAL GROUPS

As shown in Table I the scores of all the urban and rural children were compared, disregarding age as a factor. The chances were found to be 5,139 in 10,000 that the true difference is greater than zero. Table II shows a comparison of the scores of seven-year-olds urban and the same number of rural pupils selected according to age. The chances were found to be 5,139 in 10,000 that the true difference is greater than zero. Six of the seven groups studied were selected at random and the pupils selected according to age. In each case only a slight and insignificant difference was shown from the original comparison in which age factor was intentionally disregarded.

Based upon the above information, therefore, the groups were not separated according to age in making the comparisons of scores in this study. To have done so would have had very little effect upon the results. It has been the purpose of this study to make a general comparison of scores in each comparison which fact is, in itself, an

vantage

IV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHEN COMPARED IN AGE GROUPS WITH RANGE OF SIX MONTHS

As is shown in Table III the children are divided into age groups with a range of six months and the scores made by the urban and rural pupils within these age limits are compared. These age groups begin with five and one-half years and are grouped up to seven years plus. The number of children under five and one-half years of age were too few to tabulate. The number of children over seven years of age were too few to tabulate when divided into groups with a six months span, and consequently are treated as a single group.

In the group from five and one-half to six years of age the urban pupils have a wider distribution of scores than do the rural, the standard deviation of the distribution being 18.35 for the urban and 12.02 for the rural. The standard error of the mean score is 2.24 for the rural, and 3.41 for the urban.

The actual difference of the means is 4.26 in favor of the urban group. The standard error of the difference is 4.07 and the critical ratio is 1.02. This ratio indicates that the chances are 8,461 in 10,000 that the true difference is greater than zero.

IV. DIFFERENCES BETWEEN URBAN AND RURAL PUPILS WHEN GROUPED IN AGE GROUPS WITH RANGE OF SIX MONTHS

As is shown in Table III the children are divided into age groups with a range of six months and the means made by the urban and rural pupils within these groups are compared. These age groups begin with five and one-half years and are grouped up to seven years five and one-half years. The number of children under five and one-half years of age were too few to include. The number of children over seven years of age were too few to include when divided into groups with a six month span, and consequently are shown as a single group.

In the group five and one-half to six years of age the urban pupils have a wider distribution of scores than do the rural. The standard deviation of the urban group being 16.85 for the urban and 13.02 for the rural. The standard error of the mean score is 4.24 for the rural, and 3.41 for the urban.

The actual difference of the mean is 4.39 in favor of the urban group. The standard error of the difference is 4.97 and the critical ratio is 1.01. This ratio indicates that the chances are 5,000 to 1 in 10,000 that the difference is greater than zero.

TABLE III

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN WHEN GROUPED IN
AGE GROUPS OF SIX MONTHS

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Five and one-half to six years of age					
Urban	29	19.1	66.38	18.35	3.41
Rural	26	28.3	62.12	12.02	2.24
Six to six and one-half years of age					
Urban	64	42.1	70.70	21.17	2.65
Rural	34	36.9	72.65	14.15	2.26
Six and one-half to seven years of age					
Urban	40	26.3	72.37	22.63	3.41
Rural	20	21.8	73.50	17.70	3.96
Over seven years of age					
Urban	19	12.5	80.00	17.25	3.81
Rural	10	13.0	89.20	12.05	3.48

Continued

TABLE I

A COMPARISON OF THE RESULTS OF THE ANALYSIS OF THE
 SAMPLES OF THE WATERS OF THE LAKE OF SUPERIOR
 AND THE WATERS OF THE LAKE OF MICHIGAN

Group	No.	Location	Depth	Temperature	Specific Gravity	Hardness	Total Solids	Total Solids (Dry Residue)	Total Solids (Inorganic)	Total Solids (Organic)
Lake Superior										
Urban	22	Superior, Wis.	100	50.0	1.000	100	100	100	100	100
Rural	23	Superior, Wis.	100	50.0	1.000	100	100	100	100	100
Lake Michigan										
Urban	24	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Rural	25	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Lake Huron										
Urban	26	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Rural	27	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Lake Erie										
Urban	28	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Rural	29	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Lake Ontario										
Urban	30	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100
Rural	31	Chicago, Ill.	100	50.0	1.000	100	100	100	100	100

continued

TABLE III (continued)

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN WHEN GROUPED IN
AGE GROUPS OF SIX MONTHS

Five and one-half to six years of age	
Difference of the Means	4.26
Standard Error of the Difference	4.07
Critical Ratio	1.02
Six to six and one-half years of age	
Difference of the Means	1.95
Standard Error of the Difference	3.48
Critical Ratio . . . . .	.56
Six and one-half to seven years of age	
Difference of the Means	1.13
Standard Error of the Difference	4.17
Critical Ratio . . . . .	.27
Over seven years of age	
Difference of the Means	9.20
Standard Error of the Difference	5.16
Critical Ratio	1.78

TABLE III (continued)

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHEN READING IN
AGE GROUPS OF SIX MONTHS

Five and one-half to six years of age		
Difference of the Means	4.23	
Standard Error of the Difference	4.07	
Critical Ratio	1.04	
Six to six and one-half years of age		
Difference of the Means	1.7	
Standard Error of the Difference	3.83	
Critical Ratio	.44	
Six and one-half to seven years of age		
Difference of the Means	1.13	
Standard Error of the Difference	4.17	
Critical Ratio	.27	
Over seven years of age		
Difference of the Means	2.39	
Standard Error of the Difference	7.13	
Critical Ratio	1.93	

In the group from six to six and one-half years of age a wider distribution of scores is shown by the urban group with a standard deviation of the distribution of 21.17 as compared with 14.15 for the rural group. The standard error of the mean score is 2.26 for the rural group and 2.65 for the urban. The actual difference of the means is 1.95 in favor of the rural group. The standard error of the difference is 3.48 and the critical ratio is .56. This ratio indicates that the chances are 7,123 in 10,000 that the true difference is greater than zero.

In the group from six and one-half to seven years of age a wider distribution of scores is shown by the urban group with a standard deviation of the distribution of 22.63 than by the rural with 17.70. The standard error of the mean score is 3.41 for the urban and 3.96 for the rural. The actual difference of the means is 1.13 in favor of the rural group. The standard error of the difference is 4.17. The critical ratio is .27. This ratio indicates that the chances are 6,064 in 10,000 that the true difference is greater than zero.

In the group over seven years of age a considerably wider distribution of scores is found for the urban group with a standard deviation of the distribution of 17.25 than is shown for the rural group with 12.05. The standard error of the mean score of the rural group is 3.48 as com-

In the group from six to six and one-half years of age a wider distribution of scores is shown by the group with a standard deviation of the distribution of 21.37 as compared with 12.15 for the rural group. The standard error of the mean score is 2.26 for the rural group and 2.55 for the urban. The actual difference of the means is 1.45 in favor of the rural group. The standard error of the difference is 2.45 and the critical ratio is .59. This ratio indicates that the chances are 7:1 in 10,000 that the true difference is greater than zero.

In the group from six and one-half to seven years of age a wider distribution of scores is shown by the urban group with a standard deviation of the distribution of 21.37 than by the rural with 17.17. The standard error of the mean score is 2.51 for the urban and 2.15 for the rural. The actual difference of the means is 1.15 in favor of the rural group. The standard error of the difference is 2.17. The critical ratio is .53. This ratio indicates that the chances are 9:1 in 10,000 that the true difference is greater than zero.

In the group over seven years of age a considerably wider distribution of scores is shown for the urban group with a standard deviation of the distribution of 17.17 than is shown for the rural group with 12.15. The standard error of the mean score of the rural group is 2.15 and

pared with 3.81 for the urban. The actual difference of the means is 9.20 in favor of the rural group. The standard error of the difference is 5.16. The critical ratio is 1.78 indicating that the chances are 9,625 in 10,000 that the true difference is greater than zero.

It is interesting to note that the difference in the mean scores of the age groups was in favor of the urban children until they had reached the age of six, at which time the order is reversed and found to be in favor of the rural group thereafter.

V. DIFFERENCES BETWEEN THE AGES OF URBAN AND RURAL CHILDREN TESTED IN THIS STUDY

The ages of all children were reduced to months and a comparison made to determine what relation obtained between the ages of urban and rural children who were tested in making this study.

Table IV shows a small standard error of the mean for both groups, being .43 for the urban and .67 for the rural. With the regulations regarding entrance ages being about the same for the city and county there was not a great difference nor a wide distribution found. The standard deviation of the distribution for the urban group was 5.34 and for the rural group it was 6.61. The actual difference of the mean ages was only .59 of a month in favor of the

paired with 3.50 for the women. The actual difference of the means is 3.50 in favor of the rural group. The standard error of the difference is 3.15. The critical ratio is 1.10 indicating that the chance for 3.50 is 10,000 times the true difference in groups is zero.

It is interesting to note that the difference in the mean scores of the two groups was in favor of the rural children until they had reached the age of six, at which time the order is reversed and found to be in favor of the rural group thereafter.

V. DIFFERENCES BETWEEN THE AGES OF RURAL AND URBAN CHILDREN READING IN THIS COUNTRY

The ages of all children were reduced to months and a comparison made to determine what reading obtained between the ages of urban and rural children who were tested in making this study. Table IV shows a small standard error of the mean for both groups, being .4 for the rural and .57 for the rural. With the regulations regarding entrance upon this school the same for the city and country there was not a great difference nor a wide distribution found. The standard deviation of the distribution for the rural group was 3.54 and for the rural group it was 3.51. The actual difference of the mean was only .05 in favor of the

TABLE IV

A COMPARISON OF THE AGES OF THE URBAN AND RURAL
CHILDREN TESTED IN MAKING THIS STUDY

Location of child	No.	Mean age	Sigma of distribution	Standard error of the mean
Urban	152	76.96	5.34	.43
Rural	92	76.37	6.61	.67
Difference of the Means . . . . .				.59
Standard Error of the Difference . . . . .				.28
Critical Ratio				2.10

Location	Area	Area	Area
of area	100	100	100
Given	100	100	100
Rural	100	100	100

Difference of the ...
 Standard ...
 Critical ...

urban group. The standard error of the difference is .28. The critical ratio is 2.10. This ratio indicates that the chances are 9,821 in 10,000 that the true difference is greater than zero.

urban group. The standard error of the difference is .44.
The critical ratio is 2.10. This ratio indicates that the
chance is 9,581 in 10,000 that the true difference is
greater than zero.

CHAPTER V

A COMPARISON OF SCORES MADE ON READINESS TESTS BY URBAN AND RURAL PUPILS WHEN DIVIDED ACCORDING TO PARENTS EDUCATION, OCCUPATION AND ECONOMIC STATUS

In this chapter the scores of both urban and rural children were put together and divided on the following basis: (1) Parents' education. (2) Parents' occupation. (3) Parents' economic status. The first division was made as follows: (a) Those pupils whose parents had only a grade school education. (b) Those pupils whose parents had a high school education. (c) Those pupils whose parents had a college education. The second division was made as follows: (a) Those pupils whose parents were classed in the unskilled occupations. (b) Those children whose parents were classed in the skilled occupations. (c) Those children whose parents were classed in the professional occupations. The third division was made as follows: (a) Those pupils whose parents were classed in the upper economic bracket. (b) Those children whose parents were classed in the lower economic bracket. These comparisons were made to establish what relation obtained between the scores of the children whose parents occupied the various educational, occupational, and economic levels.

The children were then divided into urban and rural groups and each of these groups divided according to the

CHAPTER V

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position of their parents as outlined above. The scores of the urban children in each of the above classifications were then compared with the scores of the rural children in the same classification to find what relation obtained between the scores made on readiness tests by urban and rural children whose parents occupied the same educational, occupational, and economic status.

I. DIFFERENCES BETWEEN PUPILS WHOSE PARENTS HAVE
A GRADE SCHOOL EDUCATION AND THOSE
WHOSE PARENTS HAVE A HIGH
SCHOOL EDUCATION

According to Table V, 46.1% of all urban children studied fell in the group whose parents had only a grade school education while 42.4% of the rural children were found in this classification. This difference of 3.7% shows that the proportion was practically the same for the urban and rural group when divided according to parents who had only a grade school education. Among the children whose parents had a high school education were found 52.2% of the rural and only 43.4% of the urban, a difference of 8.8% in favor of the rural. Since the grade school groups were near the same, this difference in the high school classification is accounted for by the fact that more of the urban children fell in the college group, which number must necessarily be deducted from those in the high

position of each person in the group, and the
the upper class in each of the three classes, and
then compared with the results of the other two
some characteristics of the three classes, and
the lower class on various factors in the group, and
then those results compared with the results of the
class, and some other factors.

1. DISTANCE BETWEEN THE TWO CLASSES

A. Distance between the two classes

1. Distance between the two classes

1. Distance between the two classes

According to Table 1, the distance between the
classes fell in the group, and the results of the
school session with the results of the other two
classes in the three classes, and the results of the
results that the results of the other two classes
the upper and lower classes, and the results of the
class who had only a few results, and the results
children whose results had a few results, and the
results of the results of the other two classes, and
distance of 0.15 in terms of the results, and the
school groups were the results of the results of the
high school class, and the results of the results of the
one of the upper classes, and the results of the results of the
number was necessarily the results of the results of the results

TABLE V

A COMPARISON OF SCORES MADE ON READINESS TESTS BY PUPILS
WHOSE PARENTS HAVE A GRADE SCHOOL EDUCATION
AND PUPILS WHOSE PARENTS HAVE A
HIGH SCHOOL EDUCATION

Education of parents	No.	% of urban	% of rural	Mean score	Sigma of distri- bution	Standard error of the mean
Grade	109	46.1	42.4	62.25	17.45	1.67
High School	114	43.4	52.2	76.15	16.85	1.57
Difference of the Means						13.90
Standard Error of the Difference						2.29
Critical Ratio						6.07

school group.

The standard deviation of the distribution for the grade group is 17.45 and that for the high school group is 16.85, showing practically no difference in the distribution of the scores for the two groups. The standard error of the mean score of the grade group is 1.67 and for the high school group it is 1.57. The actual difference of the means is 13.90 in favor of the high school group, and the standard error of the difference is 2.29 giving a critical ratio of 6.07. This high ratio indicates that the chances are certain that the true difference is greater than zero.

With such a significant difference in favor of the group whose parents had a high school education, with no appreciable difference in the percentage of cases falling in the separate groups, it is concluded that those children whose parents have a high school education are more likely to make high scores on readiness tests than are those children whose parents have only a grade school education.

II. DIFFERENCES BETWEEN PUPILS WHOSE PARENTS HAVE A HIGH SCHOOL EDUCATION AND THOSE WHOSE PARENTS HAVE A COLLEGE EDUCATION

In Table VI we find that 43.4% of the urban children came from parents with a high school education and 52.2% of the rural children had parents of like standing, a difference of 8.8% in favor of the rural group. While 10.5% of the

school group.

The standard deviation of the distribution for the grade group is 17.45 and that for the high school group is 18.85, showing practically no difference in the distribution of the scores for the two groups. The standard error of the mean score of the grade group is 1.88 and for the high school group it is 1.57. The actual difference of the means is 15.90 in favor of the high school group, and the standard error of the difference is 2.32 giving a critical ratio of 6.97. This high ratio indicates that the chances are very small that the true difference is greater than zero. With such a significant difference in favor of the group whose parents had a high school education, with an appreciable difference in the percentage of scores falling in the separate groups, it is concluded that those children whose parents have a high school education are more likely to make high scores on reading tests than are those who are whose parents have only a grade school education.

II. DIFFERENCES BETWEEN RURAL AND URBAN PARENTS HIGH SCHOOL EDUCATION OR LESS PARENTS HAVE A COLLEGE EDUCATION

In Table VI we find that 88.4% of the scores obtained came from parents with a high school education and 11.6% from the rural children had parents of less than high school education. The difference of 8.34 in favor of the rural group, while 10.5% of the

urban children show parents with a college education only 5.4% of the rural group are so classified, a difference of 5.1% in favor of the urban group. This difference may be accounted for by the fact that those parents who are in the professional occupations come mostly under the heading of college education, and that most of that group live in the city.

The standard deviation of the distribution for the high school group is 16.85 and for the college group it is 16.35 showing that the two groups have about the same tendency to vary from the mid-measure. The standard error of the mean score of the high school group is 1.67 while that for the college group is 3.57. This condition may be expected to exist due to the small number of college cases. There were only twenty-one in the college group as compared with 114 in the high school group.

The actual difference of the mean scores of the two groups is 17.90 in favor of the college group, and the standard error of the difference is 3.94 giving a critical ratio of 4.54. This ratio is sufficiently large to insure a true difference greater than zero.

We may conclude that in these cases studied the children whose parents have a college education are likely to make higher scores on readiness tests than are those children whose parents have a high school education.

urban children show lower scores than children from rural areas. The mean score of the rural group was 10.45, while the mean score of the urban group was 9.15. This difference may be accounted for by the fact that those children who are in the professional occupations are more likely to be of college education, and that more of the rural group are of college education.

The standard deviation of the distribution for the high school group is 1.15 and for the college group is 1.15. This shows that the two groups have about the same tendency to vary from the mean. The mean score of the high school group is 9.15 while that for the college group is 10.45. This condition may be accounted for by the fact that the mean score of the college group is higher than that of the high school group.

