

THE THIRD GENERATION: AN EVALUATIVE STUDY
OF CHILDREN WHOSE PARENTS WERE REARED
IN FAMILIES RECEIVING SOCIAL WELFARE

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

An introduction and background of the study, the statement of the problem, the statement of the hypothesis, the purpose of the study, the significance of the study, the definitions of terms, the limitations, and the assumptions of the study have been encompassed in this chapter.

I. INTRODUCTION

Whether the Social Welfare program is constructive or destructive to the individuals who are under its auspices and/or to society at large continues to be one of the most controversial issues encountered today in the realm of human relations.

Many criticisms are currently being voiced about welfare program procedures and structure. There are claims that the policies being followed are "creating dependency" and "perpetuating welfare families" into the second and third generations.

Such claims are countered by those who maintain that there is much that is wholesome and positive in the welfare program that will foster the development of responsible and independent citizens.

This study was intended to evaluate selected characteristics of children whose parents had been reared in families receiving social welfare to determine whether there were significant differences in these characteristics from those of children in their peer groups that might indicate continuing influence from their parent's welfare background.

II. THE PROBLEM

To show whether these third generation children evidence characteristics that are generally attributed to families receiving social welfare, it was decided to interview the teachers who have these children in their classrooms to see how the teachers rated them in comparison with their peers on certain selected characteristics.

Statement of the Problem

The purpose of this study was to explore the question: Do children whose parents were reared in families which received social welfare show any significant differences in personality, emotional maturity, character development, social adjustment, and physical well-being when rated by their teachers in subjective comparison with other children in their peer group?

Statement of the Hypothesis

The hypothesis to be examined was: There is no significant difference in the personality, emotional maturity, character development, social adjustment, and physical well-being of children whose parents were reared in families receiving social welfare as rated by their teachers in subjective comparison with other children in their peer groups.

Purpose of the Study

The purpose of this study was to determine whether a selected group of children whose parents had the influence of social welfare in their backgrounds would differ significantly in certain characteristics when rated subjectively by their teachers in comparison to the children's peers. The characteristics of personality, emotional maturity, character develop-

ment, social adjustment, and physical well-being were selected as being representative personal attributes appropriate for consideration.

This study was undertaken in light of current assertions that the social welfare program is creating dependency to such a degree that even second and third generations are being adversely affected. The findings of this study provide a basis for considering whether such general allegations are borne out for the sample group.

Significance of the Study

This study is important to whatever extent the findings furnish information relative to the question of whether or not there is a continuing detrimental influence from social welfare on the descendants of families which once received welfare services.

III. DEFINITION OF TERMS

Character Development. The characteristic which, for purposes of this study, is considered to be evidenced by an individual's being honest, truthful, courageous, trustworthy, reliable, and loyal.

Characteristic. A personal attribute of an individual.

County Department of Social Welfare. The agency in each county which is charged with the administration of the program of financial aid and services which comprises the social welfare program in that county. In this study, County Department of Social Welfare shall refer to the Ottawa County Department of Social Welfare.

Cumulative record. The permanent, official record kept on file by a school which contains detailed, confidential background and current personal and academic information for each pupil throughout his school years.

Emotional maturity. The characteristic which, for purposes of this study, is considered to be evidenced by an individual's being stable, calm, self-confident, able to cope with difficulties, able to withstand stress, flexible, unselfish, and loving.

Interview. A procedure for obtaining information which involves verbal exchange initiated and conducted by one individual with responses from the other and which sometimes also involves the furnishing of written information.

Minneapolis Attendance Center. The elementary school located at Minneapolis, Kansas, which is a part of Unified School District 239, and consists of grades kindergarten through eight.

Peers, peer group. Those children assigned for the spring semester of the 1968-1969 school year to the same self-contained classroom or the same homeroom as each of the subjects included in this study.

Personality. The characteristic which, for purposes of this study, is considered to be evidenced by an individual's being outgoing, self-sufficient, enthusiastic, cheerful, thoughtful, kind, generous, sympathetic, and affectionate.

Physical well-being. The characteristic which, for purposes of this

study, is considered to be evidenced by an individual's being apparently healthy, clean, well-groomed, having adequate clothing, and presenting a generally attractive appearance.

Rating scale. An instrument designed for indicating differences in subjectively-determined value, used in the process of evaluation. For purposes of this study, the scale range shall be from 1.0 (low) to 7.0 (high) with the median value, 4.0 designated as average position for the individuals in the reference (peer) group.

Social adjustment. The characteristic which, for purposes of this study is considered to be evidenced by an individual's showing leadership, good citizenship, being friendly, cooperative, congenial, and welcomed by his peers.

Social Welfare Program. The tax-supported program which is directed by the United States Department of Health, Education, and Welfare, supervised by the state departments of social welfare, and administered by county departments of social welfare which provides financial assistance and/or services to individuals or families who are eligible to receive them.

State Department of Social Welfare. The agency in each state of the United States which is charged with the responsibility of the social welfare program for that state and which furnishes supervision to the county departments. In this study, State Department of Social Welfare shall refer to the Kansas State Department of Social Welfare.

Teacher. An instructor who, for purposes of this study, shall be designated as a public school teacher and further will be understood to

be each child's classroom teacher or his homeroom teacher.

IV. LIMITATIONS OF THE STUDY

The limitations for this study included those necessary for protecting confidentiality, those designated or implied in the authorizations for the study given by the institutions involved, those which delineated the basis for the selection of subjects, those which set boundaries for the scope of the study, and those which regulated the procedures for collecting data.

Protection of Confidentiality

The limitations imposed by the confidential nature of the proposed study were given careful consideration. Only after the writer had determined that confidentiality could be protected in full, did she proceed with plans for making the study.

Authorizations for the Study

Authorization for access to school records and permission to interview faculty members in carrying out the study was given by the Superintendent of Unified School District 239. The propriety of making such a study was endorsed by the Director and the Board of the Ottawa County Department of Social Welfare.

Selections of Subjects

There were four criteria established for limiting the qualifications for subjects' eligibility.

Period of time. Only pupils enrolled during the spring semester of the 1968-1969 school year could be eligible for inclusion in the study.

Place of school attendance. Only pupils enrolled in the Minneapolis Attendance Center, Unified District 239, could be eligible for inclusion in the study.

Grade Placement. Only pupils in grades kindergarten through eight could be eligible.

Family background. Only those pupils who had a parent or parents reared in families which received social welfare services through the Ottawa County Department of Social Welfare could be eligible for inclusion in the study.

Scope of the Study

The scope of the study had both central and peripheral areas.

Scope of the study, central area. The central area within the scope of the study, as was specified in the statement of the problem, was limited to a consideration of five selected characteristics, personality, emotional maturity, character development, social adjustment, and physical well-being for the subjects being evaluated to determine whether these differed significantly from those of the peer groups.

Scope of the study, peripheral area. In addition to the specified central area of the study which provided for a consideration of five characteristics for the forty-one children being studied, there is also a peripheral area to the study. Certain information about the children and their families, which would not invade privacy in any way, will add a further dimension to the findings of the study. However, because it is outside the central area of the study's scope, this data is considered to

be supplemental and will be so designated in the report of the findings.

Limitations in the Design of the Study

The design of the study provided that (1) only one teacher would evaluate each child, (2) the evaluating teacher would be a classroom teacher or homeroom teacher, (3) the evaluations would be made during an interview between the teacher and the writer, (4) the evaluations would be structured by the use of a rating-scale, (5) a teacher would evaluate each child by subjective comparison with the child's peers.