The actual difference of the mean scores of the two groups is 1.30 in favor of the college group. This difference is significant at the 5% level. This result is statistically significant at the 5% level.

no one can deny that the difference between the children whose parents have a college education and those to make higher scores on tests is significant. This result is statistically significant at the 5% level.

TABLE VI

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 PUPILS WHOSE PARENTS HAVE A HIGH SCHOOL
 EDUCATION AND PUPILS WHOSE PARENTS
 HAVE A COLLEGE EDUCATION

Education of parents	No.	% of urban	% of rural	Mean score	Sigma of distri- bution	Standard error of the mean
High School	114	43.4	52.2	76.15	16.85	1.67
College	21	10.5	5.4	94.05	16.35	3.57
Difference of the Means						17.90
Standard Error of the Difference						3.94
Critical Ratio						4.54

III. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS HAVE A GRADE SCHOOL EDUCATION

A comparison was next made to determine what relation obtained between urban and rural children whose parents attained equal educational levels. In Table VII, it is shown that 3.7% more of the urban than of the rural children are in the group whose parents had a grade school education.

The standard deviation of the distribution of the urban children is 19.20 as compared with 13.75 for the rural, a considerably wider distribution of scores for the urban group. The standard error of the mean score is 2.29 for the urban group and 2.20 for the rural. The actual difference of the mean scores of the two groups is 3.10 in favor of the rural. The standard error of the difference is 3.17. The critical ratio is .98. This ratio indicates that the chances are 8,365 in 10,000 that the true difference is greater than zero.

IV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS HAVE A HIGH SCHOOL EDUCATION

In Table VIII are shown the scores made on readiness tests by urban and rural children whose parents have a high school education.

With 52.2% of the rural and 43.4% of the urban children tested included in the high school group there was a differ-

III. EFFECTS OF SCHOOL TYPE AND HOME ENVIRONMENT ON READING

A comparison was made to determine what differences occurred between urban and rural children whose parents obtained some educational level. In Table VII, it is shown that 5.7% more of the urban than of the rural children are in the group whose parents had a grade school education. The standard deviation of the distribution of the urban children is 10.20 as compared with 10.75 for the rural. A considerably wider distribution of scores for the urban group. The standard error of the mean score is 2.29 for the urban group and 2.50 for the rural. The actual difference of the mean scores of the two groups is 0.10 in favor of the rural. The standard error of the difference is 2.14. The critical ratio is .05. This ratio indicates that the chances are 6,300 to 10,000 that the true difference is greater than zero.

IV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS HAVE A HIGH SCHOOL EDUCATION

In Table VIII are shown the scores made on reading tests by urban and rural children whose parents have a high school education. With 52.5% of the rural and 44% of the urban children tested included in the high school group there was a difference

TABLE VII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL CHILDREN WHOSE PARENTS
 HAVE A GRADE SCHOOL EDUCATION

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	70	46.1	61.25	19.20	2.29
Rural	39	42.4	64.35	13.75	2.20
Difference of the Means					3.10
Standard Error of the Difference					3.17
Critical Ratio . . . . .					.98

TABLE VII

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHOSE PARENTS
HAVE A GRADE SCHOOL EDUCATION

Group	No.	Percent	Mean score	Signs of distinction	Standard error of the mean
Urban	70	68.1	61.35	19.80	2.15
Rural	32	43.4	54.35	13.75	2.17
Difference of the means					
Standard error of the difference					
Critical Ratio					

TABLE VIII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL CHILDREN WHOSE PARENTS
 HAVE A HIGH SCHOOL EDUCATION

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	66	43.4	76.54	17.65	2.16
Rural	48	52.2	79.27	16.70	2.40
Difference of the Means					2.73
Standard Error of the Difference					3.12
Critical Ratio . . . . .					.87

TABLE VIII

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHOSE PARENTS
HAVE A HIGH SCHOOL EDUCATION

Group	No.	Percent	Mean Score	Signs of Distinction	Standard Error of Mean
Urban	68	45.4	76.56	17.85	1.16
Rural	48	52.5	79.77	18.70	1.44
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

ence of 8.8% in favor of the rural group. This difference may be accounted for, in part, by the fact that more of the urban group are found with those whose parents have a college education. The standard deviation of the distribution of the urban group is 17.65 and that of the rural group is 16.70, showing about the same distribution of scores for the two groups. The standard error of the mean score is 2.16 and 2.40 for the urban and rural groups respectively. The actual difference of the means is 2.72 in favor of the rural group and the standard error of the difference is 3.12 which gives a critical ratio of .87. This ratio indicates that the chances are 8,078 in 10,000 that the true difference is greater than zero.

V. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS HAVE A COLLEGE EDUCATION

Table IX shows the comparison of scores made by urban and rural children whose parents have a college education. Of all the children tested 10.5% of the urban and 5.4% of the rural were placed in this group. With the scores of only sixteen urban and five rural children upon which to base a comparison, the results are not considered highly reliable, but are given here for what they are worth.

The standard deviation of the distribution is 11.16 for the urban and 18.60 for the rural groups. The standard

ence of 8.85 in favor of the rural group. This difference may be accounted for, in part, by the fact that more of the urban group are found with those whose parents have a college education. The standard deviation of the distribution of the urban group is 17.85 and that of the rural group is 18.70, showing about the same distribution of scores for the two groups. The standard error of the mean score is 3.13 and 3.40 for the urban and rural groups respectively. The actual difference of the means is 8.72 in favor of the rural group and the standard error of the difference is 3.18 which gives a critical ratio of .87. This ratio indicates that the chances are 8,078 in 10,000 that the true difference is greater than zero.

V. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS HAVE A COLLEGE EDUCATION

Table IX shows the comparison of scores made by urban and rural children whose parents have a college education. Of all the children tested 10.5% of the urban and 8.4% of the rural were placed in this group. With the scores of only sixteen urban and five rural children upon which to base a comparison, the results are not considered highly reliable, but are given here for what they are worth. The standard deviation of the distribution is 11.10 for the urban and 18.00 for the rural groups. The standard

TABLE IX
A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN WHOSE PARENTS
HAVE A COLLEGE EDUCATION

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	16	10.5	99.37	11.16	4.13
Rural	5	5.4	77.00	18.60	12.36
Difference of the Means					22.37
Standard Error of the Difference					12.86
Critical Ratio					1.79

TABLE IX

A COMPARISON OF SCORES MADE ON READING TESTS BY
 URBAN AND RURAL CHILDREN WHOSE PARENTS
 HAVE A COLLEGE EDUCATION

Group	No.	Percent	Mean score	Sign of distribution	Standard error of the mean
Urban	18	10.5	99.37	11.16	4.18
Rural	5	5.4	77.00	18.60	18.36
Difference of the Means					
					22.37
Standard Error of the Difference					
					12.65
Critical Ratio					
					1.73

error of the mean score of the urban group is 4.13 and that of the rural group is 12.36. The actual difference of the mean score of the two groups is 22.37 in favor of the urban, and the standard error of the difference is 12.86. The critical ratio is 1.79. This ratio indicates that the chances are 9,633 in 10,000 that the true difference is greater than zero.

VI. RELATION OF PUPILS SCORES TO PARENTS OCCUPATIONAL LEVEL

Parents' occupational level is divided into three classes as follows: (1) professional; (2) skilled; (3) unskilled. The urban and rural children were taken together and grouped according to their parents occupational level and a comparison made of the scores of the children whose parents were placed in the three separate occupational groups. The children were then divided into urban and rural groups and these two groups divided into the various occupational levels of the the parents. A comparison was then made of the scores of these various groups to determine what relation obtained between urban and rural children whose parents are classed in the same occupational level.

In Table X are shown the data on scores made by pupils when grouped according to parents occupational level. For convenience the scores of the two groups are shown in

the one table.

VII. DIFFERENCES BETWEEN CHILDREN WHOSE PARENTS ARE
CLASSIFIED IN THE PROFESSIONAL OCCUPATIONS
AND CHILDREN WHOSE PARENTS ARE CLASSIFIED
IN THE SKILLED OCCUPATIONS

According to Table X those children whose parents are classed in the professional occupations show a high mean score of 101.00 while those whose parents are classed in the skilled occupations fall to a mean score of 76.44 a difference of 24.56 in favor of the professional group. The standard deviation of the distribution of the professional group is 9.69 as compared with 18.28 for the skilled group, showing a wider distribution of scores for the latter group. The standard error of the mean score of the professional group is 3.17 and that of the skilled group is 1.40. A high degree of accuracy could hardly be expected for the professional group when only ten cases fall in this classification.

As has been shown the actual difference of the mean score of the two groups is 24.56 and the standard error of the difference is 3.46 which gives a critical ratio of 7.09. This high ratio indicates that a true difference greater than zero is assured.

the one table.

VII. DIFFERENCES BETWEEN OCCUPATIONS
CLASSIFIED IN THE PROFESSIONAL GROUP
AND OTHER GROUPS: AVERAGE AND STANDARD
IN THE VARIOUS OCCUPATIONS

According to Table 1, those children whose parents are
classified in the professional occupations show a mean
score of 101.00 while those whose parents are in the
skilled occupations fall to a mean score of 90.44.
The difference of 10.56 in favor of the professional group,
standard deviation of the distribution of the professional
group is 9.68 as compared with 10.25 for the skilled group.
The standard deviation of scores for the latter group
showing a wider dispersion of scores than the former group.
The standard error of the mean score of the professional
group is 0.14 and that of the skilled group is 0.17.
High degree of accuracy could hardly be expected for such
professional group when only ten cases fall in this category.
As has been shown the actual difference of 10.56
score of the two groups is 10.56 and not 10.56.
The difference is 0.44 which gives a ratio of 1.00.
This ratio indicates that a true difference between
the two is assumed.

TABLE X

A COMPARISON OF SCORES MADE BY ALL CHILDREN WHEN GROUPED
ACCORDING TO PARENTS OCCUPATIONAL LEVEL

Occupational level of parents	No.	% of urban	% of rural	Mean score	Sigma of distribution	Standard error of the mean
Professional	10	6.5	0.0	101.00	9.69	3.17
Skilled	165	59.8	80.4	76.44	18.28	1.40
Unskilled	69	33.7	19.6	59.17	16.82	2.06

Professional and Skilled Groups

Difference of the Means	24.56
Standard Error of the Difference	3.46
Critical Ratio	7.09

Skilled and Unskilled Groups

Difference of the Means	17.27
Standard Error of the Difference	2.50
Critical Ratio	6.90

TABLE I

A COMPARISON OF SCORES MADE BY ALL CHILDREN WITH GROUPS
ACCORDING TO PARENTS OCCUPATIONAL LEVEL

Occupational level of parents	No.	% of urban	% of rural	% of mean	Blame of error of distribution	Standard error of the mean
Unskilled	69	33.7	19.8	69.17	18.82	2.08
Skilled	185	82.6	80.4	76.44	18.28	1.46
Professional	10	6.8	0.0	101.00	2.69	3.19

Professional and Skilled Groups

Difference of the Means	24.36
Standard Error of the Difference	3.48
Critical Ratio	7.02

Skilled and Unskilled Groups

Difference of the Means	17.37
Standard Error of the Difference	2.30
Critical Ratio	6.30

VIII. DIFFERENCES BETWEEN CHILDREN WHOSE PARENTS ARE
CLASSED IN SKILLED OCCUPATIONS AND CHILDREN
WHOSE PARENTS ARE CLASSED IN THE
UNSKILLED OCCUPATIONS

Table X also shows what relation obtained between the children whose parents were classed in the skilled occupations and those whose parents were classed in the unskilled occupations.

The standard deviation of the distribution of the skilled group is 18.28 while that of the unskilled group is 16.82, showing no great difference in the distribution of the scores. The standard error of the mean of the skilled group is 1.40 and that of the unskilled is 2.06. The mean score of the skilled group is 76.44 as compared with 59.17 for the unskilled, a difference of 17.27 in favor of the skilled group. The standard error of the difference is 2.50 and the critical ratio is 6.90. This ratio indicates that a true difference greater than zero is assured.

IX. URBAN AND RURAL CHILDREN WHOSE PARENTS ARE
CLASSED IN THE PROFESSIONAL OCCUPATIONS

Since there were no rural children whose parents could be classed in the professional occupation group it was impossible to make a comparison on this basis. Of the urban children tested 6.5% came from parents who were in professional occupations. This group made a mean score of

VIII. DIFFERENCES BETWEEN CHILDREN WHOSE PARENTS ARE
CLASSIFIED IN SKILLED OCCUPATIONS AND CHILDREN
WHOSE PARENTS ARE CLASSIFIED IN THE
UNSKILLED OCCUPATIONS

Table X also shows what relation obtained between the

children whose parents were classified in the skilled occupa-
tions and those whose parents were classified in the unskilled
occupations.

The standard deviation of the distribution of the
skilled group is 18.28 while that of the unskilled group is
16.88, showing no great difference in the distribution of
the scores. The standard error of the mean of the skilled
group is 1.40 and that of the unskilled is 1.36, the mean
score of the skilled group is 75.44 as compared with 68.17
for the unskilled, a difference of 7.27 in favor of the
skilled group. The standard error of the difference is 1.30
and the critical ratio is 5.60. This ratio indicates that
true difference greater than zero is warranted.

IX. URBAN AND RURAL CHILDREN WHOSE PARENTS ARE
CLASSIFIED IN THE PROFESSIONAL OCCUPATIONS

Since there were no rural children whose parents
could be classified in the professional occupation group, it
was impossible to make a comparison on this basis. Of the
urban children tested 5.5% were from parents who were in
professional occupations. This group made a mean score of

101.00 with a standard deviation of the distribution of 9.69. The standard error of the mean is 3.17.

X. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHOSE PARENTS ARE IN A SKILLED OCCUPATION

Table XI shows that 59.8% of all urban children had parents who were considered as belonging in the skilled occupational group as compared with 80.4% of the entire rural group with parents in similar occupations. This difference of 20.6% in favor of the rural group may indicate that parents belonging to the professional and unskilled classes tend to congregate in the city.

The standard deviation of the distribution of the urban group is 19.70 as compared with 17.25 for the rural group, showing about the same distribution for the two groups. The standard error of the mean score is 2.03 for the urban and 2.15 for the rural. The actual difference of the two means is only .38 and the standard error of the difference is 2.75. The critical ratio is .14. This ratio indicates that the chances are 5,557 in 10,000 that the true difference is greater than zero.

XI. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHOSE PARENTS ARE CLASSED IN THE
UNSKILLED OCCUPATIONS

In Table XII it is shown that 14.1% more urban than

101.00 with a standard deviation of the distribution of 9.69. The standard error of the mean is 3.17.

X. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS ARE IN A SKILLED OCCUPATION

Table XI shows that 59.6% of all urban children had

parents who were considered as belonging in the skilled occupational group as compared with 80.4% of the entire rural group with parents in similar occupations. This difference of 20.8% in favor of the rural group may indicate that parents belonging to the professional and unskilled classes tend to concentrate in the city.

The standard deviation of the distribution of the urban group is 19.70 as compared with 17.55 for the rural group, showing about the same distribution for the two groups. The standard error of the mean score is 3.05 for the urban and 3.15 for the rural. The actual difference of the two means is only .58 and the standard error of the difference is 2.75. The critical value is 1.64. This table indicates that the chances are 5,557 in 10,000 that the true difference is greater than zero.

XI. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS ARE CLASSED IN THE UNSKILLED OCCUPATIONS

In Table XII it is shown that 14.1% more urban than

TABLE XI

A COMPARISON OF SCORES MADE ON READINESS TESTS
BY URBAN AND RURAL CHILDREN WHOSE PARENTS
ARE IN THE SKILLED OCCUPATIONS

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	91	59.8	75.43	19.70	2.03
Rural	74	80.4	75.05	17.25	2.15
Difference of the Means . . . . .					.38
Standard Error of the Difference					2.75
Critical Ratio . . . . .					.14

TABLE XI

A COMPARISON OF SCORES MADE ON READING TESTS
BY URBAN AND RURAL CHILDREN WHOSE PARENTS
ARE IN THE SKILLED OCCUPATIONS

Group	No.	Percent	Mean score	Signs of distinction	Standard error of the mean
Urban	31	52.9	75.43	12.70	2.03
Rural	74	50.4	75.08	12.28	2.15
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

TABLE XII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL PUPILS WHOSE PARENTS ARE
 CLASSED IN THE UNSKILLED OCCUPATIONS

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	50	33.7	63.88	18.50	2.59
Rural	18	19.6	60.33	12.10	2.84
Difference of the Means					3.55
Standard Error of the Difference					3.83
Critical Ratio . . . . .					.93

TABLE III

A COMPARISON OF RESULTS MADE ON EXAMINERS' SCORES IN
 GROUPS AND INDIVIDUALS WHOSE PARENTS ARE
 CLASSIFIED IN THE UNDEVELOPED OCCUPATIONS

Group	No.	Percent	Mean score	Sign of classification	Mean score
Urban	50	33.7	53.55	18.10	5.21
Rural	18	19.8	50.33	18.10	5.34
Difference of the means					
Standard error of the difference					
Critical ratio					

rural pupils were included in the group whose parents were classed in the unskilled occupations. This is to be expected since such a high percentage of the rural group were included in the skilled group. The scores of the rural group, with a standard deviation of the distribution of 12.10, are grouped more closely about the point of central tendency than are the scores of the urban group with a standard deviation of 18.50. The standard error of the mean score of the urban group is 2.59 and for the rural group it is 2.84. The actual difference of the means is 3.55 in favor of the urban group. The standard error of the difference is 3.83. The critical ratio is .93. This ratio indicates that the chances are 8,238 in 10,000 that the true difference is greater than zero.

XII. RELATION OF PUPILS SCORES TO PARENTS ECONOMIC POSITION

Parents' economic position was divided into two classes: namely, (1) high, (2) low. The urban and rural pupils were taken together and divided according to their parents economic position. A comparison of their scores was made to determine what relation obtained between the scores of children whose parents were in the high economic bracket and the scores of those whose parents were in the low economic bracket. The children were then divided into

rural pupils were included in the group whose parents were
classified in the unskilled occupations. This is to be expected
since such a high percentage of the rural group were in-
cluded in the skilled group. The scores of the rural group
with a standard deviation of 11.10, are
grouped were closely about the point of central tendency
than are the scores of the urban group with a standard de-
viation of 18.80. The standard error of the mean score of
the urban group is 4.80 and for the rural group it is 1.84.
The actual difference of the means is 3.85 in favor of the
urban group. The standard error of the difference is 5.00.
The critical ratio is .77. This ratio indicates that the
chances are 6,388 in 10,000 that the true difference is
greater than zero.

XII. RELATION OF PUPILS' SCORES TO PARENTS' ECONOMIC POSITION

Parents' economic position was divided into two
classes; namely, (1) High, (2) Low. The urban and rural
pupils were taken together and divided according to their
parents' economic position. A comparison of their scores
was made to determine what relation obtained between the
scores of children whose parents were in the high economic
bracket and the scores of those whose parents were in the
low economic bracket. The children were then divided into

urban and rural groups and each of these groups divided according to their parents economic position. Comparisons were then made to determine what relation obtained between urban and rural children whose parents were in the same economic bracket.

XIII. DIFFERENCES BETWEEN CHILDREN WHOSE PARENTS ARE
IN THE HIGH ECONOMIC BRACKET AND THOSE WHOSE
PARENTS ARE IN THE LOW BRACKET

Table XIII shows the mean score of the children whose parents are in the upper economic bracket to be 77.80 as compared with a mean score of 62.79 for those children whose parents are in the lower bracket. The standard deviation of the distribution for the upper group is 18.97 and that for the lower group is 17.86, indicating about the same distribution of scores for the two groups. The standard error of the mean score of the upper group is 1.55 and that of the lower group is 1.82. With a mean difference of 15.01 in favor of the upper group and a standard error of the difference of 4.04 there is found a critical ratio of 3.71. This ratio indicates that the chances are 9,998 in 10,000 that the true difference is greater than zero.

There is a rather equal distribution of the two groups among the urban and rural children. Of all the pupils tested in the urban schools 59.6% of them are found in the upper bracket with 61.9% of the rural children in

urban and rural groups and each of these groups divided according to their parents' economic position. Comparisons were then made to determine what relation existed between urban and rural children whose parents were in the same economic bracket.

XIII. DIFFERENCES BETWEEN CHILDREN WHOSE PARENTS ARE IN THE HIGH ECONOMIC BRACKET AND THOSE WHOSE PARENTS ARE IN THE LOW BRACKET

Table XII shows the mean score of the children whose parents are in the upper economic bracket to be 77.80 as compared with a mean score of 68.75 for those children whose parents are in the lower bracket. The standard deviation of the distribution for the upper group is 18.37 and that for the lower group is 17.88. Indications about the same distribution of scores for the two groups. The standard error of the mean score of the upper group is 1.55 and that of the lower group is 1.82. With a mean difference of 10.05 in favor of the upper group and a standard error of the distribution of 4.04 there is found a critical ratio of 2.49. This ratio indicates that the chances are 9,999 in 10,000 that the true difference is greater than zero.

There is a rather equal distribution of the two groups among the urban and rural children. Of all the pupils tested in the urban schools 50.00 of them resided in the upper bracket while 51.94 of the rural children in

TABLE XIII

A COMPARISON OF SCORES MADE BY PUPILS WHEN GROUPED
ACCORDING TO ECONOMIC CONDITION OF PARENTS

Economic condi- tion of parents	No.	% of urban	% of rural	Mean score	Sigma of distri- bution	Standard error of the mean
Upper bracket	144	59.6	61.9	77.80	18.97	1.55
Lower bracket	100	40.4	38.1	62.79	17.86	1.82
Difference of the Means						15.01
Standard Error of the Difference						4.04
Critical Ratio						3.71

TABLE VIII

A COMPARISON OF STONES FROM THE TWO MAIN GROUPS
ADJUSTED TO A COMMON POINT OF REFERENCE

Chronologic condition of garments	No. of specimens	Mean value	Standard deviation	Mean value	Standard deviation
Upper brackets	100	55.5	11.0	57.80	15.77
Lower brackets	100	46.5	11.0	48.70	17.85
Differences of the means					
Standard error of the difference					
Critical ratio					

the same bracket, a difference of 2.3% in favor of the rural group. The same was, of course, true in reverse order for those in the low bracket.

XIV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS ARE IN THE HIGH ECONOMIC BRACKET

Table XIV shows that only 2.3% more of the rural than of the urban children were in the upper economic bracket. This indicates a rather equal distribution of the urban and rural pupils so far as the economic condition of their parents was concerned. With a standard deviation of the distribution of 19.90 the urban children show a wider distribution of scores than the rural children who had a standard deviation of 16.80. The standard error of the mean is 2.09 for both groups. The actual difference of the means is only .36 in favor of the rural group. The standard error of the difference is 3.84. The critical ratio is .09. This ratio indicates that the chances are 5,359 in 10,000 that the true difference is greater than zero.

XV. DIFFERENCES BETWEEN URBAN AND RURAL PUPILS WHOSE PARENTS ARE IN THE LOW ECONOMIC BRACKET

Table XV shows the percentage of each group included in the low bracket to be just the reverse of those shown for the high bracket. There are 2.3% more of the urban than of the rural group in the low bracket. The urban group again

the same bracket, a difference of 2.38 in favor of the rural group. The same was, of course, true in reverse order for those in the low bracket.

XIV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHOSE PARENTS ARE IN THE HIGH ECONOMIC BRACKET

Table XIV shows that only 2.32 more of the rural than

of the urban children were in the upper economic bracket. This indicates a rather equal distribution of the urban and rural pupils so far as the economic condition of their parents was concerned. With a standard deviation of the distribution of 19.90 the urban children show a wider distribution of scores than the rural children who had a standard deviation of 16.80. The standard error of the mean is 4.09 for both groups. The actual difference of the means is only .58 in favor of the rural group. The standard error of the difference is 5.64. The critical ratio is .09. This ratio indicates that the chances are 5.359 in 10,000 that the true difference is greater than zero.

XV. DIFFERENCES BETWEEN URBAN AND RURAL PUPILS WHOSE PARENTS ARE IN THE LOW ECONOMIC BRACKET

Table XV shows the percentage of each group included in the low bracket to be just the reverse of those shown for the high bracket. There are 2.32 more of the urban than of the rural group in the low bracket. The urban group again

TABLE XIV

A COMPARISON OF SCORES MADE BY URBAN AND RURAL PUPILS
WHOSE PARENTS ARE IN THE HIGH ECONOMIC BRACKET

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	90	59.6	79.10	19.90	2.09
Rural	57	61.9	79.46	16.80	2.09
Difference of the Means . . . . .					.36
Standard Error of the Difference					3.84
Critical Ratio . . . . .					.09

A COMPARISON OF HOUSES IN THE TWO COUNTRIES
WHOSE PATTERNS ARE IN THE TWO COUNTRIES

Group	No.	Household	Household	Household	Household
Urban	90	88.5	77.15	17.35	11.35
Rural	57	81.3	72.45	8.85	8.85
Difference of the means					
Standard error of the difference					
Critical ratio					

TABLE XV

A COMPARISON OF SCORES MADE BY URBAN AND RURAL PUPILS
WHOSE PARENTS ARE IN THE LOW ECONOMIC BRACKET

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	62	40.4	64.73	21.15	2.70
Rural	35	38.1	64.80	13.35	2.26
Difference of the Means . . . . .					.07
Standard Error of the Difference					3.51
Critical Ratio . . . . .					.02

TABLE 13

A COMPARISON OF SCORES MADE BY GRADE AND SEX IN THE READING TEST
WHOSE RESULTS ARE IN THE APPENDIX

Group	No.	Mean	Standard Error	Difference of Means
Urban	62	60.4	1.12	1.12
Rural	35	59.3	1.12	1.12
Difference of the means				
Standard error of the difference				
Critical Ratio				

shows a wider distribution of scores than the rural group, the standard deviation of the distribution being 21.15 for the urban group and 13.35 for the rural group. The standard error of the mean is 2.70 for the urban and 2.26 for the rural. The actual difference of the means is only .07 in favor of the rural children. The standard error of the difference is 3.51. The critical ratio is .02. This ratio indicates that the chances are 5,080 in 10,000 that the true difference is greater than zero. This comparison shows the least significant difference of any of the groups studied.

shows a wider distribution of scores than the rural group. The standard deviation of the distribution being 81.50 for the urban group and 15.35 for the rural group. The standard error of the mean is 2.70 for the urban and 2.25 for the rural. The actual difference of the means is only .07 in favor of the rural children. The standard error of the difference is 2.61. The critical ratio is .03. This ratio indicates that the chances are 5,000 in 10,000 that the difference is greater than zero. This comparison shows no least significant difference of any of the groups studied.

CHAPTER VI

A COMPARISON OF SCORES MADE ON READINESS TESTS WHEN CHILDREN ARE DIVIDED ACCORDING TO PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME AND TRAVEL

In this chapter two different groupings of children were made and two different comparisons of their scores studied.

First all children were taken together and divided as follows: (1) Those who had preschool association with other children and those who had not. (2) Those who had a literary influence in the home and those who had not. (3) Those who had traveled before entering school and those who had not. Comparisons were made to establish what relation obtained between the scores of those children in each of the above divisions who had the experiences specified and those who had not. These divisions were made on the basis of experience only, regardless of the urban or rural status of the child.

Second the children were divided into urban and rural groups and the following comparisons made: (1) Between urban children who had preschool association with other children and rural children who had similar associations. (2) Between urban pupils who had not had preschool association with other children and rural pupils who had not had

In this study, the following factors were considered:

were made and two different groups of children were studied.

First all children were given a test and divided into

two groups: (1) those who had received instruction in

reading and those who had not. The groups were then divided

into two sub-groups: (a) those who had received instruction

in reading and those who had not. The groups were then

divided into two sub-groups: (a) those who had received

instruction in reading and those who had not. The groups

were then divided into two sub-groups: (a) those who

had received instruction in reading and those who had not.

These divisions were made on the basis of the results of

the test. The results of the test were as follows:

Group 1: Those who had received instruction in reading

Group 2: Those who had not received instruction in reading

Group 3: Those who had received instruction in reading

Group 4: Those who had not received instruction in reading

Group 5: Those who had received instruction in reading

Group 6: Those who had not received instruction in reading

such association. (3) Between urban children from homes where a literary influence had prevailed and rural children from similar homes. (4) Between urban children from homes where a literary influence had not been present and rural children from like homes. (5) Between urban children who had traveled before entering school and rural children who had also traveled. (6) Between urban children who had not traveled before entering school and rural children who had not traveled. These six comparisons were made to determine what relation obtained between scores made on readiness tests by urban and rural children when equated according to the above preschool experiences.

I. DIFFERENCES BETWEEN PUPILS WHO HAVE HAD PRESCHOOL
ASSOCIATION WITH OTHER CHILDREN AND THOSE
WHO HAVE NOT HAD SUCH ASSOCIATION

For convenience in explaining the tables relative to these groups the following terms were used: (1) Occasional; those children who had not associated with other children. (2) Daily; those children who had associated with other children.

Table XVI shows a standard deviation of the distribution of 20.40 for the daily group and 19.50 for the occasional group, about an equal variability in scores. The standard error of the mean is 2.01 for the daily group and 1.64 for the occasional group. The actual difference of the

such association. (3) Between urban children and rural children where a literary influence had traveled and rural children from similar homes. (4) Between urban children and rural children where a literary influence had not been present and rural children from like homes. (5) Between urban children who had traveled before entering school and rural children who had also traveled. (6) Between urban children who had not traveled before entering school and rural children who had not traveled. These six comparisons were made in determining what relation obtained between scores made on reading tests by urban and rural children when equal reading tests the above preschool experience.

I. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN IN ASSOCIATION WITH BOOKS CHILDREN WHO HAVE NOT READ AND CHILDREN WHO HAVE READ

For convenience in explaining the results obtained in these groups the following terms were used: (1) Occasional group, those children who had not associated with books; (2) Daily; those children who had associated with books children.

Table XVI shows a standard deviation of the distribution of 20.43 for the daily group and 19.50 for the occasional group, about an equal variability in scores. The standard error of the mean is 2.01 for the daily group and 1.84 for the occasional group. The exact difference of

TABLE XVI

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
PUPILS WHO HAVE HAD PRESCHOOL ASSOCIATION WITH
OTHER CHILDREN AND THOSE WHO HAVE NOT
HAD SUCH ASSOCIATION

Type of asso- ciation	No.	% of urban	% of rural	Mean score	Sigma of distribution	Standard error of the mean
Daily	103	51.9	26.1	73.35	20.40	2.01
Occa- sional	141	48.1	73.9	71.75	19.50	1.64
Difference of the Means						1.60
Standard Error of the Difference						2.59
Critical Ratio . . . . .						.62

TABLE XVI

A COMPARISON OF SCORES MADE ON READING TESTS BY
PUPILS WHO HAVE HAD PRACTICAL ASSOCIATION WITH
OTHER CHILDREN AND THOSE WHO HAVE NOT
HAD SUCH ASSOCIATION

Type of Assoc- iation No.	% of Urban	% of Total	Mean score	Signs of distribution	Standard error of the mean
Daily 105	51.9	53.1	75.35	20.40	2.01
Occa- sional 141	48.1	48.9	71.75	19.50	1.94
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

means is 1.60 in favor of those having daily association. The standard error of the difference is 2.59. The critical ratio is .62. This ratio indicates that the chances are 7,324 in 10,000 that the true difference is greater than zero.

Of the urban group 3.8% more had associated with other children than had not. With the rural pupils the percentage is not only reversed but to a greater amount. Of the rural group 47.8% more had not had association than had. If association with other children before entering school is to be regarded as an asset the urban children should have an advantage over the rural children in this respect.

II. DIFFERENCES BETWEEN CHILDREN WHO HAVE HAD A LITERARY INFLUENCE IN THE HOME AND THOSE WHO HAVE NOT HAD SUCH AN INFLUENCE

In connection with this discussion the following terms will be used: (1) Literary group; those who have had a literary influence in the home. (2) Non-literary group; those who have not had a literary influence in the home.

As shown in Table XVII the standard error of the mean score is 2.53 for the literary group and 1.52 for the non-literary group. There is almost an equal variability of scores with the standard deviation of the distribution being 17.90 for the literary group and 17.85 for the non-

TABLE XVII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 CHILDREN WHO HAVE HAD A LITERARY INFLUENCE IN
 THE HOME AND THOSE WHO HAVE NOT HAD
 SUCH AN INFLUENCE

Group	No.	% of urban	% of rural	Mean score	Sigma of distribution	Standard error of the mean
Literary	107	36.2	56.5	77.50	17.90	2.53
Non- literary	137	63.8	43.5	64.50	17.85	1.52
Difference of the Means						13.00
Standard Error of the Difference						2.95
Critical Ratio						4.40

TABLE XVII

A COMPARISON OF SCORES MADE ON READING TESTS BY
CHILDREN WHO HAVE HAD A LITERARY INFLUENCE IN
THE HOME AND THOSE WHO HAVE NOT HAD
SUCH AN INFLUENCE

Group	No.	% of total	% of mean	Mean of differences	Standard error of difference
Literary	107	58.3	77.50	17.80	2.33
Non- literary	137	62.8	64.50	17.85	1.52
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

literary group. The mean score made by the literary group is 77.50 and that made by the non-literary group is 64.50, a difference of 13.00 in favor of the literary group. The standard error of the difference is 2.95 and the critical ratio is 4.40. This high ratio indicates that a true difference greater than zero is assured.

It is also noted that only 36.2% of the urban children came from homes having a literary influence as compared with 56.5% of the rural group, a difference of 20.3% in favor of the rural children.

III. DIFFERENCES BETWEEN CHILDREN WHO HAVE TRAVELED AND CHILDREN WHO HAVE NOT TRAVELED

In Table XVIII it is shown that 32.9% of the urban children had traveled before entering school and that 51.1% of the rural children had also traveled. The fact that 18.2% more rural than urban children had traveled may be accounted for by the fact that the rural children were reared in wheat farming communities and that wheat farming provides a great deal of leisure time for travel.