V. ASSUMPTIONS

It was assumed that (1) the Administration and Board of Education of Unified School District 239 would be interested in having the study made, (2) permission could be obtained to use school records and to interview faculty members in carrying out the study, (3) the Director and Board of the Ottawa County Department of Social Welfare would consider such a study an appropriate one to be made, (4) there would be a sufficient number of children who would meet the qualifications set forth in the limitations of the study to make it possible to conduct the study, (5) the type of procedures planned for collecting, compiling, and analyzing data would be proper ones to use for a study of this kind, (6) the findings would be made available to interested persons.

VI. SUMMARY

Presented in this first chapter have been an introduction and background of the study, the statement of the problem, the statement of the hypothesis, the purpose of the study, significance of the study, definition of terms, limitations, and assumptions.

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CHAPTER II

REVIEW OF LITERATURE

If the public press is not only a measure of what people are doing and saying, but also a reflection of what they are thinking and feeling, then it can only be concluded that throughout the country there is widespread concern, even alarm, over the direction the social welfare program is taking. What appears to be the current general attitude is expressed by the following editorial comment:

One of the nation's greatest needs is for an equitable welfare program, one that provides adequately for the truly needy but doesn't encourage idleness.

Everyone agrees that the present patchwork welfare system is sick. It provides financial incentives for families to break up. It imposes an increasingly intolerable financial burden on the taxpayers. It tends to perpetuate families on relief. It has many, many other faults which need correcting.¹

Feature stories which are critical of the social welfare program frequently appear in popular magazines. T. George Harris, writing for Look Magazine, provides an example of this type of article:

The most savage attacks have been thrown against welfare mainly by those who know it best: its bosses and customers.

.....

The horror is in the effect on people. Intended to sustain, AFDC--Aid to Families with Dependent Children--acts more like pump-primed leukemia.

.....

¹"Reform Vital to Welfare Program," Editorial, The Topeka Daily Capital, Topeka, Kansas, March 2, 1969.

The dole reinforces² the helplessness that trapped most recipients into welfare.

Many new programs, at least programs claimed as new by their advocates although there seem to be many elements in common with the old program, have been announced as being implemented at various places over the country. One of the best known of these is the Appalachian region. Opinions vary as to how successful this type of program has been.

The Topeka Daily Capital, reporting through its Los Angeles Times, Washington Post News Service, stated:

The culture of dependency--sometimes called the "welfare cycle"--is more firmly entrenched than at any time in the past, despite...[the] assertion that, "The dole is dead in Appalachia." Welfare costs in Kentucky have doubled since 1960.³

In his syndicated newspaper column, Henry J. Taylor reports:

In just New York City, during history's biggest boom, 742,953 people are drawing relief, some for the second and third generation.⁴ The New York state figure exceeds a million.

According to J. Edward Carothers, author of Keeper of the Poor, people in poverty display a stubborn intent to continue living in it. It would seem that if there were a chance for any person living in poverty to get out, that he would, but the evidence is to the contrary.

Reports come out with regularity, stating that the family on welfare is now a "Third-generation welfare family."

²T. George Harris, "Do We Owe People a Living?" Look Magazine, Vol. 32, No. 9, April 30, 1968, p. 27.

³"Poverty Drive Fails to End Welfare Cycle," Topeka Daily Capital, Topeka, Kansas (December 1967).

⁴Henry J. Taylor, "Continued Dole Can Harm Those on Welfare Rolls," Topeka, Kansas: Stauffer Pub., (November, 1968).

Every town or city has its list of⁵ men and women who have not been self-supporting since birth.

Carothers suggested that a person try to imagine that there were enough jobs for everyone. Every able-bodied individual would have a chance to work. This work, to imagine further, will substantially increase the family income. Would the people now in deprived situations be able to get out? It is Carothers opinion that they would not.

It seems evident that even this kind of economic aid, (opportunity to be self-supporting and independent) this is the best there is, is not enough because people are linked to poverty by certain social characteristics which cannot be changed or eliminated by purely economic means.

This is not to say that they can be saved from poverty without economic help.⁶ Economic help is absolutely essential, but it is not enough.

For some who have been on ADC, public assistance may become a way of life both for themselves and for their children. They may fear moving off assistance because they feel that they will fail on their own and will then have difficulty being readmitted to assistance programs.⁷

There is a real need for studies in depth--research dealing with the whole problem of dependence-independence.

In searching for indicators of independence among ADC recipients, the question was posed, "What contributes to a family's potential for realizing a productive and self-sufficient life?"

In the extensive study conducted by Elaine Burgess and Daniel Price, findings show that important contributing factors are skills and education of the homemaker, the number of times a case was opened and closed, whether

⁵J. Edward Carothers, Keepers of the Poor, (Methodist Press, 1966), p. 36.

⁶Ibid., p. 37.

⁷M. Elaine Burgess, Daniel O. Price, An American Dependency Challenge, (Chicago: American Public Welfare Assoc., 1963), p. 157.

or not parents of an ADC family grew up in homes that had received public assistance. These and other data within the framework of "potential for independence"⁸ were examined.

There is a basic question. Why do people stay poor? Studies now available reveal certain poverty-linked characteristics, according to Oscar Ornati of the New School for Social Research. He maintains:

People remain in poverty because they cannot break the links that chain them to poverty. These links are old age, color, membership in a rural family, less than eight years of education, and head of the family holds only a part-time job.⁹

By collecting data on the family background of the parents in the ADC sample, Burgess and Price found it possible to look at potential for independence from another vantage point, specifically whether patterns of "generational assistance" existed within the sample:

They report:

Of those families, for whom such information was known (4,156 out of 5,398 families, or 77 percent), over 40 percent of the mothers and/or fathers had been reared in homes where some form of public assistance had been received at some time.

For this proportion of the sample, at least three generations have been included in assistance programs in times past. The proportions of rural and urban cases and the proportions of Negro and white cases involved were substantially the same.

Families in which the major reason for need was mother unmarried, mother or father deserted, father imprisoned, or parents separated with court order or divorced had a higher proportion of parents from homes which had received public assistance than did other families.

⁸ Ibid.

⁹

Oscar Ornati, *Poverty Amidst Affluence* (New York: Twentieth Century Fund, 1966), cited by J. Edward Carothers, Keepers of the Poor (Methodist Press, 1966), p. 36.

There were more births out of wedlock in the sample of ADC children to parents who grew up in families that had received some type of public assistance. Also mothers in the sample who had been born out of wedlock were more likely to have come from families that had received assistance at some time than were mothers born in wedlock.

This proportion of the ADC sample having parents who were themselves from homes which had need of assistance, may thus represent a pattern of social and/or psychological dependency.

Coming from deprived backgrounds, unable to share proportionally in the material benefits of a culture which in some ways is alien, not given sufficient help to rise above the level of dependency, and not always able to understand just what is happening to them, many of the adult members may turn on each other or on society, may seek escape from responsibilities, and may fail their children--often to their own distress.

It may be anticipated that some of the children will grow up into parents who in turn will fail their offspring in some way.¹⁰

Negative factors in the families studied and the apparent effect of these, substantiates Leon Eisenberg's contention.

While financial assistance may have provided just enough to keep the family together bodily, resources or services to help realize emotional, personal, and spiritual needs necessary for stability in adult roles and healthful socialization of the children may be lacking. So then there may be a group of adult family members, the family or parental background of which suggests a poor potential for independence due to a paucity of internal as well as external resources.¹¹

Other criteria in the study of the ability of ADC families to assume a degree of independence, were, (1) whether they made any attempts to help themselves out financially, (2) how successful these efforts were, and (3) the relationship of these to whether or not the parents had been reared in homes where public assistance had been received. It was found

¹⁰Burgess and Price, op. cit., pp. 158-159.