The variability of the scores is about the same, with the standard deviation of the distribution being 18.52 for the group who had traveled and 18.62 for the group who had not traveled. The difference of the mean score of the two groups is 12.72 in favor of the group who had traveled. The

literary group...
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III. DISCUSSION

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TABLE XVIII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
CHILDREN WHO HAVE TRAVELED AND CHILDREN WHO
HAVE NOT TRAVELED

Group	No.	% of urban	% of rural	Mean score	Sigma of distribution	Standard error of the mean
Have traveled	98	32.9	51.1	79.73	18.52	1.90
Have not traveled	146	61.1	48.9	67.01	18.62	1.49
Difference of the Means						12.72
Standard Error of the Difference						2.43
Critical Ratio						5.23

standard error of the mean is 1.90 for the group who had traveled and 1.49 for the group who had not traveled. The standard error of the difference is 2.43 and the critical ratio is 5.23. This high ratio indicates that a true difference greater than zero is assured.

IV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE HAD PRESCHOOL ASSOCIATION WITH OTHER CHILDREN

Table XIX shows that 25.8% more urban than rural pupils had associated with other children before entering school. This condition would normally be expected to exist due to the greater opportunity for the child in the city to be in contact with other children. The standard error of the mean is 2.32 for the urban group and 3.88 for the rural group. A slightly greater variability of scores is found for the urban group than for the rural, the standard deviation of the distribution being 20.60 and 19.00 for the urban and rural groups respectively. The actual difference of the means is 4.60 in favor of the rural group. The standard error of the difference is 4.40. The critical ratio is 1.04. This ratio indicates that the chances are 8,508 in 10,000 that the true difference is greater than zero.

standard error of the mean is 1.30 for the group who had traveled and 1.43 for the group who had not traveled. The standard error of the difference is 1.43 and the critical ratio is 2.23. This high ratio indicates that a true difference greater than zero is assumed.

IV. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE AND WHO HAVE NOT TRAVELED WITH OTHER CHILDREN

Table XIX shows that 35.8% more urban than rural pupils had associated with other children before entering school. This condition would normally be expected to exist due to the greater opportunity for the child in the city to be in contact with other children. The standard error of the mean is 2.33 for the urban group and 2.53 for the rural group. A slightly greater variability of scores is found for the urban group than for the rural, the standard deviation of the distribution being 20.40 and 12.00 for the urban and rural groups respectively. The actual difference of the means is 4.60 in favor of the rural group. The standard error of the difference is 4.40. The critical ratio is 1.04. This ratio indicates that the difference is 0.508 in 10,000 that the true difference is greater than zero.

TABLE XIX

A COMPARISON OF SCORES MADE ON READINESS TESTS
BY URBAN AND RURAL CHILDREN WHO HAVE HAD
PRESCHOOL ASSOCIATION WITH
OTHER CHILDREN

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	79	51.9	72.25	20.60	2.32
Rural	24	26.1	76.85	19.00	3.88
Difference of the Means					4.60
Standard Error of the Difference					4.40
Critical Ratio					1.04

TABLE XIX

A COMPARISON OF SCORES MADE ON READING TESTS
BY URBAN AND RURAL CHILDREN WHO HAVE HAD
PRESCHOOL ASSOCIATION WITH
OTHER CHILDREN

Group	No.	Percent	Mean score	Sign of distribution	Standard error of the mean
Urban	70	81.9	78.25	80.60	2.25
Rural	24	86.1	78.83	78.00	1.68
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

V. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHO HAVE NOT HAD PRESCHOOL ASSOCIATION
WITH OTHER CHILDREN

As shown in Table XX, the percentages are reversed. There were 48.1% of the urban pupils who had not had pre-school association with other children as compared with 73.9% of the rural pupils who had not. In other words 25.8% more of the rural than urban pupils had not had opportunity to associate with other children before entering school.

The urban group shows a greater variability of scores than the rural group, the standard deviation of the distribution being 22.20 for the urban and 16.35 for the rural. The standard error of the mean is 2.48 for the urban group and 1.98 for the rural. The actual difference of the means is 3.50 in favor of the rural group, and the standard error of the difference is 3.17. The critical ratio is 1.10. The chances are 8,643 in 10,000 that the true difference is greater than zero.

VI. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHO CAME FROM HOMES HAVING A
LITERARY INFLUENCE

Table XXI shows 36.2% of the urban and 56.5% of the rural pupils as coming from homes where a literary influence has prevailed, a difference of 20.3% in favor of the rural group. This difference may be accounted for, in part by

V. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHO HAVE NOT HAD SCHOOL ASSOCIATION
WITH OTHER CHILDREN

As shown in Table XI, the percentages are reversed. There were 48.1% of the urban pupils who had not had school association with other children as compared with 73.9% of the rural pupils who had not. In other words 25.8% more of the rural than urban pupils had not had opportunity to associate with other children before entering school. The urban group shows a greater variability of scores than the rural group, the standard deviation of the urban being 22.20 for the urban and 15.35 for the rural. The standard error of the mean is 4.48 for the urban group and 1.98 for the rural. The actual difference of the means is 2.50 in favor of the rural group, and the standard error of the difference is 2.17. The critical ratio is 1.15. The chances are 2.64% in 10,000 that the true difference is greater than zero.

VI. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN
WHO CAME FROM HOMES HAVING A
LITERARY INFLUENCE

Table XII shows 35.3% of the urban and 55.3% of the rural pupils as coming from homes where a literary influence has prevailed, a difference of 20.0% in favor of the rural group. This difference may be accounted for, in part by

TABLE XX

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL PUPILS WHO HAVE NOT HAD
 PRESCHOOL ASSOCIATION WITH
 OTHER CHILDREN

Group	No.	Percent	Mean score	Sigma of distribution	standard error of the mean
Urban	73	48.1	67.90	22.20	2.48
Rural	68	73.9	71.40	16.35	1.98
Difference of the Means					3.50
Standard Error of the Difference					3.17
Critical Ratio					1.10

TABLE XI

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL PUPILS WHO HAVE NOT HAD
 PRESCHOOL ASSOCIATION WITH
 OTHER CHILDREN

Group	No.	Percent	Mean score	Signs of disturbance	Standard error of the mean
Urban	75	49.1	57.30	23.20	2.48
Rural	68	73.9	71.40	18.38	1.70
Difference of the means					
Standard error of the difference					
Critical Ratio					

TABLE XXI

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL CHILDREN WHO CAME FROM
 HOMES HAVING A LITERARY INFLUENCE

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	55	36.2	85.35	19.66	2.67
Rural	52	56.5	79.33	16.05	2.24
Difference of the Means					6.02
Standard Error of the Difference					4.06
Critical Ratio					1.48

TABLE XXI

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHO CAME FROM
HOMES HAVING A LITERARY INFLUENCE

Group	No.	Percent	Mean score	Signs of distinction	Standard error of the mean
Urban	55	56.2	85.35	16.05	2.47
Rural	55	56.5	79.35	16.05	2.54
Difference of the means					
Standard Error of the Difference					
Critical Ratio					
					1.43

the fact that a larger percent of the parents in the low economic bracket reside in the city, and that those of low economic means tend to have homes lacking in those things that foster a literary atmosphere. The urban group shows a greater variability of scores with a standard deviation of the distribution of 19.66 than does the rural group with a standard deviation of 16.05. The standard error of the means is 2.67 for the urban group and 2.24 for the rural. The actual difference of the means is 6.02 in favor of the urban group. The standard error of the difference is 4.06. The critical ratio is 1.48. The chances are 9,306 in 10,000 that the true difference is greater than zero.

VII. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO
CAME FROM HOMES WHERE A LITERARY INFLUENCE
HAS NOT BEEN PRESENT

The percentage of pupils included in each group in Table XXII are just the reverse of those shown in Table SSI. Here are shown 20.3% more of the urban than of the rural pupils coming from homes where a literary influence has not been present. The standard deviation of the distribution of the urban scores is 18.97 and that of the rural is 14.85, showing a greater variability of scores for the urban children. The standard error of the mean is 2.20 for the urban group and 2.29 for the rural group. The actual difference of the means is .49 in favor of the urban children. The

the fact that a larger number of the subjects in the experimental group had a higher level of intelligence than the control group. This was determined by a pre-test of the subjects' intelligence. The results of this pre-test are shown in Table I. The mean score for the experimental group was 10.5, while the mean score for the control group was 9.5. The standard deviation for the experimental group was 1.5, and for the control group it was 1.2. The difference between the two groups was significant at the 5% level.

VII. DISCUSSION

The purpose of this study was to determine the effect of a specific training program on the performance of a task. The results of the study are shown in Table II. The mean score for the experimental group was 12.5, while the mean score for the control group was 10.5. The standard deviation for the experimental group was 1.5, and for the control group it was 1.2. The difference between the two groups was significant at the 5% level. These results suggest that the training program had a positive effect on the performance of the task.

TABLE XXII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL CHILDREN WHO CAME FROM HOMES
 WHERE A LITERARY INFLUENCE
 HAS NOT PREVAILED

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	97	63.8	64.64	18.97	1.93
Rural	40	43.5	64.15	14.85	2.29
Difference of the Means . . . . .					.49
Standard Error of the Difference					2.99
Critical Ratio . . . . .					.17

TABLE XXII

A COMPARISON OF BOOKS MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHO CAME FROM HOMES
WHERE A LITERARY CULTURE
HAS NOT PREVAILING

Group	No.	Percent	Mean score	Mean of distribution	Standard error of mean
Urban	97	62.8	64.84	12.97	1.46
Rural	40	53.5	54.13	14.05	2.19
Difference of the means					
Standard error of the difference					
Critical Ratio					

standard error of the difference is 2.99. The critical ratio is .17. This ratio indicates that the chances are 5,675 in 10,000 that the true difference is greater than zero.

VIII. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE TRAVELED BEFORE ENTERING SCHOOL

As shown in Table XXIII there were 18.2% more of the rural than of the urban children who had traveled before entering school. Again attention is called to the fact that the parents of these rural children are engaged in wheat farming and have a great deal of time for traveling. With a standard deviation of the distribution of 19.75 the urban group shows a greater variability of scores than does the rural group with a standard deviation of 15.92. The standard error of the mean is 2.78 for the urban group and 2.31 for the rural group. The actual difference of the means is 3.22 in favor of the urban group. The standard error of the difference is 3.63. The critical ratio is .88. This ratio indicates that the chances are 8,106 in 10,000 that the true difference is greater than zero.

IX. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE NOT TRAVELED BEFORE ENTERING SCHOOL

Since the percentage of rural children who had traveled was greater than that of the urban it follows that

standard error of the difference is 0.5. The observed ratio is .17. This ratio indicates that the chances are 2,675 in 10,000 that the true difference is greater than zero.

VIII. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE TRAVELLED MORE THAN 100 MILES

As shown in Table XIII there were 25.25 more of the rural than of the urban children in the traveling group entering school. Again attention is called to the fact that the parents of these rural children are engaged in farming and have a great deal of time for traveling. A standard deviation of 12.75 was obtained for the rural group with a standard deviation of 12.75 for the urban group. The standard error of the mean is 2.50 for the urban group and 2.50 for the rural group. The actual difference of the means is 2.25 in favor of the urban group. The standard error of the difference is 3.53. The critical ratio is 1.52. This ratio indicates that the chances are 2,100 in 10,000 that the true difference is greater than zero.

IX. DIFFERENCES BETWEEN URBAN AND RURAL CHILDREN WHO HAVE NOT TRAVELLED MORE THAN 100 MILES

Since the percentage of rural children who travelled was greater than that of the urban children...

TABLE XXIII

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
 URBAN AND RURAL CHILDREN WHO HAVE TRAVELED
 BEFORE ENTERING SCHOOL

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	50	32.9	81.30	19.75	2.78
Rural	47	51.1	78.08	15.92	2.31
Difference of the Means					3.22
Standard Error of the Difference					3.63
Critical Ratio . . . . .					.88

TABLE XXII

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHO HAVE TRAVELED
BEFORE ENTERING SCHOOL

Group	No.	Percent	Mean score	Signs of distinction	Standard error of the mean
Urban	30	32.9	51.30	19.75	2.38
Rural	49	31.1	48.68	19.22	2.31
Difference of the Means					
Standard Error of the Difference					
Critical Ratio					

the proportion is reversed for those of the two groups who have not traveled. In Table XXIV it shows that 18.2% more of the urban than of the rural children had not traveled before entering school. The urban children of this group show a greater variability of scores, with a standard deviation of the distribution of 20.70, than do the rural children with a standard deviation of 16.80. The standard error of the mean score of the urban group is 2.06 and that of the rural group is 2.47. The actual difference of the means is only .42 in favor of the urban group. The standard error of the difference is 3.08. The critical ratio is .13. This ratio indicates that the chances are 5,517 in 10,000 that the true difference is greater than zero.

the proportion is reversed for those of the two groups who have not traveled. In Table XIV it shows that 18.1% more of the urban than of the rural children had not traveled before entering school. The urban children of this group show a greater variability of scores, with a standard deviation of the distribution of 20.70, than do the rural children with a standard deviation of 18.80. The standard error of the mean score of the urban group is 2.08 and that of the rural group is 2.47. The actual difference of the means is only .42 in favor of the urban group. The standard error of the difference is 3.08. The critical ratio is .13. This ratio indicates that the chances are 5,517 in 10,000 that the true difference is greater than zero.

TABLE XXIV

A COMPARISON OF SCORES MADE ON READINESS TESTS BY
URBAN AND RURAL CHILDREN WHO HAD NOT TRAVELED
BEFORE ENTERING SCHOOL

Group	No.	Percent	Mean score	Sigma of distribution	Standard error of the mean
Urban	102	67.1	67.50	20.70	2.06
Rural	45	48.9	67.08	16.80	2.47
Difference of the Means . . . . .					.42
Standard Error of the Difference					3.08
Critical Ratio . . . . .					.13

TABLE XLV

A COMPARISON OF SCORES MADE ON READING TESTS BY
URBAN AND RURAL CHILDREN WHO HAD NOT TRAVELED
BEYOND ENTERING SCHOOL

Group	No.	Percent	Mean score	Stdev. of distribution	Standard error of the mean
Urban	102	87.1	87.80	20.78	2.06
Rural	42	48.2	67.68	18.30	2.87
Difference of the means					
Standard Error of the Difference					
Critical Ratio					

CHAPTER VII

SUMMARY AND CONCLUSIONS

In this chapter are given summaries and conclusions based on the data presented in this study.

I. SUMMARY

Table XXV gives a summation of the twenty-nine comparisons made in this study. All the comparisons cited in this table deal with scores made on readiness tests, except item No. 6 which deals with the mean age of the urban and rural groups. In this table are shown the difference of the means and which group the difference favored. The only other statistical information included is the column denoting the chances in ten thousand of the true difference of the scores of the two groups being greater than zero. The information is given in this form to facilitate comparison of the various groups at a glance.

II. CONCLUSIONS

From the data presented the following conclusions are drawn:

1. Parents' education, occupational level, and economic condition are factors bearing in direct proportion on scores made on readiness tests by the children tested in

In this connection, it is noted that the

based on the facts presented in the report.

It is noted that the information presented in the

report is based on the facts presented in the report.

This table lists the names of the persons who

from No. 1 to No. 10, and the names of the persons who

from No. 11 to No. 20, and the names of the persons who

from No. 21 to No. 30, and the names of the persons who

from No. 31 to No. 40, and the names of the persons who

from No. 41 to No. 50, and the names of the persons who

from No. 51 to No. 60, and the names of the persons who

from No. 61 to No. 70, and the names of the persons who

from No. 71 to No. 80, and the names of the persons who

from No. 81 to No. 90, and the names of the persons who

from No. 91 to No. 100, and the names of the persons who

from No. 101 to No. 110, and the names of the persons who

from No. 111 to No. 120, and the names of the persons who

from No. 121 to No. 130, and the names of the persons who

from No. 131 to No. 140, and the names of the persons who

from No. 141 to No. 150, and the names of the persons who

TABLE XXV

SUMMATION OF COMPARISONS MADE IN THIS STUDY SHOWING THE MEAN DIFFERENCE AND THE STATISTICAL SIGNIFICANCE BY THE CHANCES IN TEN THOUSAND THAT THE TRUE DIFFERENCE IS GREATER THAN ZERO

Groups compared			Mean diff.	In fa- vor of:	Chances in 10,000 that the true diff. is greater than zero
1.	Urban and rural	. . . . .	.73	Urban	6,179
2.	Urban and rural when equated according to age		.15	Urban	5,199
3.	Urban and rural five and one-half to six years of age	. . . . .	4.26	Urban	8,461
4.	Urban and rural six to six and one-half years of age	. . . . .	1.95	Rural	7,123
5.	Urban and rural six and one-half to seven years of age	. . . . .	1.13	Rural	6,064
6.	Urban and rural over seven years of age	. . . . .	9.20	Rural	9,625
7.	Urban and rural mean age (in months)		.59	Urban	9,821

Continued

TABLE XXV (continued)

SUMMATION OF COMPARISONS MADE IN THIS STUDY SHOWING THE MEAN DIFFERENCE AND THE STATISTICAL SIGNIFICANCE BY THE CHANCES IN TEN THOUSAND THAT THE TRUE DIFFERENCE IS GREATER THAN ZERO

Groups compared	Mean diff.	In fa- vor of:	Chances in 10,000 that the true diff. is greater than zero
8. Parents with grade and high school education	13.90	H. S.	10,000
9. Parents with high school and college education	17.90	College	10,000
10. Urban and rural whose parents have a grade school education	3.10	Rural	8,365
11. Urban and rural whose parents have a high school education	2.73	Rural	8,078
12. Urban and rural whose parents have a college education	22.37	Urban	9,633
13. Parents in professional and skilled occupations	24.56	Prof.	10,000

Continued

TABLE XXV (continued)

SUMMATION OF COMPARISONS MADE IN THIS STUDY SHOWING THE MEAN DIFFERENCE AND THE STATISTICAL SIGNIFICANCE BY THE CHANCES IN TEN THOUSAND THAT THE TRUE DIFFERENCE IS GREATER THAN ZERO

Groups compared		Mean diff.	In fa- vor of:	Chances in 10,000 that the true diff. is greater than zero
14.	Parents in skilled and unskilled occupations	17.27	Skilled	10,000
15.	Urban and rural whose parents are in professional occupations		(No rural children were in this group)	
16.	Urban and rural whose parents are in skilled occupations . . . . .	.38	Urban	5,557
17.	Urban and rural whose parents are in unskilled occupations	3.56	Urban	8,238
18.	Parents high and low economic bracket	15.01	High	9,999
19.	Urban and rural whose parents are in high economic bracket36	Rural	5,359

Continued

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THE FOLLOWING IS A SUMMARY OF THE RESULTS OF THE SURVEY OF THE
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Item	Quantity	Value	Remarks
1. 1000	1000	1000	1000
2. 1000	1000	1000	1000
3. 1000	1000	1000	1000
4. 1000	1000	1000	1000
5. 1000	1000	1000	1000
6. 1000	1000	1000	1000
7. 1000	1000	1000	1000
8. 1000	1000	1000	1000
9. 1000	1000	1000	1000
10. 1000	1000	1000	1000
11. 1000	1000	1000	1000
12. 1000	1000	1000	1000
13. 1000	1000	1000	1000
14. 1000	1000	1000	1000
15. 1000	1000	1000	1000
16. 1000	1000	1000	1000
17. 1000	1000	1000	1000
18. 1000	1000	1000	1000
19. 1000	1000	1000	1000
20. 1000	1000	1000	1000
21. 1000	1000	1000	1000
22. 1000	1000	1000	1000
23. 1000	1000	1000	1000
24. 1000	1000	1000	1000
25. 1000	1000	1000	1000
26. 1000	1000	1000	1000
27. 1000	1000	1000	1000
28. 1000	1000	1000	1000
29. 1000	1000	1000	1000
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31. 1000	1000	1000	1000
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36. 1000	1000	1000	1000
37. 1000	1000	1000	1000
38. 1000	1000	1000	1000
39. 1000	1000	1000	1000
40. 1000	1000	1000	1000
41. 1000	1000	1000	1000
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82. 1000	1000	1000	1000
83. 1000	1000	1000	1000
84. 1000	1000	1000	1000
85. 1000	1000	1000	1000
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90. 1000	1000	1000	1000
91. 1000	1000	1000	1000
92. 1000	1000	1000	1000
93. 1000	1000	1000	1000
94. 1000	1000	1000	1000
95. 1000	1000	1000	1000
96. 1000	1000	1000	1000
97. 1000	1000	1000	1000
98. 1000	1000	1000	1000
99. 1000	1000	1000	1000
100. 1000	1000	1000	1000

TABLE XXV (continued)

SUMMATION OF COMPARISONS MADE IN THIS STUDY SHOWING THE MEAN DIFFERENCE AND THE STATISTICAL SIGNIFICANCE BY THE CHANCES IN TEN THOUSAND THAT THE TRUE DIFFERENCE IS GREATER THAN ZERO

Groups compared		Mean diff.	In fa- vor of:	Chances in 10,000 that the true diff. is greater than zero
20.	Urban and rural whose parents are in the low economic bracket . . . . .	.06	Rural	5,080
21.	Pupils who have and have not had preschool association with other children	1.60	Have	7,324
22.	Pupils who have and have not had literary influences in the home	13.00	Have	10,000
23.	Pupils who have and have not traveled before entering school	12.72	Have	10,000
24.	Urban and rural who have had preschool association with other children	4.60	Rural	8,508
25.	Urban and rural who have not had preschool association with other children	3.50	Rural	8,643

Continued

TABLE XXV (continued)

SUMMATION OF COMPARISONS MADE IN THIS STUDY SHOWING THE MEAN DIFFERENCE AND THE STATISTICAL SIGNIFICANCE BY THE CHANCES IN TEN THOUSAND THAT THE TRUE DIFFERENCE IS GREATER THAN ZERO

Groups compared		Mean diff.	In fa- vor of:	Chances in 10,000 that the true diff. is greater than zero
26.	Urban and rural who came from homes having a literary influence	6.02	Urban	9,306
27.	Urban and rural who came from homes not having a literary influence . . . . .	.49	Urban	5,675
28.	Urban and rural who have traveled before entering school	3.22	Urban	8,106
29.	Urban and rural who have not traveled before entering school . . . . .	.42	Urban	5,517

this study.

2. The child's preschool experiences through association with other children, literary influences in the home, and travel are factors bearing in direct proportion on the scores made by children studied in this experiment. Association with other children made the least significant difference.

3. When the children were equated according to the above factors and the urban compared with the rural a significant difference was not found.

4. The final conclusion is that the above factors have a bearing in direct proportion to the child's readiness for first grade instruction, but the fact that he has been reared in the city of Clovis, New Mexico or in the rural districts of Curry County, New Mexico has little bearing upon the degree of readiness.

Although every precaution was taken to secure accurate information, the conclusions set forth are subject to error due to the inherent fallacies of the questionnaire. It is believed that a good administration of the tests was obtained.

This study.

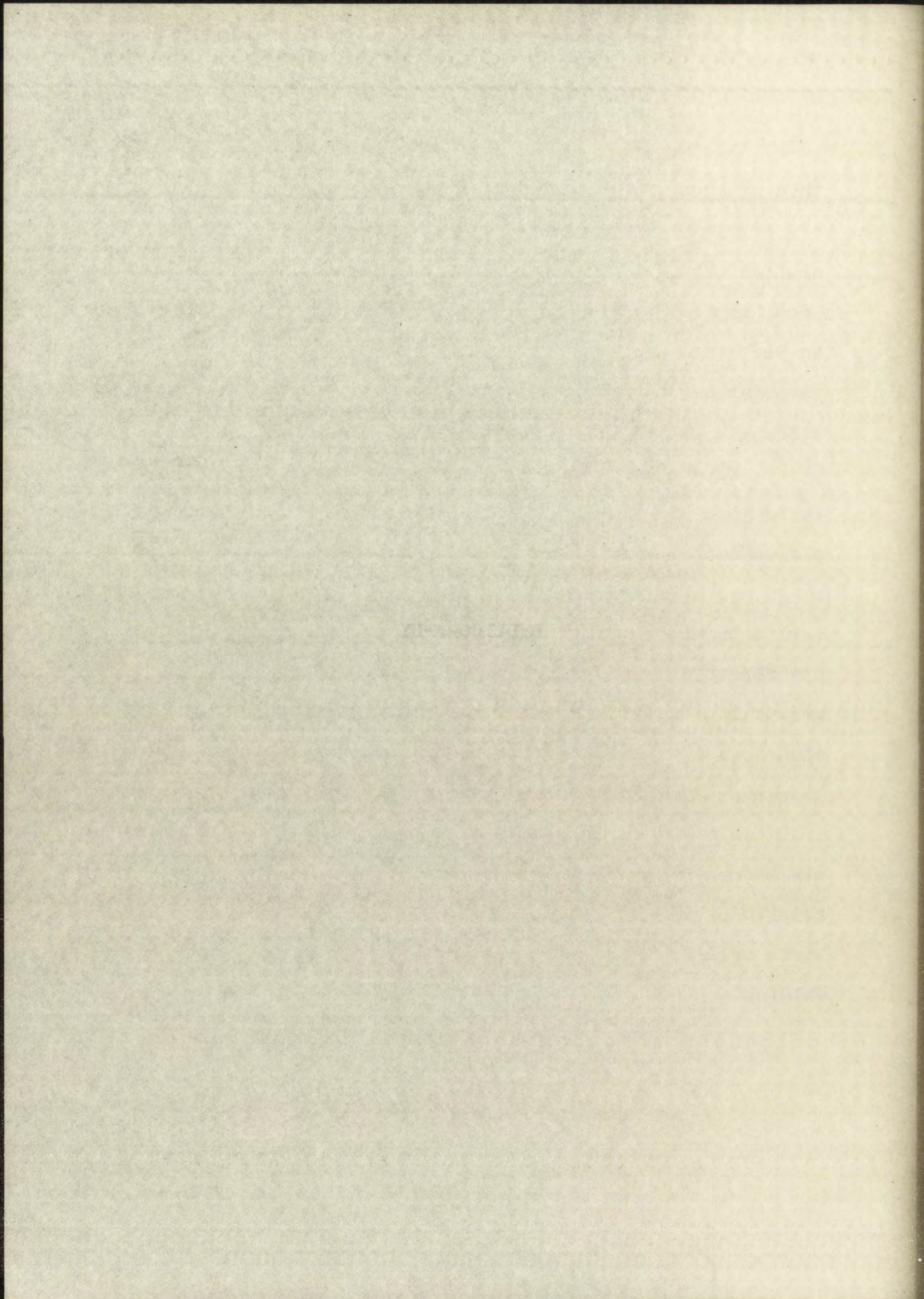
2. The child's preschool experience was made-
relation with other children, literary influences in the
home, and travel are factors bearing in direct proportion
on the scores made by children studied in this experiment.
Association with other children made the same difference
difference.

3. When the children were separated according to the
above factors and the urban compared with the rural a new
difference difference was not found.

4. The first conclusion is that the above factors
have a bearing in direct proportion to the child's reading
for first grade instruction, but the fact that he has been
reared in the city of Cleveland, New Mexico or in the rural
districts of Gray County, New Mexico has little bearing
upon the degree of readiness.

Although every precaution was taken to secure exact-
ness in the collection, the conclusions set forth are subject to
error due to the inherent fallacies of the questionnaire.
It is believed that a good administration of the tests was
obtained.

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APPENDIX

APPENDIX

TABLE XXVI

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
1	115	6-3	Urban	Skilled	High	H. S.	Occas.	Yes	Yes
2	112	6-10	Urban	Prof.	High	College	Daily	Yes	No
3	111	5-11	Urban	Skilled	High	College	Daily	Yes	Yes
4	111	6-2	Urban	Prof.	High	College	Occas.	Yes	Yes
5	111	6-1	Urban	Skilled	High	H. S.	Occas.	Yes	Yes
6	110	6-8	Urban	Skilled	High	H. S.	Occas.	Yes	No
7	110	6-10	Rural	Skilled	High	H. S.	Occas.	Yes	No
8	109	7-7	Rural	Skilled	High	College	Occas.	Yes	Yes
9	108	6-6	Urban	Prof.	High	College	Daily	Yes	No
10	108	7-5	Urban	Prof.	High	College	Occas.	Yes	Yes
11	108	6-6	Urban	Skilled	High	H. S.	Occas.	Yes	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
12	108	6-5	Rural	Skilled	High	H. S.	Daily	Yes	Yes
13	106	5-11	Urban	Skilled	High	H. S.	Occas.	Yes	Yes
14	104	6-3	Urban	Prof.	High	College	Daily	Yes	Yes
15	103	7-1	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
16	102	6-10	Urban	Prof.	High	College	Daily	Yes	No
17	102	6-11	Urban	Skilled	High	H. S.	Occas.	Yes	No
18	102	6-6	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
19	101	6-2	Urban	Prof.	High	College	Occas.	No	No
20	101	6-3	Urban	Skilled	High	College	Daily	Yes	Yes
21	101	6-1	Urban	Prof.	High	College	Daily	Yes	Yes
22	100	6-6	Rural	Skilled	High	H. S.	Daily	Yes	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
23	99	5-8	Urban	Prof.	High	College	Daily	Yes	Yes
24	98	6-2	Urban	Prof.	High	College	Daily	Yes	Yes
25	98	6-4	Urban	Skilled	High	College	Daily	Yes	Yes
26	98	6-1	Urban	Skilled	High	Grade	Occas.	Yes	No
27	98	6-7	Urban	Skilled	High	H. S.	Occas.	Yes	No
28	97	6-4	Urban	Skilled	Low	H. S.	Daily	Yes	No
29	97	7-0	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
30	97	8-0	Urban	Skilled	Low	Grade	Occas.	No	No
31	97	7-1	Rural	Skilled	Low	H. S.	Daily	Yes	Yes
32	97	6-6	Rural	Skilled	High	H. S.	Daily	Yes	Yes
33	97	6-3	Urban	Skilled	High	H. S.	Daily	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
34	96	6-6	Urban	Skilled	High	H. S.	Daily	Yes	Yes
35	96	6-11	Rural	Skilled	High	H. S.	Occas.	No	Yes
36	96	6-0	Rural	Skilled	High	H. S.	Daily	Yes	Yes
37	96	7-7	Urban	Skilled	High	Grade	Daily	No	Yes
38	95	6-5	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
39	94	6-3	Rural	Skilled	High	H. S.	Occas.	No	No
40	94	6-4	Rural	Skilled	High	Grade	Daily	Yes	No
41	93	6-3	Rural	Skilled	High	Grade	Occas.	Yes	Yes
42	93	7-2	Urban	Unskil.	Low	Grade	Daily	No	No
43	93	6-0	Rural	Skilled	High	H. S.	Daily	Yes	Yes
44	93	6-2	Urban	Skilled	High	H. S.	Daily	No	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
45	92	6-8	Urban	Unskil.	Low	H. S.	Daily	No	Yes
46	92	7-6	Rural	Skilled	High	H. S.	Occas.	No	No
47	92	6-6	Urban	Skilled	High	H. S.	Occas.	No	No
48	92	7-0	Urban	Skilled	Low	H. S.	Daily	No	Yes
49	91	6-3	Urban	Skilled	Low	H. S.	Occas.	No	No
50	90	7-2	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
51	90	6-5	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
52	90	5-9	Urban	Skilled	High	Grade	Occas.	Yes	Yes
53	89	7-3	Rural	Skilled	Low	Grade	Daily	Yes	No
54	89	6-3	Urban	Skilled	High	H. S.	Occas.	Yes	No
55	89	6-3	Rural	Skilled	High	H. S.	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
56	89	7-1	Rural	Skilled	High	H. S.	Daily	Yes	Yes
57	89	9-0	Urban	Unskil.	Low	Grade	Daily	No	No
58	88	9-11	Urban	Unskil.	Low	Grade	Daily	No	No
59	88	6-9	Urban	Skilled	High	Grade	Daily	Yes	Yes
60	88	7-6	Urban	Unskil.	Low	Grade	Occas.	No	No
61	86	7-10	Urban	Unskil.	Low	Grade	Occas.	No	No
62	86	6-4	Urban	Skilled	High	H. S.	Daily	Yes	No
63	86	6-3	Urban	Skilled	Low	H. S.	Occas.	No	Yes
64	86	6-2	Urban	Skilled	High	Grade	Occas.	Yes	No
65	86	5-7	Rural	Skilled	High	College	Occas.	Yes	Yes
66	86	6-0	Urban	Skilled	High	H. S.	Occas.	No	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
67	85	6-1	Rural	Skilled	High	H. S.	Daily	Yes	Yes
68	85	6-7	Urban	Skilled	High	H. S.	Occas.	No	No
69	84	6-10	Urban	Skilled	High	H. S.	Occas.	Yes	Yes
70	84	6-2	Urban	Skilled	High	H. S.	Occas.	No	No
71	84	6-11	Urban	Skilled	High	H. S.	Daily	No	Yes
72	84	6-6	Rural	Skilled	Low	Grade	Occas.	Yes	No
73	84	6-6	Urban	Unskill.	High	Grade	Daily	No	No
74	83	5-11	Rural	Skilled	High	H. S.	Daily	Yes	Yes
75	83	7-1	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
76	83	7-0	Urban	Skilled	Low	H. S.	Occas.	No	No
77	83	6-2	Urban	Skilled	High	H. S.	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
78	83	6-7	Rural	Skilled	High	H. S.	Daily	Yes	Yes
79	83	8-0	Rural	Unskil.	Low	Grade	Occas.	No	Yes
80	83	6-11	Rural	Skilled	High	Grade	Occas.	No	No
81	83	6-5	Urban	Skilled	High	College	Daily	Yes	No
82	83	7-10	Urban	Skilled	High	H. S.	Occas.	No	Yes
83	83	5-10	Urban	Skilled	High	H. S.	Daily	No	Yes
84	83	6-4	Rural	Unskil.	Low	H. S.	Occas.	No	No
85	82	9-7	Urban	Unskil.	Low	Grade	Daily	Yes	Yes
86	82	7-5	Urban	Unskil.	Low	Grade	Occas.	No	No
87	82	5-11	Urban	Skilled	Low	H. S.	Daily	Yes	No
88	81	6-6	Urban	Skilled	High	H. S.	Daily	No	Yes