¹¹Leon Eisenberg, "The Family in the Mid-Twentieth Century," Social Welfare Forum (1960), cited by Burgess and Price, op. cit., p. 159.

that those families which "did nothing" more frequently had parents who came from homes in which public assistance had been received. Further, it was found that families in which the homemaker or other adults sought but failed to secure employment had the highest proportion of cases were those in which parents had been reared in homes that had at one time needed public assistance.¹²

These findings emphasize that unless or until such families have help from external resources or services they will be deterred from moving from a dependent to an independent role in community life. Provided with proper resources and services, it is conceivable that a significant number of ADC families have the potential for economic independence. Without these services, the prognosis for complete economic independence is not good.¹³

A feature column in the lay press by Henry J. Taylor, exemplifies the extent to which the news media apparently consider the general public to be interested in the alleged ills and the charges against the social welfare program.

In making political hay, . . . [politicians] in voices loud enough to break the windows, blame all failures on "lack of opportunity," "under-privileged neighborhoods," or any other convenient alibi. This pitch makes money a substitute for all other needs--for hard work, for self-discipline, for talent, for nearly everything, including character.

The result can be the same as begging. It wastes the body and the spirit. It destroys self-respect, self-faith, self-development. And there is no security, individual or national without these.¹⁴

¹² Burgess and Price, op. cit., p. 158.

¹³ Burgess and Price, op. cit., p. 159.

¹⁴ Henry J. Taylor, "Continued Dole Can Harm Those on Welfare Rolls," The Topeka Daily Capital (Topeka, Kansas, November 24, 1967.).

An article in U.S. News and World Report, "After Thirty Years--Relief a Failure?" further supports these criticisms.

Living on handouts at taxpayers' expense has become a way of life for many Americans. Relief rolls continue to mount, in the midst of prosperity.

In the great depression of the 1930's the Government launched a "temporary" relief program to help people until they could get back to work.

President Franklin D. Roosevelt, in a 1935 message to Congress, declared: "The Federal Government must and shall quit this business of relief. Continued dependence upon relief induces a spiritual and moral disintegration, fundamentally destructive to the national fiber. To dole out relief in this way is to administer a narcotic, a subtle destroyer of the human spirit."

Today, more than 30 years later--despite a huge Social Security program, boom times, and widespread labor shortages--relief is flourishing as never before.

The number of people on relief has passed 8.25 million. A sum of nearly seven billion dollars is spent in federal, state, and local funds.

Instead of temporary aid, relief has become a permanent way of life for millions. Second and third generations of families now live on relief. Children of relief families get married, then apply to the welfare office for aid as a new family unit.¹⁵

When a study of society attempts to take the human unit into the frame of reference, this is merely a recognition of the fact that man reacts to his different external environments. It acknowledges that he feels differently about these environmental factors as entities than he feels about them in relation to himself. Some give him a sense of pride; others depress his self-esteem. Each patterning provides different goals,

¹⁵ "After Thirty Years--Relief a Failure?", U.S. News and World Report (Washington D.C.: U.S. News and World Report, Inc., July 17, 1967), Vol. LXV, No. 9, pp. 44-47.

directives, and values.¹⁶

Dale Carnegie, popular writer on the subject of human relations, supports this contention by stressing,

When dealing with people, it must be remembered that one is not dealing with creatures of logic, but with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity.¹⁷

How to capitalize on individuals' desirable attitudes and foster the development of attributes that are constructive in nature, is the basic problem of society.

William Glasser, an eminent psychiatrist, in developing his unique psychiatric program of Reality Therapy, emphasizes the importance of an individuals' facing the facts of his situation, trying to evaluate them realistically, and then attempting to meet his responsibilities in relation to those facts.

According to Glasser, the most important task of all animals, including man, is teaching responsibility. For most animals, this is carried out through instinct, but, as Glasser points out, the many instances of neglected and abandoned children show that man does not have through instinct the realization that he must care for and teach responsibility to his children. Man teaches responsibility through intellectual capacity. Children learn from their parents within the context of a loving relation. They also learn from all of those others with whom they come in contact. Those individuals who did not learn responsibility because they were not taught it through love and discipline then suffer for this lack all their

¹⁶ Abram Kardiner and Edward Preble, They Studied Man (New York: Harper and Row, 1965), p. 16.

¹⁷ Dale Carnegie, "How to Win Friends and Influence People" Getting the Most Out of Life, (Pleasantville, New York: The Reader's Digest Association, Inc., 1946), p. 131.

lives.¹⁸

If a parallel is drawn between the teaching of responsibility within the family and the subsequent production of responsible individuals, or the lack of such teaching and the production of irresponsible ones, the situation is abundantly clear. Obviously, it behooves society to make every effort to foster the teaching of responsibility through other sources if it is not being taught in the family.

Economists with an interest in sociology have finally succeeded, apparently, in arousing the students of sociology to a surge of interest in how to win the war against poverty. To a surprising degree they seem to concur that this war cannot be merely an economic action. The real enemy is not poverty (which is a symptom) but certain social features that persist.

Carothers reports that some authorities believe that the war against poverty could be won in a generation if enough energy and purposeful attention were given to young children. This is based on the grounds that poverty-linked characteristics can be more quickly and effectively broken up if the very young child can be provided with a self-image that more or less helps him to identify himself with the community of the prosperous before he identifies himself completely with those in poverty.

During this period of increasing interest in doing something really effective about poverty throughout the country, a situation began to show up in the American social pattern that revealed a basic difficulty. While Congress had passed measures intended to alleviate poverty that carried with them large sums of money, local communities did not have adequate leadership

¹⁸William Glasser, Reality Therapy (New York: Harper & Row, 1965) p. 16

to put the measures into operation. These leaders must be forthcoming if the war against poverty is to be won.

Poverty can be banished. There is sufficient economic power. Proper attitudes on the part of the affluent are what are lacking. The poverty-link system that binds the poor to perpetual poverty must be broken. This can be done if the prosperous can be converted to love the poor without waiting until the poor have achieved all the social characteristics of the prosperous.

If attitudes can be changed, of the poor and the affluent, so that the good which is present in each segment can be merged for the total good of all, the war against poverty will be won.¹⁹

¹⁹Carothers, op. cit., pp. 64-67.

RELATION OF THE STUDY TO PREVIOUS RESEARCH

An analysis of the data of this study will indicate whether members of the third generation who have welfare influence in their families' backgrounds tend to show the detrimental results attributed to such influence by some previous research. If the hypothesis of this study is supported, the findings will not be fully compatible in inference with those of certain previous ones reported in the literature. Validation of the present hypothesis would negate such contentions for the subjects studied. Therefore, the findings of this study are expected to give additional insight to the information that has been reported to date.

CHAPTER III

METHODS AND PROCEDURES

This study was conducted as a survey and was essentially subjective in type. It was designed to show, for one elementary school attendance center, whether those children whose parents were reared in families receiving social welfare displayed any significant differences in certain characteristics when rated by their teachers in subjective comparison with their peers.

I. SUBJECTS

The subjects who comprised the population for this study were all those (within the specified limitations of place and time) who met the requirements for inclusion in the study, rather than a sample chosen by random selection to represent all of those eligible.

Qualifications of Subjects

The population for this study consisted of those forty-one pupils in grades kindergarten through eight who were enrolled in the elementary school of the Minneapolis Attendance Center, Unified District 239, Minneapolis, Kansas, during the second semester of the 1968-1969 school year, who had a parent or parents reared in families who received social welfare services under the auspices of the Ottawa County Department of Social Welfare.

Selection of Subjects

To select the children who were eligible to be included in this study, use was made of the listing of welfare recipients which, in accordance with

Kansas state statute, must be available to the public at the county clerk's office and at the social welfare office of each county.²⁰

A cross-check was made of the Public File of the Ottawa County Department of Social Welfare, July 1, 1953, through May 31, 1969, with the school enrollment files of grades kindergarten through eight of the Minneapolis Attendance Center for the second semester of the 1968-1969 school year. By this procedure, it could be determined which children at the Minneapolis Attendance Center, within the range of designated grades and within the period of designated time had a parent or parents who were reared in families which received public assistance through the Ottawa County Department of Social Welfare. There were forty-one of these children. Their distribution by grade placement was from one to seven children per grade.