Continued

continued

NO.	DATE	TIME	PLACE	REMARKS	NO.	DATE	TIME	PLACE	REMARKS
100	11-11	11:00	11-11	11-11	100	11-11	11:00	11-11	11-11
101	11-11	11:00	11-11	11-11	101	11-11	11:00	11-11	11-11
102	11-11	11:00	11-11	11-11	102	11-11	11:00	11-11	11-11
103	11-11	11:00	11-11	11-11	103	11-11	11:00	11-11	11-11
104	11-11	11:00	11-11	11-11	104	11-11	11:00	11-11	11-11
105	11-11	11:00	11-11	11-11	105	11-11	11:00	11-11	11-11
106	11-11	11:00	11-11	11-11	106	11-11	11:00	11-11	11-11
107	11-11	11:00	11-11	11-11	107	11-11	11:00	11-11	11-11
108	11-11	11:00	11-11	11-11	108	11-11	11:00	11-11	11-11
109	11-11	11:00	11-11	11-11	109	11-11	11:00	11-11	11-11
110	11-11	11:00	11-11	11-11	110	11-11	11:00	11-11	11-11
111	11-11	11:00	11-11	11-11	111	11-11	11:00	11-11	11-11
112	11-11	11:00	11-11	11-11	112	11-11	11:00	11-11	11-11
113	11-11	11:00	11-11	11-11	113	11-11	11:00	11-11	11-11
114	11-11	11:00	11-11	11-11	114	11-11	11:00	11-11	11-11
115	11-11	11:00	11-11	11-11	115	11-11	11:00	11-11	11-11
116	11-11	11:00	11-11	11-11	116	11-11	11:00	11-11	11-11
117	11-11	11:00	11-11	11-11	117	11-11	11:00	11-11	11-11
118	11-11	11:00	11-11	11-11	118	11-11	11:00	11-11	11-11
119	11-11	11:00	11-11	11-11	119	11-11	11:00	11-11	11-11
120	11-11	11:00	11-11	11-11	120	11-11	11:00	11-11	11-11

NO.	DATE	TIME	PLACE	REMARKS	NO.	DATE	TIME	PLACE	REMARKS
121	11-11	11:00	11-11	11-11	121	11-11	11:00	11-11	11-11
122	11-11	11:00	11-11	11-11	122	11-11	11:00	11-11	11-11
123	11-11	11:00	11-11	11-11	123	11-11	11:00	11-11	11-11
124	11-11	11:00	11-11	11-11	124	11-11	11:00	11-11	11-11
125	11-11	11:00	11-11	11-11	125	11-11	11:00	11-11	11-11
126	11-11	11:00	11-11	11-11	126	11-11	11:00	11-11	11-11
127	11-11	11:00	11-11	11-11	127	11-11	11:00	11-11	11-11
128	11-11	11:00	11-11	11-11	128	11-11	11:00	11-11	11-11
129	11-11	11:00	11-11	11-11	129	11-11	11:00	11-11	11-11
130	11-11	11:00	11-11	11-11	130	11-11	11:00	11-11	11-11

THESE ARE THE RESULTS OF THE SURVEY MADE BY THE U.S. GEOLOGICAL SURVEY IN 1900. THE RESULTS ARE GIVEN IN THE FOLLOWING TABLE. THE RESULTS ARE GIVEN IN THE FOLLOWING TABLE. THE RESULTS ARE GIVEN IN THE FOLLOWING TABLE.

(continued) 1900

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
89	80	6-0	Rural	Skilled	High	Grade	Occas.	No	Yes
90	80	6-3	Urban	Skilled	High	Grade	Daily	Yes	Yes
91	79	6-6	Urban	Skilled	High	H. S.	Occas.	Yes	No
92	79	7-2	Urban	Unskil.	Low	Grade	Daily	Yes	No
93	79	5-7	Rural	Skilled	High	H. S.	Daily	Yes	Yes
94	79	5-10	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
95	79	6-1	Urban	Skilled	High	Grade	Occas.	Yes	No
96	79	6-6	Urban	Skilled	High	H. S.	Occas.	Yes	No
97	78	6-3	Urban	Skilled	High	H. S.	Daily	Yes	No
98	78	6-0	Rural	Skilled	High	Grade	Occas.	No	Yes
99	78	6-9	Rural	Skilled	High	H. S.	Occas.	Yes	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
100	78	6-11	Urban	Skilled	High	H. S.	Daily	No	No
101	78	6-6	Rural	Skilled	Low	H. S.	Occas.	Yes	Yes
102	78	6-1	Urban	Skilled	High	H. S.	Occas.	No	No
103	77	6-6	Urban	Skilled	High	H. S.	Occas.	No	No
104	76	5-10	Urban	Skilled	High	H. S.	Daily	Yes	No
105	76	6-5	Urban	Unskil.	Low	Grade	Daily	No	No
106	75	6-0	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
107	75	6-4	Urban	Skilled	High	College	Daily	Yes	No
108	75	5-7	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
109	75	6-0	Urban	Skilled	High	H. S.	Daily	Yes	No
110	75	6-8	Urban	Skilled	High	Grade	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
111	74	6-5	Rural	Skilled	Low	H. S.	Occas.	No	No
112	74	5-9	Urban	Skilled	High	H. S.	Daily	No	No
113	74	5-11	Urban	Unskil.	Low	Grade	Occas.	No	No
114	73	5-11	Urban	Prof.	High	College	Occas.	No	Yes
115	72	6-1	Rural	Skilled	High	Grade	Occas.	Yes	Yes
116	71	6-3	Urban	Skilled	High	H. S.	Daily	Yes	No
117	71	6-9	Urban	Skilled	High	Grade	Daily	No	No
118	71	6-9	Urban	Unskil.	Low	Grade	Occas.	No	No
119	71	5-8	Rural	Skilled	Low	H. S.	Occas.	Yes	No
120	71	6-8	Urban	Skilled	Low	H. S.	Occas.	No	No
121	71	6-3	Rural	Skilled	High	H. S.	Occas.	Yes	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
122	70	5-11	Urban	Skilled	High	H. S.	Occas.	Yes	No
123	70	6-9	Urban	Unskil.	Low	Grade	Daily	No	No
124	69	7-6	Rural	Unskil.	Low	Grade	Occas.	No	No
125	69	5-7	Rural	Unskil.	Low	Grade	Occas.	No	No
126	69	6-10	Rural	Unskil.	Low	H. S.	Occas.	Yes	No
127	69	6-0	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
128	69	6-6	Urban	Unskil.	High	H. S.	Daily	No	No
129	69	5-10	Rural	Skilled	High	H. S.	Daily	Yes	Yes
130	69	6-7	Urban	Skilled	Low	H. S.	Daily	No	Yes
131	69	5-9	Urban	Skilled	High	H. S.	Daily	No	No
132	68	6-11	Rural	Skilled	Low	Grade	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
133	68	6-4	Rural	Skilled	High	H. S.	Occas.	No	No
134	68	6-3	Urban	Skilled	High	H. S.	Occas.	No	No
135	67	5-9	Urban	Unskil.	High	Grade	Daily	Yes	Yes
136	67	5-9	Urban	Skilled	High	Grade	Daily	No	Yes
137	67	5-10	Rural	Skilled	High	College	Daily	Yes	Yes
138	67	5-11	Urban	Unskil.	Low	Grade	Occas.	No	No
139	67	6-4	Rural	Skilled	Low	Grade	Occas.	No	No
140	67	5-7	Rural	Skilled	High	Grade	Occas.	Yes	No
141	67	5-8	Urban	Unskil.	Low	Grade	Occas.	No	No
142	67	6-3	Urban	Skilled	High	H. S.	Occas.	No	No
143	66	6-9	Urban	Skilled	High	H. S.	Daily	Yes	Yes

Continued

Continued

1941	1940	1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923	1922	1921	1920	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	1890	1889	1888	1887	1886	1885	1884	1883	1882	1881	1880	1879	1878	1877	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859	1858	1857	1856	1855	1854	1853	1852	1851	1850	1849	1848	1847	1846	1845	1844	1843	1842	1841	1840	1839	1838	1837	1836	1835	1834	1833	1832	1831	1830	1829	1828	1827	1826	1825	1824	1823	1822	1821	1820	1819	1818	1817	1816	1815	1814	1813	1812	1811	1810	1809	1808	1807	1806	1805	1804	1803	1802	1801	1800	1799	1798	1797	1796	1795	1794	1793	1792	1791	1790	1789	1788	1787	1786	1785	1784	1783	1782	1781	1780	1779	1778	1777	1776	1775	1774	1773	1772	1771	1770	1769	1768	1767	1766	1765	1764	1763	1762	1761	1760	1759	1758	1757	1756	1755	1754	1753	1752	1751	1750	1749	1748	1747	1746	1745	1744	1743	1742	1741	1740	1739	1738	1737	1736	1735	1734	1733	1732	1731	1730	1729	1728	1727	1726	1725	1724	1723	1722	1721	1720	1719	1718	1717	1716	1715	1714	1713	1712	1711	1710	1709	1708	1707	1706	1705	1704	1703	1702	1701	1700	1699	1698	1697	1696	1695	1694	1693	1692	1691	1690	1689	1688	1687	1686	1685	1684	1683	1682	1681	1680	1679	1678	1677	1676	1675	1674	1673	1672	1671	1670	1669	1668	1667	1666	1665	1664	1663	1662	1661	1660	1659	1658	1657	1656	1655	1654	1653	1652	1651	1650	1649	1648	1647	1646	1645	1644	1643	1642	1641	1640	1639	1638	1637	1636	1635	1634	1633	1632	1631	1630	1629	1628	1627	1626	1625	1624	1623	1622	1621	1620	1619	1618	1617	1616	1615	1614	1613	1612	1611	1610	1609	1608	1607	1606	1605	1604	1603	1602	1601	1600	1599	1598	1597	1596	1595	1594	1593	1592	1591	1590	1589	1588	1587	1586	1585	1584	1583	1582	1581	1580	1579	1578	1577	1576	1575	1574	1573	1572	1571	1570	1569	1568	1567	1566	1565	1564	1563	1562	1561	1560	1559	1558	1557	1556	1555	1554	1553	1552	1551	1550	1549	1548	1547	1546	1545	1544	1543	1542	1541	1540	1539	1538	1537	1536	1535	1534	1533	1532	1531	1530	1529	1528	1527	1526	1525	1524	1523	1522	1521	1520	1519	1518	1517	1516	1515	1514	1513	1512	1511	1510	1509	1508	1507	1506	1505	1504	1503	1502	1501	1500	1499	1498	1497	1496	1495	1494	1493	1492	1491	1490	1489	1488	1487	1486	1485	1484	1483	1482	1481	1480	1479	1478	1477	1476	1475	1474	1473	1472	1471	1470	1469	1468	1467	1466	1465	1464	1463	1462	1461	1460	1459	1458	1457	1456	1455	1454	1453	1452	1451	1450	1449	1448	1447	1446	1445	1444	1443	1442	1441	1440	1439	1438	1437	1436	1435	1434	1433	1432	1431	1430	1429	1428	1427	1426	1425	1424	1423	1422	1421	1420	1419	1418	1417	1416	1415	1414	1413	1412	1411	1410	1409	1408	1407	1406	1405	1404	1403	1402	1401	1400	1399	1398	1397	1396	1395	1394	1393	1392	1391	1390	1389	1388	1387	1386	1385	1384	1383	1382	1381	1380	1379	1378	1377	1376	1375	1374	1373	1372	1371	1370	1369	1368	1367	1366	1365	1364	1363	1362	1361	1360	1359	1358	1357	1356	1355	1354	1353	1352	1351	1350	1349	1348	1347	1346	1345	1344	1343	1342	1341	1340	1339	1338	1337	1336	1335	1334	1333	1332	1331	1330	1329	1328	1327	1326	1325	1324	1323	1322	1321	1320	1319	1318	1317	1316	1315	1314	1313	1312	1311	1310	1309	1308	1307	1306	1305	1304	1303	1302	1301	1300	1299	1298	1297	1296	1295	1294	1293	1292	1291	1290	1289	1288	1287	1286	1285	1284	1283	1282	1281	1280	1279	1278	1277	1276	1275	1274	1273	1272	1271	1270	1269	1268	1267	1266	1265	1264	1263	1262	1261	1260	1259	1258	1257	1256	1255	1254	1253	1252	1251	1250	1249	1248	1247	1246	1245	1244	1243	1242	1241	1240	1239	1238	1237	1236	1235	1234	1233	1232	1231	1230	1229	1228	1227	1226	1225	1224	1223	1222	1221	1220	1219	1218	1217	1216	1215	1214	1213	1212	1211	1210	1209	1208	1207	1206	1205	1204	1203	1202	1201	1200	1199	1198	1197	1196	1195	1194	1193	1192	1191	1190	1189	1188	1187	1186	1185	1184	1183	1182	1181	1180	1179	1178	1177	1176	1175	1174	1173	1172	1171	1170	1169	1168	1167	1166	1165	1164	1163	1162	1161	1160	1159	1158	1157	1156	1155	1154	1153	1152	1151	1150	1149	1148	1147	1146	1145	1144	1143	1142	1141	1140	1139	1138	1137	1136	1135	1134	1133	1132	1131	1130	1129	1128	1127	1126	1125	1124	1123	1122	1121	1120	1119	1118	1117	1116	1115	1114	1113	1112	1111	1110	1109	1108	1107	1106	1105	1104	1103	1102	1101	1100	1099	1098	1097	1096	1095	1094	1093	1092	1091	1090	1089	1088	1087	1086	1085	1084	1083	1082	1081	1080	1079	1078	1077	1076	1075	1074	1073	1072	1071	1070	1069	1068	1067	1066	1065	1064	1063	1062	1061	1060	1059	1058	1057	1056	1055	1054	1053	1052	1051	1050	1049	1048	1047	1046	1045	1044	1043	1042	1041	1040	1039	1038	1037	1036	1035	1034	1033	1032	1031	1030	1029	1028	1027	1026	1025	1024	1023	1022	1021	1020	1019	1018	1017	1016	1015	1014	1013	1012	1011	1010	1009	1008	1007	1006	1005	1004	1003	1002	1001	1000	999	998	997	996	995	994	993	992	991	990	989	988	987	986	985	984	983	982	981	980	979	978	977	976	975	974	973	972	971	970	969	968	967	966	965	964	963	962	961	960	959	958	957	956	955	954	953	952	951	950	949	948	947	946	945	944	943	942	941	940	939	938	937	936	935	934	933	932	931	930	929	928	92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TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
144	66	5-10	Urban	Skilled	High	H. S.	Daily	Yes	Yes
145	66	6-4	Rural	Unskil.	Low	Grade	Occas.	Yes	No
146	66	7-11	Rural	Skilled	High	Grade	Daily	Yes	Yes
147	66	6-6	Urban	Unskil.	High	Grade	Daily	No	Yes
148	65	5-8	Rural	Unskil.	Low	Grade	Daily	No	No
149	65	6-4	Urban	Unskil.	Low	Grade	Occas.	Yes	Yes
150	65	6-0	Rural	Unskil.	Low	H. S.	Occas.	No	Yes
151	65	7-2	Urban	Unskil.	Low	Grade	Occas.	No	No
152	65	6-4	Urban	Skilled	High	H. S.	Occas.	No	Yes
153	65	6-3	Rural	Skilled	High	College	Occas.	Yes	Yes
154	65	6-3	Urban	Skilled	High	H. S.	Occas.	Yes	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
155	65	6-3	Urban	Skilled	High	H. S.	Occas.	No	No
156	64	6-8	Urban	Unskil.	Low	Grade	Occas.	Yes	No
157	63	6-1	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
158	63	6-3	Rural	Unskil.	Low	Grade	Daily	No	No
159	63	5-10	Urban	Unskil.	Low	Grade	Occas.	No	No
160	63	6-3	Urban	Unskil.	Low	Grade	Occas.	No	No
161	62	6-6	Rural	Unskil.	Low	Grade	Occas.	No	No
162	62	5-8	Rural	Skilled	High	H. S.	Occas.	No	Yes
163	62	6-11	Rural	Skilled	High	Grade	Occas.	No	No
164	62	6-0	Urban	Skilled	Low	H. S.	Occas.	No	No
165	62	6-0	Urban	Skilled	High	H. S.	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; ARE; LOCATION; PARENTS
OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL
EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN,
LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
166	61	6-0	Urban	Unskil.	Low	Grade	Daily	Yes	No
167	61	6-7	Rural	Skilled	High	Grade	Occas.	No	Yes
168	61	6-5	Rural	Skilled	Low	Grade	Occas.	No	No
169	61	6-0	Rural	Skilled	Low	Grade	Occas.	No	No
170	61	5-10	Urban	Skilled	High	H. S.	Daily	No	No
171	60	5-11	Rural	Skilled	High	H. S.	Daily	No	No
172	60	6-1	Rural	Skilled	High	Grade	Occas.	Yes	Yes
173	60	5-6	Rural	Skilled	High	Grade	Occas.	Yes	No
174	60	6-0	Rural	Skilled	High	College	Occas.	Yes	Yes
175	60	5-10	Rural	Skilled	Low	H. S.	Occas.	Yes	Yes
176	60	6-3	Urban	Skilled	High	H. S.	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS
OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL
EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN,
LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
177	59	6-3	Urban	Skilled	High	Grade	Daily	Yes	Yes
178	59	6-6	Rural	Unskil.	Low	Grade	Daily	No	Yes
179	59	6-2	Urban	Skilled	High	H. S.	Occas.	No	No
180	59	5-11	Rural	Skilled	Low	H. S.	Occas.	Yes	Yes
181	59	6-2	Rural	Skilled	High	Grade	Daily	Yes	No
182	59	6-1	Urban	Skilled	Low	Grade	Daily	No	No
183	59	6-1	Urban	Skilled	High	H. S.	Daily	No	Yes
184	58	6-6	Rural	Unskil.	Low	H. S.	Daily	Yes	Yes
185	58	6-6	Urban	Unskil.	Low	Grade	Daily	No	No
186	57	6-0	Urban	Skilled	High	Grade	Daily	Yes	Yes
187	57	5-7	Rural	Skilled	High	Grade	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
188	57	5-10	Rural	Skilled	High	H. S.	Occas.	Yes	No
189	57	5-8	Rural	Skilled	High	H. S.	Occas.	Yes	Yes
190	57	5-11	Urban	Unskil.	Low	Grade	Occas.	No	No
191	57	6-1	Urban	Unskil.	Low	Grade	Daily	No	No
192	57	5-8	Urban	Skilled	High	H. S.	Daily	No	No
193	56	7-6	Urban	Skilled	High	Grade	Daily	No	Yes
194	56	6-4	Urban	Unskil.	Low	H. S.	Occas.	No	No
195	55	6-1	Rural	Skilled	Low	Grade	Occas.	No	No
196	55	6-5	Rural	Skilled	High	Grade	Occas.	No	Yes
197	55	6-2	Urban	Skilled	High	H. S.	Daily	No	Yes
198	55	5-6	Rural	Unskil.	Low	Grade	Occas.	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents Occupation	Parents economic level	Parents education	Associa- tion with other children	Literary influ- ence in the home	Travel
199	55	6-1	Urban	Skilled	Low	Grade	Occas.	No	No
200	55	6-1	Urban	Unskil.	High	H. S.	Daily	Yes	Yes
201	55	7-9	Urban	Skilled	Low	Grade	Daily	No	No
202	54	5-11	Rural	Skilled	Low	Grade	Occas.	No	No
203	54	6-3	Rural	Skilled	Low	Grade	Occas.	No	No
204	54	6-6	Urban	Skilled	Low	Grade	Occas.	No	Yes
205	54	6-1	Urban	Unskil.	Low	Grade	Daily	No	Yes
206	53	6-8	Urban	Skilled	Low	Grade	Occas.	No	No
207	53	6-8	Urban	Skilled	High	H. S.	Daily	No	No
208	52	5-11	Rural	Unskil.	Low	Grade	Occas.	No	No
209	52	5-9	Urban	Unskil.	Low	Grade	Daily	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
210	52	6-8	Rural	Unskil.	Low	Grade	Occas.	No	No
211	52	5-9	Urban	Unskil.	Low	Grade	Daily	No	No
212	51	5-11	Rural	Skilled	High	H. S.	Occas.	No	No
213	51	6-0	Rural	Unskil.	Low	H. S.	Occas.	Yes	No
214	51	6-2	Urban	Skilled	High	H. S.	Daily	No	Yes
215	50	6-6	Rural	Unskil.	Low	Grade	Occas.	No	No
216	50	5-10	Rural	Skilled	High	Grade	Occas.	No	No
217	50	6-2	Urban	Unskil.	Low	Grade	Occas.	No	No
218	50	5-8	Urban	Unskil.	Low	Grade	Daily	No	No
219	49	6-4	Urban	Skilled	Low	Grade	Daily	Yes	No
220	48	7-10	Urban	Unskil.	Low	Grade	Daily	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
221	47	5-7	Urban	Skilled	High	H. S.	Occas.	No	No
222	47	7-0	Urban	Unskil.	Low	Grade	Daily	No	Yes
223	47	5-9	Urban	Unskil.	Low	Grade	Occas.	No	No
224	46	6-4	Urban	Skilled	High	Grade	Occas.	Yes	Yes
225	46	6-10	Urban	Unskil.	Low	Grade	Daily	No	No
226	45	5-9	Urban	Unskil.	Low	Grade	Daily	No	No
227	44	5-10	Urban	Unskil.	Low	Grade	Daily	No	No
228	42	6-3	Urban	Skilled	Low	Grade	Daily	No	No
229	41	6-5	Urban	Unskil.	Low	Grade	Occas.	Yes	No
230	40	6-1	Urban	Unskil.	Low	Grade	Occas.	No	No
231	39	5-7	Rural	Skilled	High	Grade	Occas.	No	Yes

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS' OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN, LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
232	39	5-6	Rural	Skilled	Low	H. S.	Daily	No	No
233	39	6-1	Urban	Unskil.	Low	Grade	Occas.	No	No
234	37	6-0	Urban	Unskil.	High	Grade	Daily	No	No
235	35	5-11	Urban	Unskil.	Low	Grade	Daily	No	No
236	34	6-9	Rural	Unskil.	Low	Grade	Daily	No	No
237	34	6-11	Urban	Unskil.	Low	Grade	Occas.	No	No
238	34	6-0	Urban	Skilled	High	H. S.	Occas.	No	No
239	32	6-10	Urban	Skilled	High	Grade	Occas.	No	No
240	31	6-4	Urban	Skilled	High	H. S.	Occas.	No	No
241	30	6-5	Urban	Unskil.	Low	Grade	Occas.	No	No
242	28	6-10	Urban	Unskil.	Low	Grade	Daily	No	No

Continued

TABLE XXVI (continued)

DISTRIBUTION OF ALL PUPILS ON THE BASIS OF SCORE; AGE; LOCATION; PARENTS
OCCUPATION, ECONOMIC LEVEL, AND EDUCATION; AND CHILD'S PRESCHOOL
EXPERIENCES THROUGH ASSOCIATION WITH OTHER CHILDREN,
LITERARY INFLUENCES IN THE HOME, AND TRAVEL

Pupil	Score	Age ¹	Loca- tion	Parents occupa- tion	Parents economic level	Parents educa- tion	Associa- tion with other children	Literary influ- ence in the home	Travel
243	27	6-7	Urban	Unskil.	Low	Grade	Daily	No	No
244	25	6-9	Urban	Unskil.	Low	Grade	Occas.	No	No

¹ The ages are given in years and months.

THE OTHER SIDE OF THE COIN

No	88	89	90	91	92	93	94	95	96	97	98	99	100
100	101	102	103	104	105	106	107	108	109	110	111	112	113
114	115	116	117	118	119	120	121	122	123	124	125	126	127
128	129	130	131	132	133	134	135	136	137	138	139	140	141
142	143	144	145	146	147	148	149	150	151	152	153	154	155
156	157	158	159	160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179	180	181	182	183
184	185	186	187	188	189	190	191	192	193	194	195	196	197
198	199	200	201	202	203	204	205	206	207	208	209	210	211
212	213	214	215	216	217	218	219	220	221	222	223	224	225
226	227	228	229	230	231	232	233	234	235	236	237	238	239
240	241	242	243	244	245	246	247	248	249	250	251	252	253
254	255	256	257	258	259	260	261	262	263	264	265	266	267
268	269	270	271	272	273	274	275	276	277	278	279	280	281
282	283	284	285	286	287	288	289	290	291	292	293	294	295
296	297	298	299	300	301	302	303	304	305	306	307	308	309
310	311	312	313	314	315	316	317	318	319	320	321	322	323
324	325	326	327	328	329	330	331	332	333	334	335	336	337
338	339	340	341	342	343	344	345	346	347	348	349	350	351
352	353	354	355	356	357	358	359	360	361	362	363	364	365
366	367	368	369	370	371	372	373	374	375	376	377	378	379
380	381	382	383	384	385	386	387	388	389	390	391	392	393
394	395	396	397	398	399	400	401	402	403	404	405	406	407
408	409	410	411	412	413	414	415	416	417	418	419	420	421
422	423	424	425	426	427	428	429	430	431	432	433	434	435
436	437	438	439	440	441	442	443	444	445	446	447	448	449
450	451	452	453	454	455	456	457	458	459	460	461	462	463
464	465	466	467	468	469	470	471	472	473	474	475	476	477
478	479	480	481	482	483	484	485	486	487	488	489	490	491
492	493	494	495	496	497	498	499	500	501	502	503	504	505
506	507	508	509	510	511	512	513	514	515	516	517	518	519
520	521	522	523	524	525	526	527	528	529	530	531	532	533
534	535	536	537	538	539	540	541	542	543	544	545	546	547
548	549	550	551	552	553	554	555	556	557	558	559	560	561
562	563	564	565	566	567	568	569	570	571	572	573	574	575
576	577	578	579	580	581	582	583	584	585	586	587	588	589
590	591	592	593	594	595	596	597	598	599	600	601	602	603
604	605	606	607	608	609	610	611	612	613	614	615	616	617
618	619	620	621	622	623	624	625	626	627	628	629	630	631
632	633	634	635	636	637	638	639	640	641	642	643	644	645
646	647	648	649	650	651	652	653	654	655	656	657	658	659
660	661	662	663	664	665	666	667	668	669	670	671	672	673
674	675	676	677	678	679	680	681	682	683	684	685	686	687
688	689	690	691	692	693	694	695	696	697	698	699	700	701
702	703	704	705	706	707	708	709	710	711	712	713	714	715
716	717	718	719	720	721	722	723	724	725	726	727	728	729
730	731	732	733	734	735	736	737	738	739	740	741	742	743
744	745	746	747	748	749	750	751	752	753	754	755	756	757
758	759	760	761	762	763	764	765	766	767	768	769	770	771
772	773	774	775	776	777	778	779	780	781	782	783	784	785
786	787	788	789	790	791	792	793	794	795	796	797	798	799
800	801	802	803	804	805	806	807	808	809	810	811	812	813
814	815	816	817	818	819	820	821	822	823	824	825	826	827
828	829	830	831	832	833	834	835	836	837	838	839	840	841
842	843	844	845	846	847	848	849	850	851	852	853	854	855
856	857	858	859	860	861	862	863	864	865	866	867	868	869
870	871	872	873	874	875	876	877	878	879	880	881	882	883
884	885	886	887	888	889	890	891	892	893	894	895	896	897
898	899	900	901	902	903	904	905	906	907	908	909	910	911
912	913	914	915	916	917	918	919	920	921	922	923	924	925
926	927	928	929	930	931	932	933	934	935	936	937	938	939
940	941	942	943	944	945	946	947	948	949	950	951	952	953
954	955	956	957	958	959	960	961	962	963	964	965	966	967
968	969	970	971	972	973	974	975	976	977	978	979	980	981
982	983	984	985	986	987	988	989	990	991	992	993	994	995
996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009
1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023
1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037
1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051
1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065
1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079
1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093
1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107
1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121
1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135
1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149
1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163
1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177
1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191
1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205
1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219
1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233
1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247
1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261
1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275
1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289
1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303
1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317
1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331
1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345
1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359
1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373
1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387
1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401
1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415
1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429
1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443
1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457
1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471
1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485

TABLE XXVII

DISTRIBUTION OF MAGAZINES RECEIVED IN THE URBAN
HOMES REPRESENTED IN THIS STUDY

No. of homes receiv- ing mag- azines	Magazine	No. of homes receiv- ing mag- azines	Magazine
51	Liberty	13	Delineator
49	Saturday Evening Post	13	Woman's World
48	Colliers	12	American Home
36	American	11	Screenland
31	Good Housekeeping	10	Child Life
30	McCalls	9	Hunting and Fishing
29	Literary Digest	8	Child Activities
24	Womans Home Companion	8	Country Gentleman
21	Redbook	8	Field and Stream
21	Time	7	Household
18	American Legion Weekly	6	Good Stories
18	Pathfinder	5	Radio Journal
17	Cosmopolitan	3	Popular Mechanics
16	Readers Digest	2	Farm Journal
15	Hollands	2	Stockman and Farmer
15	True Story	2	Sacred Hearts Messenger
14	Western Story	1	Farm Life

TABLE XVII

DISTRIBUTION OF MAGAZINES RECEIVED IN THE URBAN
HOMES REPRESENTED IN THIS STUDY

No. of homes receiving mag- azines	No. of magazines received	No. of homes receiving mag- azines	No. of magazines received
14	Western Story	1	True Life
15	True Story	2	Scout's Magazine
15	National Geographic	5	Scout's Magazine and True Story
15	Reader's Digest	2	True Journal
17	Domestic Science	2	Popular Mechanics
19	Pictorial	5	Radio Journal
18	American Legion Weekly	5	Good Stories
21	Time	7	Household
21	Redbook	8	Field and Stream
25	Woman's Home Companion	8	Country Gentleman
25	Mystery Digest	8	Child Activities
30	McCall's	9	Hunting and Fishing
31	Good Housekeeping	10	Child Life
35	American	11	Scout's Magazine
45	Colliers	12	American Home
45	Saturday Evening Post	12	Woman's World
51	Liberty	13	Delinquent

TABLE XXVIII

DISTRIBUTION OF MAGAZINES RECEIVED IN THE RURAL
HOMES REPRESENTED IN THIS STUDY

No. of homes receiv- ing mag- azines	Magazine	No. of homes receiv- ing mag- azines	Magazine
40	Farm and Ranch	14	Literary Digest
38	Saturday Evening Post	14	Hollands
38	American	13	Redbook
37	Stockman and Farmer	12	Woman's World
33	Farm Life	11	Pictorial Review
31	Colliers	10	Comfort
31	Country Home	8	Child Life
29	Ladies Home Journal	8	Western Story
22	American Home	8	Screenland
21	Liberty	7	Delineator
19	Pathfinder	7	Good Stories
19	Good Housekeeping	6	Time
19	Household	5	Popular Mechanics
18	Woman's Home Companion	4	Child Activity
18	McCalls	4	Radio Journal
16	Farm Journal	4	Family Circle
15	American Legion Weekly	3	Monthly Letters
15	True Story	3	Field and Stream
14	Country Gentleman	3	Readers Digest

TABLE XXVII

DISTRIBUTION OF MAGAZINES RECEIVED IN THE FIRST
THREE MONTHS IN THE STUDY

No. of magazines received in the first three months	Magazines	No. of magazines received in the first three months	
40	Farm and Ranch	14	Country Gentleman
38	Saturday Evening Post	14	Ball's Journal
38	American	13	Family Circle
37	Stockman and Farmer	13	Woman's World
33	Farm Life	11	Editorial Review
31	Colliers	10	Comfort
31	Country Home	9	Child Life
29	Ladies Home Journal	8	Western Story
28	American Home	8	Overland
21	Liberty	7	Belmont
19	Pittsburgh	7	Good Stories
19	Good Housekeeping	6	Time
19	Household	6	Popular Mechanics
18	Woman and Home Companion	4	Child Activity
18	McCall's	4	Ball's Journal
18	Farm Journal	4	Family Circle
15	American Action Weekly	5	Monthly Review
15	True Story	3	World and I
14	Country Gentleman	3	Western Story

TABLE XXIX

DISTRIBUTION OF NEWSPAPERS, AND NEWSPAPERS CONTAINING SUNDAY COMIC
SECTIONS IN THE URBAN AND RURAL HOMES STUDIED

Home	Number of homes receiving daily newspapers	Number of homes receiving weekly newspapers	Number of homes receiving both daily and weekly newspapers	Number of homes receiving Sunday comic sections
Urban	94	82	71	102
Rural	46	53	34	61

TABLE XXX

DISTRIBUTION OF RADIOS, TELEPHONES AND BATHTUBS
IN THE URBAN AND RURAL HOMES STUDIED

Home	Number of homes having a radio	Number of homes having a telephone	Number of homes having a bathtub
Urban	93	71	115
Rural	61	49	32

TABLE XX

DISTRIBUTION OF RADIOS, TELEPHONES AND CATHODE
IN THE URBAN AND RURAL HOUSES STUDIED

Home	Number of homes having a radio	Number of homes having a telephone	Number of homes having a cathode
Urban	93	71	115
Rural	81	49	53

QUESTIONNAIRE

Child's name _____, School _____

Parent's name _____, Teacher _____

Address _____, Boy or girl _____

(Note: The teacher will please secure the following information as accurately as possible. The value of this study will depend largely on the authenticity of the information contained in this questionnaire.)

1. Information regarding the parents and the home

a. Education of parents (grade finished or degree taken)

Father _____, Mother _____

b. Occupation of parents

Father _____, Mother _____

(Note: Do not give occupation of mother unless she is gainfully employed)

c. Do parents own their home _____, rent _____, board _____

d. Does the home have a radio _____

e. Does the home have a telephone _____

f. Does the home have a bathtub _____

g. Have parents ever been on relief _____

h. Other children in the family

Please give ages, boys _____, girls _____

i. Is the child living with own father and mother _____

j. Do the parents own an automobile _____

2. Information regarding the child and the surroundings that have influenced his life

a. Where was the child born _____

Child's name _____
 Parent's name _____
 Address _____
 Boy or Girl _____

(Note: The teacher will please secure the following information as accurately as possible. The value of this study will depend largely on the authenticity of the information contained in this questionnaire.)