No child was included as a subject for this study, even though it was evident from the public file that the child's grandparents had at some time received welfare assistance, unless the grandparents had received assistance during the time that the child's parent was being reared in the home.

Assuring Subjects' Anonymity

At no time was it necessary to reveal the names of the total list of children who were included in the study, not even within the context of professional consultation with the participating teachers who were making the evaluations. It was necessary to identify for each teacher only the child or children he was being asked to evaluate.

²⁰Laws of the State of Kansas, 1953, Chapter 221.

On the basis of random selection, the forty-one children who qualified for inclusion in the study were assigned positions from one to forty-one. Subsequently, for all purposes of the study, each child has been designated by that assigned number.

II. INSTRUMENTATION

In evaluating the children, teachers were asked to consider five characteristics: personality, character development, emotional maturity, social adjustment, and physical well-being. To facilitate evaluation and to provide for uniformity of approach, each characteristic was further declared, for purposes of this study, to be comprised of certain components.

Selection of Characteristics and Their Components

The characteristics and the components of those characteristics selected for evaluation were as follows:

Personality. Nine components were selected as important elements of the characteristic, personality. These were: outgoing, self-sufficient, enthusiastic, cheerful, thoughtful, kind, generous, sympathetic and affectionate.

Emotional maturity. Eight components were selected as essential elements of the characteristic, emotional maturity. These were: stable, calm, self-confident, has ability to cope with difficulties, has ability to withstand stress, flexible, unselfish, and loving.

Character development. The six components selected as elements of the characteristic, character development were: honest, truthful, courageous, trustworthy, reliable, and loyal.

Social adjustment. As elements of the characteristic, social adjustment six components were selected. These were: Shows leadership, is welcomed by peers, is cooperative, friendly, congenial, and shows good citizenship.

Physical well-being. Five components were selected as elements of the characteristic, physical well-being. These were: apparent good health, clean, well-groomed, adequate clothing, generally attractive appearance.

Sources Providing Basis for Choice of Characteristics and Their Components

The list of characteristics and their components were compiled from the writings of authorities in several different professional fields of human relations. Among those whose works were most helpful were John Bowlby,²¹ Frieda Burnside,²² Harry Emerson Fosdick,²³ Arthur T. Jersild,²⁴ and William Menninger.²⁵

Design of Instrument Used for Evaluation

A rating scale was selected as the instrument which would be used for

²¹ John Bowlby, "Child Care and the Growth of Love", Morris L. Haimowitz and Natalie Reader Hanimowitz, (eds.) Human Development (New York: Thomas Y. Crowell Co., 1966), pp. 205-214.

²² Frieda Burnside, Director of In-Service Training, Kans. State Dept. of Social Welfare, "Components of a Healthy Personality," given in a talk made at a meeting of the North Central Kans. Welfare Assoc., Salina, Kansas, December 6, 1955.

²³ Harry Emerson Fosdick, "Building a Personality," Getting the Most Out of Life, (Pleasantville, New York: The Reader's Digest Assoc., Inc.,) pp. 7-10.

²⁴ Arthur T. Jersild, In Search of Self (New York: Teachers College Press, Columbia University, 1952), pp. 29-48, 64-76.

²⁵ William Menninger, Living in a Troubled World, edited by Bernard H. Hall, and Richard Rhodes (Kansas City, Mo., Hallmark, Inc., 1967) pp. 56-68.

collecting data for the study. This scale ranged in value from 1.0 (low) to 7.0 (high) with the median value, 4.0 designated as always representing the average for the individuals in the reference (peer) group. Five rating charts were needed for evaluating each child, one for each of the five characteristics being considered as shown by Figure 1 page 73.

Teacher Interview

An appointment for an interview was made with each teacher who had in his classroom a child or children who came within the limitations of the study. During the interview, the teacher rated each child in each component of each of the five characteristics being considered. He indicated the child's position, in subjective comparison to the child's peers, by checking that level on the seven-point rating scale.

Teachers' Qualifications: Contributions of Teaching Experience to Evaluative Judgement

The thirteen teachers who participated in the study brought to the task of evaluating the forty-one pupils an impressive background of teaching experience. This ranged from six years experience, to thirty-seven years. Tenure of participating teachers at the Minneapolis Attendance Center ranged from three years to twenty-two years. It is appropriate to note this background of the participating teachers as an indication of their probable professional competence and ability to make sound judgements in regard to the relative positions of children in a classroom group.

III. PROCEDURES

In conducting this study, procedures were needed that would (1) establish the propriety of making such a study (2) protect confidentiality in respect to the subjects and their families (3) provide for obtaining permission to use official school records and to interview faculty members (4) provide for the selection of subjects (5) facilitate the collection of data (6) provide for compilation of data (7) provide for statistical analysis of the data and (8) allow for reporting the findings of the study.

Preliminary Planning: Protection of Confidentiality

This study involved two special considerations (1) the need to protect the privacy of the subjects and their families and (2) the need to obtain confidential information about pupils from their teachers. Because of this situation, the writer contacted the Superintendent of Unified School District 239 and the Director of the Ottawa County Department of Social Welfare in person. This made it possible to explain the tentative plans for the study, and to discuss various aspects of it in depth. After hearing of the plans, both officials expressed much interest in the proposed study and endorsed its being conducted.

A letter of information was then sent to the School Superintendent and to the Welfare Director which set forth the proposed plan of the study as had been discussed. This was to provide a written record for their files. The letter to the Superintendent also included a request for permission to do the study.

Propriety of the Study: Permission to Conduct the Study

The writer received a letter from the Chairman of the Ottawa County Board of Social Welfare in which he expressed the Board's interest in the study and stated that the members of the Board concurred in the Director's opinion that such a study was appropriate. He expressed the hope that the findings of the study would prove to be of value to the Social Welfare Department.

A letter was received from the Superintendent of Unified School District 239 which authorized access to official school records and gave permission to interview faculty members to obtain information for the study.

Procedure for Selecting Subjects

Selecting the children to be included in the study necessitated making a cross-check of welfare recipients listed in the Public File of the Ottawa County Department of Social Welfare from July 1953 to May 1969 with the children listed on the enrollment files of grades kindergarten through eight of the Minneapolis Attendance Center for the second semester of the 1968-1969 school year. Those children found to have a parent or parents who were reared in families listed in the Public File as having received social welfare assistance qualified as subjects for this study.

Collection of Data

Rating scale. Each participating teacher was asked, during individual interviews scheduled by the writer, to indicate on the rating-scale the position of the child under study for each component of each characteristic being considered. Based on the teacher's experienced, professional

judgement, this rating was done by subjective comparison of the child under study with the child's peers, the other children assigned to the same classroom or homeroom that semester.

Other Sources

Data obtained from the cumulative records of the forty-one children, from other school records, from the public file of the welfare department, and from other sources of public information are outside the scope of the central area of the study as specified in the statement of the problem and are therefore considered supplemental. Since this type of information is within the peripheral area of the study, however, and will add a further proper dimension to the findings of the study, a section for supplemental information will be included in the analysis of the data.

Compilation of Data

By finding the mean value of the rating points of the components of a characteristic that was being considered, the child's position on the rating scale was determined for that characteristic.