1. Information regarding the parents and the home
 a. Education of parents (grade finished or degree earned)

Father _____ Mother _____

b. Occupation of parents

Father _____ Mother _____

(Note: Do not give occupation of mother, unless she is actually employed)

c. Do parents own their home _____

d. Does the home have a radio _____

e. Does the home have a telephone _____

f. Does the home have a bathtub _____

g. Have parents ever been on relief _____

h. Other children in the family

Please give ages, boys _____ girls _____

i. Is the child living with own father and mother _____

j. Do the parents own an automobile _____

2. Information regarding the child and the environment
 that have influenced his life

a. Where was the child born _____

b. Has the child lived at the same place all his life_____

If not, indicate the various places of residence

c. What trips has the child taken outside the county during the past three years_____

d. To what extent has the child played or associated with children outside the family

daily_____, occasionally_____

e. List the magazines that are received regularly in the home_____

f. Indicate the number of newspapers received in the home daily_____, weekly_____

g. Is a Sunday comic section received in the home_____

3. General information (please give your candid opinion)

a. Are there books and magazines in the home of such nature that would lead you to believe that the child has had childrens stories read to him before entering school_____

b. Is there sufficient income to make it possible for some expenditures above the actual necessities of life_____

c. Is the general atmosphere and appearance of the home such as would contribute to the cultural development

b. Has the child lived at the same place all his life?

If not, indicate the various places of residence.

c. What trips has the child taken outside the county dur-

ing the past three years?

d. To what extent has the child played or associated with

children outside the family?

_____ daily, _____ occasionally.

e. List the magazines that are received regularly in the

home.

f. Indicate the number of newspapers received in the home.

_____ daily, _____ weekly.

g. In a Sunday comic section received in the home.

3. General information (please give your candid opinion).

a. Are there books and magazines in the home of such

nature that would lead you to believe that the child

has had children's stories read to him before entering

school?

b. Is there sufficient income to make it possible for

some expenditures above the actual necessities of

life?

c. Is the general atmosphere and appearance of the home

such as would contribute to the cultural development

of the child_____

- d. Is there evidence that money has been spent on things
that would tend to give the child a richer cultural
surrounding_____

METROPOLITAN READINESS TESTS

By GERTRUDE H. HILDRETH, Ph.D.

Associate in Research, and Psychologist
The Lincoln School of Teachers College, Columbia University

and NELLIE L. GRIFFITHS, M.A.

Professor of Education and Supervisor of Elementary School
North Texas State Teachers College, Denton, Texas

Edited by JACOB S. ORLEANS, Ph.D.

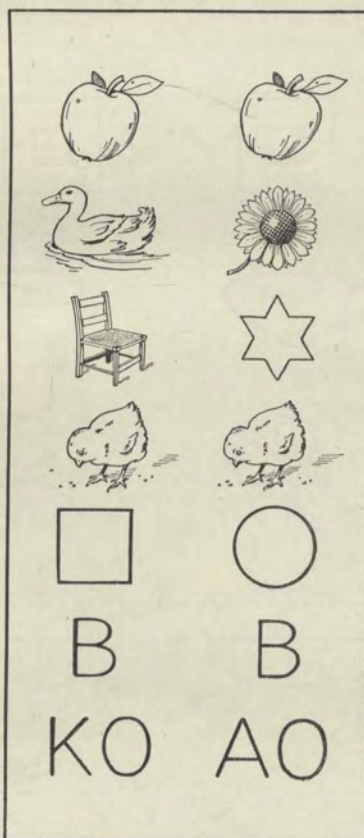
For Kindergarten and Grade 1

Name Date 19...

Grade Age ... yrs. ... mos. Teacher

School City State

TEST	SCORE
1. Similarities	
2. Copying	
3. Vocabulary	
4. Sentences	
5. Numbers	
6. Information	
Total	
P.R.	



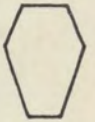
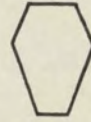
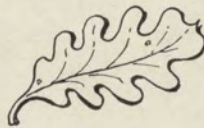
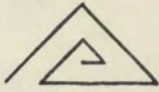
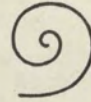
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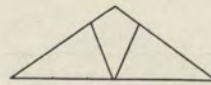
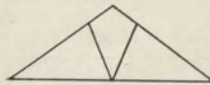
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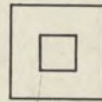
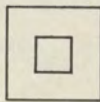
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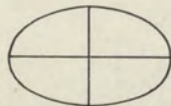
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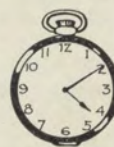
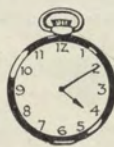
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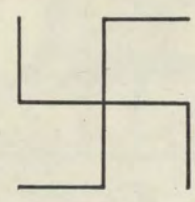
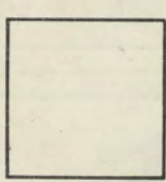
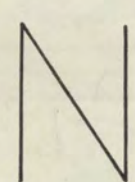
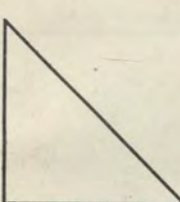
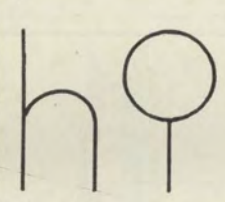
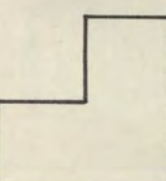
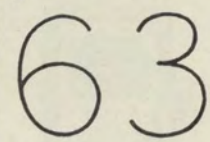
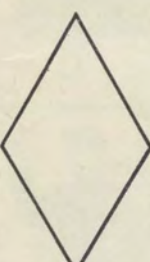
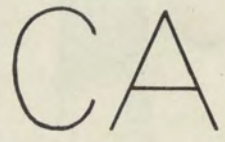
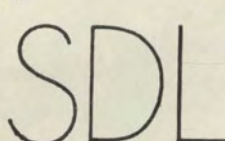
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TEST 2. COPYING

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	11 

TEST 3. VOCABULARY

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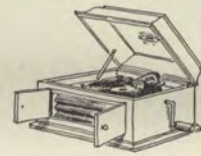
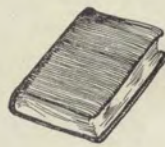
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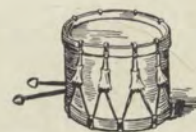
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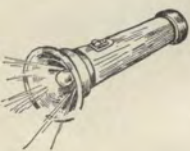
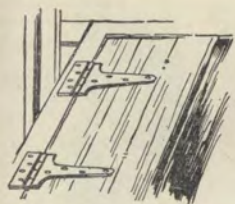


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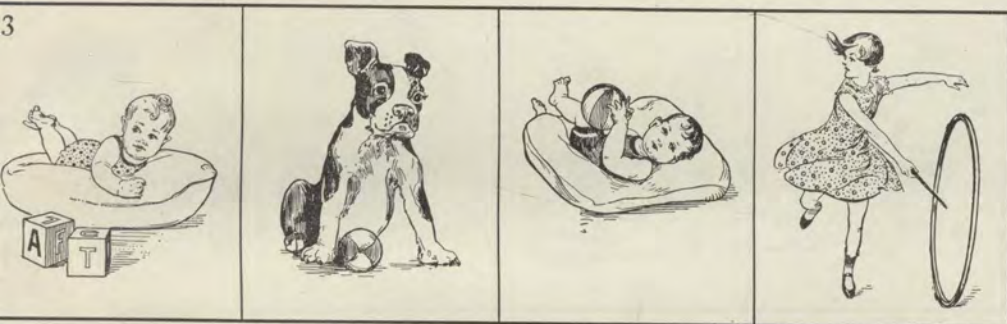
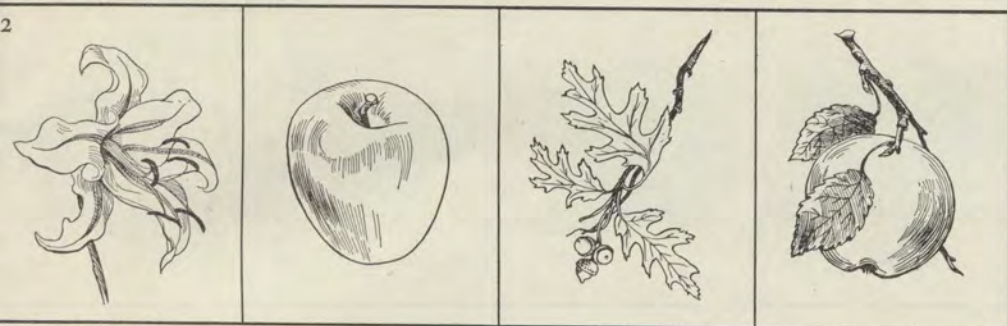
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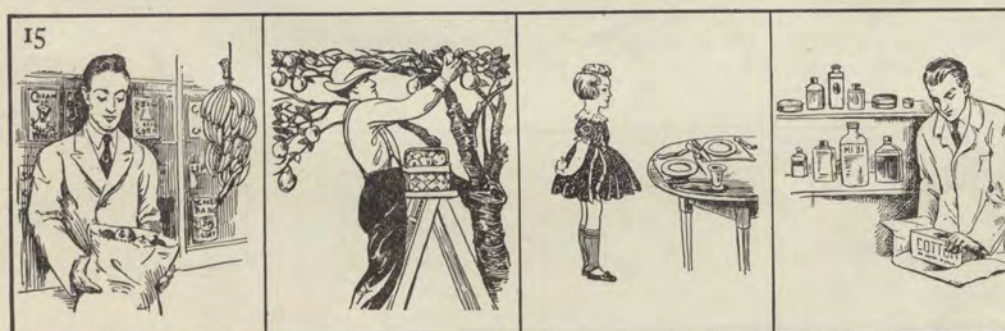
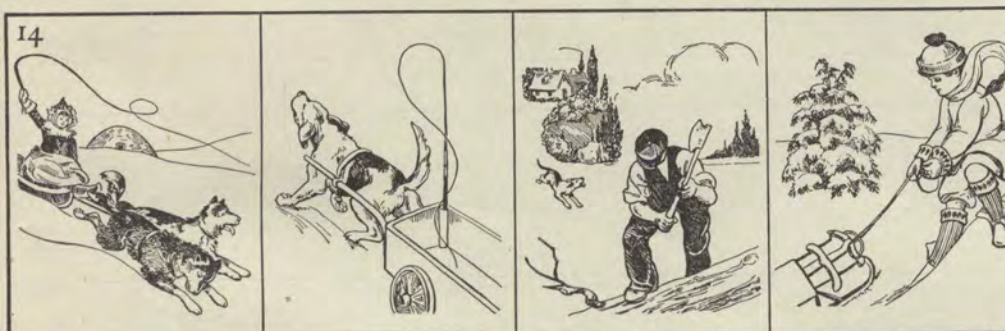
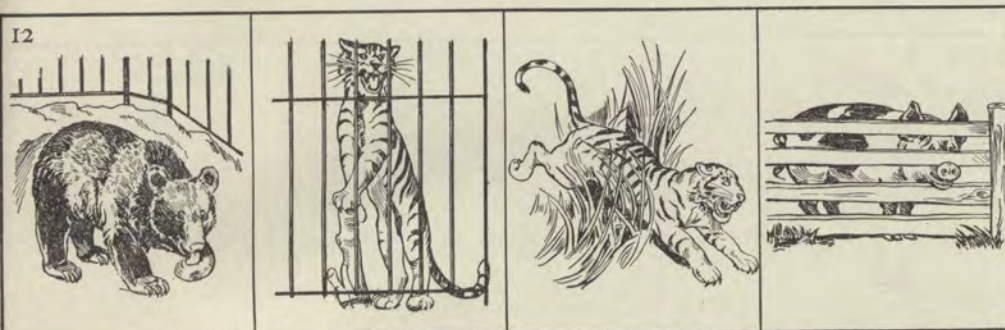
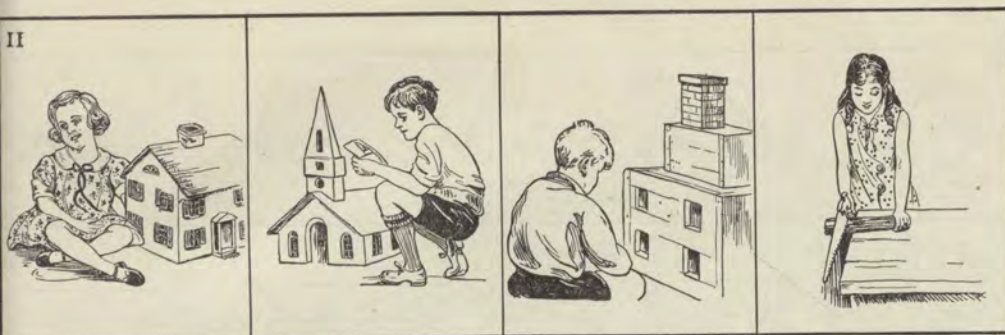


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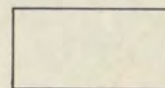
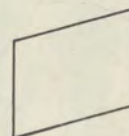
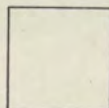
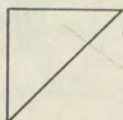
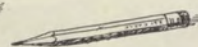
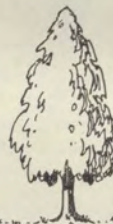
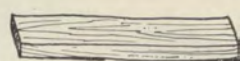
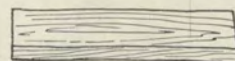
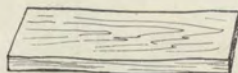
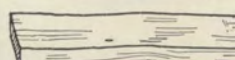
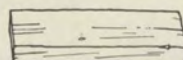
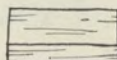
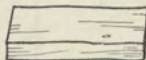


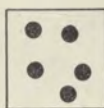
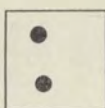
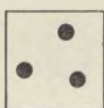
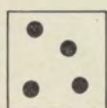
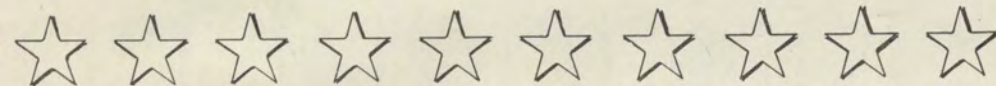
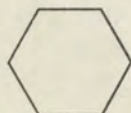
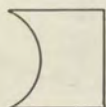
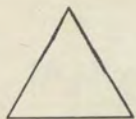
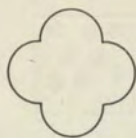
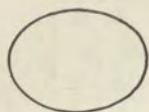
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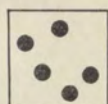
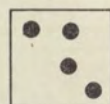
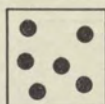
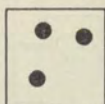
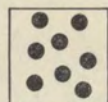
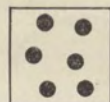
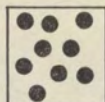
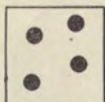




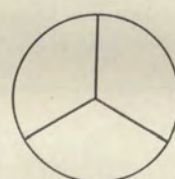
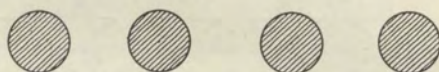
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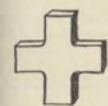
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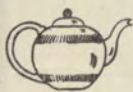
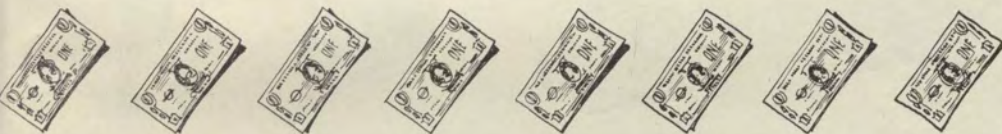
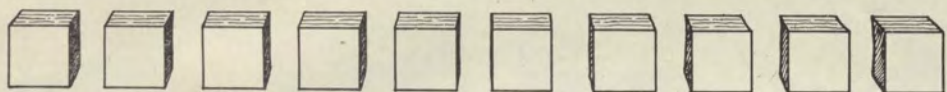
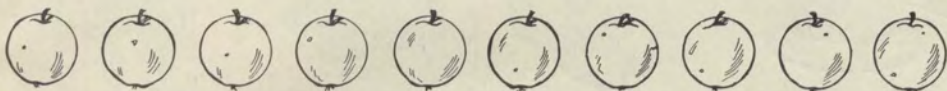
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65 75 83 32 73



9 7 10 6 15



8 9 2 6 4

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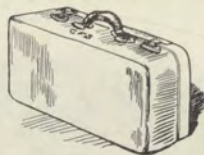
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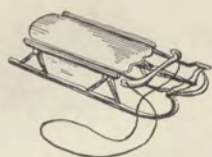
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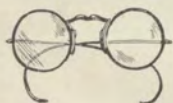
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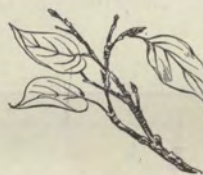
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