Statistical Procedures for Analyzing Data

In order to test the consistency of the teachers' ratings and to determine the amount of variation in mean ratings necessary for the differences to be statistically significant, an analysis of variance was run on the components of each of the characteristics. This was done by use of the following formulas:

$$F = \frac{(\bar{X}_s - X_1)^2}{ms_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} (K-1)$$

The resulting F value was then compared with the tabled values of F at the .05 and .01 level. In the cases where the F value showed a significant difference existed, the critical difference of means was computed by the following formula:

$$d = \frac{2 (k-1) (\text{tabled } F_{.05}) (ms_w)}{n}$$

When the critical difference of means for that set of components was obtained, each sample mean was compared with every other sample mean. As a further check, the resulting differences which exceeded the critical difference were noted and the F value for each of these noted means was computed using the same formula for F.

For example, if the difference of the means for components three and four exceed the critical difference, then the following formula would be used:

$$F = \frac{(\bar{X}_3 - X_4)^2}{ms_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} (K-1)$$

The same formulas and procedures were used for the analysis of variance on the five characteristics.

CHAPTER IV

ANALYSIS OF DATA

An introduction, a review of the hypothesis, statistical analysis of data, a report of the findings of the study, support for the hypothesis, and a closing paragraph have been encompassed in this chapter.

I. REVIEW OF HYPOTHESIS

In conducting this study, the hypothesis to be explored was: There is no significant difference in the personality, emotional maturity, character development, social adjustment, and physical well-being of children whose parents were reared in families receiving social welfare as rated by their teachers in subjective comparison with other children in their peer group.

II. STATISTICAL ANALYSIS OF DATA

Before proceeding with the analysis of the ratings of the five characteristics for the forty-one children, it was necessary to determine whether the thirteen teachers had been consistent in their ratings as they evaluated the children.

Analysis of Teacher Variance

An analysis of variance was run for the teachers' ratings of the components of each of the five characteristics according to the statistical procedure for analyzing data as set forth in Chapter III, page 27. The results of these computations are found in Tables I through V, pages 30 through 36. It was found that there was significant difference

TABLE I

ANALYSIS OF VARIANCE OF THE COMPONENTS
OF THE CHARACTERISTIC PERSONALITY

Sources of Variance	ss	df	ms	F
Between	21.576	8	2.697	1.676*
Within	576.081	358	1.609	--
Total	597.657	366		

* No significant difference at .05 level.

TABLE II

ANALYSIS OF VARIANCE OF THE COMPONENTS
OF THE CHARACTERISTIC CHARACTER DEVELOPMENT

Sources of Variance	ss	df	ms	F
Between	11.705	5	2.341	1.046*
Within	537.222	240	2.238	
Total	548.927	245		

* No significant difference at .05 level.

TABLE III

ANALYSIS OF VARIANCE OF THE COMPONENTS
OF THE CHARACTERISTIC EMOTIONAL MATURITY

Sources of Variance	ss	df	ms	F
Between	43.944	7	6.277	3.745*
Within	536.541	320	1.676	
Total	580.485	327		

* Significant at the .01 level.

Tabled F values $F_{7,200}$

$$\alpha = .05 \text{-----} 2.05$$

$$\alpha = .01 \text{-----} 2.73$$

Critical difference of means: K-8

$$d = \sqrt{\frac{2(K-1) (\text{tabled } F_{.05}) (ms_w)}{n}}$$

$$= \sqrt{\frac{(2) (7) (2.05) (1.676)}{41}}$$

$$= \sqrt{\frac{48.101}{41}} = \sqrt{1.173} = 1.083$$

TABLE III (continued)

Difference between sample means:

Group	1-2	-0.098	F = $\frac{(\bar{X}_8 - \bar{X}_3)^2}{(1.676)\left(\frac{1}{41} + \frac{1}{41}\right)(7)}$
	1-3	0.024	
	1-4	0.000	= $\frac{(4.682 - 3.658)^2}{(1.676)\left(\frac{1}{41} + \frac{1}{41}\right)(7)}$
	1-5	-0.074	
	1-6	-0.318	= 1.82
	1-7	-0.757	
	1-8	-1.000	
	2-3	0.122	
	2-4	0.098	
	2-5	0.024	
	2-6	0.220	
	2-7	0.65	
	2-8	0.902	
	3-4	0.024	
	3-5	0.098	
	3-6	-0.342	
	3-7	-0.781	
	3-8	-1.024	
	4-5	-0.074	
	4-6	-0.318	
	4-7	-0.757	
	4-8	-1.000	
	5-6	-0.244	
	5-7	-0.683	
	5-8	-0.926	
	6-7	-0.439	
	6-8	-0.682	
	7-8	-0.243	

MEAN SCORE FOR THE FORTY-ONE CHILDREN
FOR EMOTIONAL MATURITY

\bar{X} :	<u>STABLE</u>	<u>CALM</u>	<u>SELF-CONFIDENT</u>	<u>COPE WITH DIFFICULTIES</u>
	3.682	3.780	3.658	3.682

WITHSTAND STRESS
3.756

FLEXIBLE
4.00

UNSELFISH
4.439

LOVING
4.682

TABLE IV

ANALYSIS OF VARIANCE OF THE COMPONENTS
OF THE CHARACTERISTIC PHYSICAL WELL-BEING

Sources of Variance	ss	df	ms	F
Between	7.637	4	1.904	0.761*
Within	501.368	200	2.506	
Total	509.005	204		

* No significant difference at .05 level.

TABLE V

ANALYSIS OF VARIANCE OF THE COMPONENTS
OF THE CHARACTERISTIC SOCIAL ADJUSTMENT

Source of Variance	ss	df	ms	F
Between	39.596	5	7.919	3.667*
Within	518.246	240	2.159	
Total	557.842	245		

* Significant at the .01 level.

* Significant difference between the means of the six.

Tabled F values F
5,200

$$\alpha = .05 \text{----} 2.26$$

$$\alpha = .01 \text{----} 3.11$$

Critical difference of means: K=6

$$d = \sqrt{\frac{2 (k-1) (\text{tabled } F_{.05}) (ms_w)}{n}}$$

$$= \sqrt{\frac{2(5) (2.26) (2.159)}{41}}$$

$$= \sqrt{\frac{48.791}{41}} = \sqrt{1.190} = 1.090$$

TABLE V (continued)

Differences between sample means:

Group	1-2	-0.853
	1-3	-0.512
	1-4	-0.804
	1-5	-1.244*
	1-6	-0.317
	2-3	0.341
	2-4	0.049
	2-5	-0.391
	2-6	0.536
	3-4	-0.292
	3-5	0.732
	3-6	0.195
	4-5	-0.440
	4-6	0.487
	5-6	0.927

Critical Difference of Means:

$$F = \frac{(\bar{X}_S - \bar{X}_1)^2}{ms_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} \quad (k-1)$$

$$= \frac{(5.000 - 3.756)^2}{(2.159) \left(\frac{1}{41} + \frac{1}{41} \right)} \quad (5)$$

$$= \frac{1.548}{\frac{21.59}{41}} = \frac{1.548}{.527}$$

$$F = 2.937$$

Tabled F Values $F_{3,200}$

$$\alpha = .05 \text{----} 2.26$$

$$\alpha = .01 \text{----} 3.11$$

*Significant difference between leadership and friendly factors at the .05 level but not at the .01 level.

\bar{X} :	(1)	(2)	(3)	(4)	(5)	(6)
	<u>Leadership</u>	<u>Congenial</u>	<u>Welcomed by Peers</u>	<u>Cooperation</u>	<u>Friendly</u>	<u>Citizenship</u>
	3.756	4.609	4.268	4.560	5.000	4.073

at the .05 level in only one of the five characteristics and between only two of its components. Therefore, it was considered that the teachers' ratings were consistent.

Significant Differences Between the Five Characteristics

When an analysis of variance was run according to the statistical procedure for analyzing data, Table VI, page 38, it was determined that a significant difference did exist between the five characteristics. A significant difference was shown to exist between emotional maturity (3.958) and physical well-being (5.151) and also between character development (4.300) and physical well-being, (5.151), since the critical difference between characteristics had been determined to be .838.

Therefore, the teachers evaluations show that, as a group, the children do differ significantly in emotional maturity and physical well-being and also in character development and physical well-being.

As a group, they were significantly less mature emotionally and evidenced less development of character than the level they achieved in apparent health, cleanliness, good grooming, adequate clothing and a generally attractive appearance, the components which comprised the characteristic of physical well-being.

When the mean scores for the characteristics which differed significantly from each other were compared with 4.0, the value designated as average for the peer group, the group under study was shown to be below average in emotional maturity, but not significantly so; above average in character development, but not significantly so; and to be above average in physical well-being beyond the significant level.

TABLE VI

ANALYSIS OF VARIANCE OF THE FIVE CHARACTERISTICS

Source of Variance	ss	df	ms	F
Between (ss_b)	32.209	4	8.052	5.371*
Within (ss_w)	299.927	200		
Total	332.136	204		

* Significant at the .01 level.

Tabled values of F:

Significant at = .05 ----- 2.41 for F4,200

Significant at = .01 ----- 3.41 for F4,200

Critical Difference of Means:

$$d = \sqrt{\frac{2(K-1)(\text{tabled } F_{.05})(ms_w)}{n}}$$

$$= \sqrt{\frac{(2)(4)(2.41)(1.499)}{41}}$$

$$d = 0.838$$

TABLE VI (continued)

MEAN SCORE FOR THE FORTY-ONE CHILDREN
FOR EACH CHARACTERISTIC

\bar{X} :	(1) <u>Personality</u>	(2) <u>Character Development</u>	(3) <u>Emotional Maturity</u>	(4) <u>Physical Well-Being</u>	(5) <u>Social Adjustment</u>
	4.637	4.300	3.958	5.151	4.399

Difference between sample means:

Group	1-2	0.337	Group	2-4	-0.851 *
	1-3	0.679		2-5	-0.099
	1-4	-0.514		3-4	-1.193 *
	1-5	0.238		3-5	-0.441
	2-3	0.342		4-5	0.752

Significant Differences Between the Components of the Characteristic, Social Adjustment

When an analysis of variance was run according to the statistical procedure for analyzing data, Table V, page 35, it was determined that a significant difference did exist within the characteristic of social adjustment between the components of leadership (3.756) and friendliness (5.000), since the critical difference between components of this characteristic had been determined to be 1.090. Therefore, the teachers evaluations show that, as a group, the children do differ significantly in leadership and friendliness. Considered as a group, they evidenced significantly more friendliness than they did leadership.

When the mean scores for the components of leadership and friendliness were compared with 4.0, the value designated as average for the peer group, the group under study was shown to be below average in leadership, and above average in friendliness, but not significantly so. In friendliness, the group ranked, at 5.000, one full point above the designated average. This was only .09 below the level of significance for the components of this characteristic.

Differences Between the Components of the Characteristic, Emotional Maturity.

When an analysis of variance was run according to the statistical procedure for analyzing data, Table III, page 32, it was determined that a significant difference existed within the characteristic of emotional maturity between the components of self-confidence (3.658) and loving (4.682).

Since the critical difference had been determined to be 1.083 between the components of this characteristic, the difference between self-confidence

and loving was not significantly different at the .05 level. However, it could be strongly argued that the difference would be significant at the .06 or .08 level. Therefore, the teachers' ratings show that, considered as a group, the children are more loving than they are self-confident.

When the mean scores for the components of self-confidence and loving were compared with 4.0, the value designated as average, the group under study was shown to be below average in self-confidence and above average in loving, but not significantly so.

III. RANGE AND DISTRIBUTION OF RATINGS FOR THE FORTY-ONE CHILDREN FOR ALL COMPONENTS OF THE FIVE CHARACTERISTICS

The fact that there were no significant differences from the designated average in the mean scores of the forty-one children for four of the five characteristics, gives rise to the question: Did the teachers merely consider most of the children average and tend to rate most of them 4.0, the value designated as average, when evaluating the thirty-four components which comprised the five characteristics?

The answer to this question lies in making an examination of the mean scores for each child in each characteristic, as shown in Table VII, page 42. Here it can be seen that the individual scores ranged in value from 2.34 to 6.09.

A further examination which may be made and which will provide an even more revealing overview of the detailed consideration the teachers gave to making the evaluations of the children, lies in looking at the individual rating given on each component of the characteristics.

As set forth in Tables VIII through XII, pages 76 to 85, it may be seen that scores ranged from 1.0 to 7.0.

TABLE VII

MEAN SCORES OF TEACHERS' RATINGS OF EACH
CHARACTERISTIC FOR EACH CHILD AND THE MEAN SCORE
OF ALL CHARACTERISTICS FOR EACH CHILD

CHILD	1 Personality	2 Character Development	3 Emotional Maturity	4 Physical Well-Being	5 Social Adjustment	6 <u>MEAN SCORE</u> Of all Five Characteristics
1	4.44	4.33	4.50	5.80	4.33	4.68
2	3.55	3.00	2.87	4.20	3.66	3.45
3	4.44	4.00	3.87	2.60	3.83	3.74
4	5.55	5.00	4.00	6.00	5.00	5.11
5	5.22	4.13	3.50	7.00	4.33	4.83
6	5.44	6.00	3.87	7.00	6.66	5.78
7	3.66	3.50	3.62	5.00	3.16	3.98
8	4.55	3.16	4.00	4.40	4.00	4.02
9	4.88	4.33	3.87	6.40	5.00	4.89
10	4.77	4.50	3.25	5.00	3.83	4.27
11	6.22	6.33	5.25	6.20	5.66	5.92
12	2.66	2.83	2.25	2.00	2.00	2.34
13	4.77	2.66	4.62	5.60	5.66	4.66
14	3.55	5.66	4.00	6.00	4.00	4.84
15	6.35	4.83	4.87	6.00	6.66	5.73
16	4.55	4.83	5.00	6.20	4.50	5.01

TABLE VII (continued)

CHILD	1	2	3	4	5	6
17	4.55	4.00	5.12	5.80	4.66	4.82
18	6.22	6.16	6.00	5.20	5.55	5.81
19	4.22	3.66	3.50	6.00	3.50	4.17
20	5.66	5.66	6.00	4.00	6.33	5.53
21	4.66	4.00	4.00	4.60	4.50	4.35
22	4.22	6.16	4.87	7.00	6.33	5.71
23	4.55	3.50	2.12	7.00	3.00	4.03
24	5.66	2.83	1.50	7.00	3.00	3.79
25	3.66	4.66	3.62	7.00	3.16	4.42
26	3.77	2.16	2.00	2.20	1.83	2.39
27	4.33	7.00	4.00	5.20	4.83	5.07
28	4.55	4.00	4.00	5.20	4.33	4.41
29	4.33	4.16	4.75	5.20	4.33	4.55
30	4.11	2.00	4.00	3.20	3.66	3.39
31	6.00	4.66	4.37	5.60	5.50	5.22
32	5.00	5.66	4.00	4.80	4.83	4.85
33	6.55	6.00	4.62	7.00	6.33	6.09
34	5.00	2.33	4.37	4.60	4.33	4.12
35	4.44	3.66	3.75	3.80	4.66	4.06
36	3.00	3.83	3.00	5.00	3.33	3.63

TABLE VII (continued)

CHILD	1	2	3	4	5	6
37	5.22	2.66	3.75	6.20	4.83	4.53
38	2.66	3.50	2.00	2.40	2.16	2.55
39	3.11	3.33	3.12	3.40	2.83	3.15
40	5.55	6.83	6.50	5.80	6.16	5.76
41	5.55	4.83	4.00	2.60	4.16	4.22

IV. HOW THE CHARACTERISTICS RANKED IN RELATION TO THE DESIGNATED AVERAGE

The instrument used for this study was a rating scale ranging in value from 1.0 (low) to 7.0 (high). It was designed with the median value 4.0, designated as always representing the average for the peer group.

It was of interest to compare the mean score of each characteristic for the group under study with this designated average of the peer group.

It was found that emotional maturity ranked lower than average, but not significantly so; that personality, character development, and social adjustment ranked above average, but not significantly so; and that physical well-being ranked higher than average to a degree that did show a significant difference.

One Characteristic Ranked Below Average, but Not Significantly Below

Although the characteristic of emotional maturity of the group of children being studied ranked below the designated average for the peer group, it was not significantly below. Therefore, it was determined that the emotional maturity of the group of children who had parents with welfare influence in their backgrounds, as subjectively evaluated by their teachers, showed no significant difference from the emotional maturity of the average of their peers.

Three Characteristics Ranked Above Average, but Not Significantly Above

Although the characteristics of personality, character development, and social adjustment of the group of children being studied ranked above the designated average for the peer group, they did not rank significantly above the designated average. Therefore, the personality,

character development, and social adjustment of the group of children who had parents with welfare influence in their backgrounds, as subjectively rated by their teachers, showed no significant difference from the personality, character development, and social adjustment of the average of their peers.

One Characteristic Ranked Significantly Above Average

The characteristic of physical well-being of the group of children being studied ranked significantly above the designated average for the peer group. Therefore, it was determined that the physical well-being of the group of children who had parents with welfare influence in their backgrounds, as subjectively evaluated by their teachers, showed a significant difference from the physical well-being of the average of their peers.

V. CRITIQUE OF THE FINDINGS FOR THE FIVE CHARACTERISTICS

Physical Well-Being

Components of physical well-being. The components of the characteristic, physical well-being, that the teachers considered in making their evaluations, were apparent health, clean, well-groomed, adequate clothing and generally attractive appearance.

In thinking about the appearance of the children who were subjects for this study, it is understandable that their teachers' evaluations would place them significantly above average in relation to the designated average of the peer group. With very few exceptions, they are children who as individuals and as a group make a favorable impression.

Grooming. It was interesting to note, that as a teacher occasionally

voiced the reason why he was rating a child at a certain level, that it was usually because of hair that grooming was rated down. Lack of frequent shampooing seemed to be the problem.

Health. Another interesting point was that whenever a teacher mentioned the reason for indicating less than apparent good health of a child, it was because of teeth, usually lack of dental care, rather than lack of daily care.

Rationale for factors affecting ratings. In considering why physical well-being rated significantly higher than the designated average for the peer group, it appears that a possible factor lies in the parents over-compensating. Whether this is conscious or unconscious, the effect is the same. Some of these children's parents whose families received welfare assistance, grew up in real deprivation. Obviously some of them are endeavoring to see that their children grow up in a happier situation.

Another factor that might contribute to the characteristic of physical well-being ranking significantly higher, is that it is possible to exert some control over this. While a parent can't decree that his child be emotionally mature (although he can contribute toward his becoming so, of course) he can specifically see that the child is washed, combed and clothed to present a nice appearance.

In the area of physical well-being, extra effort in the child's behalf will readily achieve results in the form of an improved image, not only for the child, but reflected to the family. To a number of these families desiring to establish themselves as responsible members of the community, this is an area well worth special endeavor.

Emotional Maturity and Character Development

The characteristics of emotional maturity and character development will be discussed together because they are characteristics of the same general type.

Components of emotional maturity. The components of the characteristic emotional maturity, that the teachers considered in making their evaluations, were stable, calm, self-confident, copes with difficulties, withstands stress, flexible, unselfish, and loving.

Components of character development. The components of the characteristic character development, that the teachers considered in making their evaluations, were honest, truthful, courageous, trustworthy, reliable, and loyal.

Type of characteristics. Emotional maturity and character development may be classified as attributes which belong uniquely to the individual. As is apparent, by the components which were considered to comprise them, these two characteristics, more so than any of the others, pertain to the self, and involve the integrity of the person.

Rationale. Therefore, the fact that these two characteristics which are of a similar nature placed together with the lowest scores may indicate that the children of the group being studied convey a slightly lower self-image in these characteristics than in the other three. It should be emphasized, however, that the mean score for emotional maturity was 3.958 and for character development was 4.300, neither of which differed significantly from 4.0, the designated average for the peer group.

Personality and Social Adjustment

The characteristics of personality and social adjustment will be discussed together because they are characteristics of the same general type.

Components of personality. The components of the characteristic, personality, that the teachers considered in making their evaluations, were outgoing, self-sufficient, enthusiastic, cheerful, trustworthy, kind, generous, sympathetic and affectionate.

Components of social adjustment. The components of the characteristic social adjustment, that the teachers considered in making their evaluations, were leadership, citizenship, friendly, cooperative, congenial and welcomed by his peers.

Type of characteristics. Personality and social adjustment may be classified as attributes which imply involvement and interaction. This is obvious in the case of social adjustment. With personality, it is less obvious, but to the extent that personality evolves through responsiveness to others, it does apply. Particularly, personality carries a social connotation within the context of this study, because of the components selected to comprise it.

Rationale. Therefore, the fact that these two characteristics which are of a similar nature placed together in a logical relationship is of interest. Also worthy of note is the fact that the means of both personality (4.637) and social adjustment (4.399) are above 4.0, the designated average for the peer group, although not significantly so.

VI. SUPPORT FOR THE HYPOTHESIS

The null hypothesis had set an expectation of finding no significant difference in the five characteristics of the children under study as compared to their peers. For four of the characteristics, personality, emotional maturity, character development, and social adjustment, there was no significant difference. For the fifth characteristic under study, physical well-being, there was a significant difference and it was a positive difference. Therefore, it is indicated that the hypothesis is generally supported.

VII. SUPPLEMENTAL INFORMATION

The specific area of investigation for the forty-one children, as set forth in the statement of the problem and the hypothesis of the study, was the evaluation of five characteristics of these children by their teachers as measured on a rating scale. Outside of that specific point of investigation, there was a peripheral area appropriate for consideration as indicated in the statements of purpose and significance of the study.

The peripheral area pertained to the general status and degree of involvement of these children and their families in the community. Insight for these considerations is enhanced by information additional to that furnished by the teachers' evaluations. This is indicated in the report of the findings as supplemental information.

Dependent/Independent Status of Families

The forty-one children included in the study came from eighteen families. In accordance with the limitations of the study, one or both

parents in each of these families was the product of a home which had received public assistance through the Ottawa County Department of Social Welfare. Whether these individuals in establishing homes of their own continued in a pattern of dependency, or instead, established family units of independent status was a point of interest and also of relevance in view of current allegations that the social welfare program creates dependency which continues to the second and third generations.

By checking the Public File of the Ottawa County Department of Social Welfare for the period of time under study, it was readily apparent that only one of the eighteen families being considered was receiving assistance through social welfare.

The forty-one children included in the study and one or both of each of their parents are the second and third generation in relation to the member of their family who originally received welfare assistance. Therefore, it is apparent that general allegations to the effect that the social welfare program creates and/or continues dependency tend to be refuted in regard to this group in this time and place.

Although such charges may be true in some cases, in fact may be true in many cases, they are not true in all cases, as this study has shown.

Self-Supporting Families

Since seventeen of the eighteen families which represent the forty-one children in the study are self-supporting, it is of further interest to note that their income is derived from employment in various types of occupations and from self-employment.

In some families, only one parent is employed, but in a number of families, both parents are employed either full or part-time. There are

some instances of moonlighting, with a parent working successfully at two jobs.

The different ways in which these parents are employed indicates a wide range of abilities and skills. They are employed in both state and county highway departments, by construction companies, banks, the post office, automobile agencies, retail stores, the county hospital, manufacturing companies, gas service stations, farmers, and by city, county, and other business offices.

They work as secretaries, mechanics, clerks, nurses aids, custodians, salesmen, waitresses, farmers, and as operators of many types and kinds of equipment. It is apparent that many of these are positions of responsibility and can be filled only by individuals who can and will assume such responsibility.

Family Patterns

The consideration of the number of original marriages of the eighteen families which are still intact, and the number of families which have two parents in the home is appropriate, because of the extent to which these two factors affect the development and attitudes of the children being reared in the home.

Intact families. Of the eighteen families which represent the forty-one children being studied, fifteen of the original marriages are intact. Three of those marriages are broken by divorce. This is a divorce rate of 16.7 percent. None of the marriages is broken by death or separation.

Number of parents in the home. In two of the three families affected by divorce, the parents who have custody of the children are remarried, so that the traditional family pattern of two parents in the home is maintained. Therefore, only one family is a one-parent family because of divorce.

There is one family which has a parent incarcerated, making it a one-parent family also but only for the duration of the sentence.

Therefore, during the period of time that this study was being conducted, there were only two one-parent families, with sixteen of the eighteen families under consideration being traditional two-parent families.

VIII. SUMMARY

An introduction, a review of the hypothesis, statistical analysis of data, a report of the findings of the study, a critique of the findings, a rationale for the findings, a statement of indication for general support of the hypothesis and supplemental material have been presented in this chapter.

CHAPTER V

An introductory paragraph, a summary of the study findings, a review of current situations and background, recommendations, and a concluding paragraph have been encompassed in this chapter.

I. SUMMARY OF THE FINDINGS OF THE STUDY

This was a study of all of the children enrolled in grades kindergarten through eight at the Minneapolis Attendance Center, Unified School District 239, Minneapolis, Kansas, whose parents were reared in families which received social welfare services through the Ottawa County Department of Social Welfare. The purpose of the study was to determine whether these children differed significantly from other children in their peer group when rated by subjective evaluation by their teachers in five characteristics. These characteristics of personality, character development, emotional maturity, social adjustment, and physical well-being were rated by thirteen classroom and homeroom teachers on a scale of 1.0 (low) to 7.0 (high) with 4.0 designated as the median value always representing average for the peer group.

It was found that the children showed no significant difference from the designated average of their peers in the four characteristics of personality, character development, emotional maturity and social adjustment. In one characteristic, physical well-being, there was a significant difference from the average in a positive direction. In physical well-being, which included the components of apparent health,

cleanliness, good grooming, adequate clothing and a generally attractive appearance, the forty-one children, as a group, ranked significantly above the designated average of the peer group.

Therefore, the hypothesis for the study, that there would be no significant difference between this group of children with welfare influence in their family background and their peers, tends to be generally supported.

II. CONCLUSIONS

In the light of current assertions that the social welfare program is creating dependency and perpetuating "welfare families" to the second and third generation, the writer had a further interest in the findings of such a study, in that they might furnish a basis for considering whether such general accusations were borne out for the group being studied.

Since the findings of the study showed no significant difference of a negative nature from the average of the peer group, it was apparent that these children evidenced no detrimental influence from the welfare background of their parents in the five characteristics which were evaluated.

Since the children also showed particular strengths in the areas of friendliness and loving, personal attributes which imply being responsive and involved with others, they had obviously escaped becoming alienated and withdrawn, two indicators of an existing dependency pattern.

Based on the findings of this study, and with the further

consideration of the fact that seventeen of the eighteen families are self-supporting, it can be concluded by inference that no "pattern of dependency" or a "perpetuating of welfare families into the second and third generations" is evidenced for this group.

Possible Reasons for Lack of a Dependency Pattern

There are no doubt a number of factors that have contributed to the fact that there is apparently no pattern of dependency. Since such factors work in inter-action, they cannot be isolated completely. However, several important ones should be presented.

The structure of the welfare program in Kansas. Kansas has a state supervised, county administered type of social welfare program. This allows the maximum of contact with local people and enhances the flow of communication, which is so vital in any relationship.

The County Board of Social Welfare. In Kansas, the board of county commissioners is also the board of social welfare. Again, this allows for direct contact and increased interest and understanding on the local level.

Staff of the County Department of Social Welfare. The personal philosophy of the individuals who work directly with clients is of great importance, as well as the skills and talents which are required. The client's self-image is greatly affected by what he considers the staff member's opinion of him to be.

Services provided. Some welfare programs provide little more than financial assistance. While this is often the basic need, help

through other types of services such as planning, management, and educational or vocational goals must be forthcoming if people are to be helped to regain independence.

Type of community. This group of children that was studied has the advantage of living in a mid-west middleclass, rural community. There are no ethnic groups within the area, no wide divergence of backgrounds. There is no structure in the total society of the community but what could be surmounted if a high enough degree of desire, determination, and ability were brought to bear.

Residents' attitudes. This area where the children in the study live has a strong Puritan ethic and a "rural pride" which stems from a pioneer heritage. The people endorse in general the principle of hard work and of being independent.

Most of those who have to apply for welfare assistance, use the program only as long as they need to use it. The rapid turn-over of recipients on the rolls of the Ottawa County Welfare Department attests to this.

However, this independent attitude does not preclude being sympathetic to someone in trouble. Indeed, the same pioneer heritage that contributes to the attitude of the rugged individualist also provides strong basis for helping ones neighbor. If a person or a family needs help through a difficult time, then the people of the community want them to have it and no one disparages them for needing it.

This aspect of residents' attitudes is particularly important because, if a person who is receiving welfare assistance can retain

the image of himself as a person of worth who is only temporarily in need of help, he can be much more readily reincorporated into society as an independent person than if he comes to think of himself as "poor" and "different" and a person apart from the independent community. It is when such alienation occurs that pockets of poverty form; when areas become totally populated by the poor then the psychology of dependency becomes established. It is then that dependency, as a pattern, begins to pass from one generation to the next.

Any number of families in the area studied may not have much money, and at times they may turn to social welfare for assistance, but most of them do not think of themselves as "poor." Herein lies the basic difference in the state of mind which makes the essential difference between dependency and being independent, a contention strongly supported by literature which was reviewed for this study.

III. RECOMMENDATIONS

In view of the assertions being made concerning the detrimental effects of the social welfare program, it is easy to get the impression that no one who is a recipient of social welfare services ever escapes being caught in the cycle of continuing poverty and dependency.

For the area of this study, at least for this period of time and for this group, this is not true. As evidenced by the findings of the study, people can be recipients of welfare assistance, then regain--and retain--their independence. It is assumed that in other areas, also, this could be done, although to what extent, is left for other

studies to determine.

To the extent that the social welfare program helps families through difficulties and then subsequently helps them escape dependencies, it has admirably served its purpose. To the extent that it has not accomplished both of these essential acts, it is then subject to criticism.

It is the writer's recommendation that since much research in the past has been concerned with studying the people who are trapped in the dependency cycle, it would be desirable to have more studies such as this one, which gave no consideration whatever as to whether or not welfare assistance was being currently received as a qualification for inclusion in the study. If such additional studies tend to substantiate the findings of this one, with a number of members of the second and third generation found to be independent and self-sufficient, then studies should be specifically designed to evaluate the attributes of those individuals who escaped the welfare dependency cycle.

In addition, further studies should include an evaluation of the particular aspects of the welfare program which enabled them to reassert their independence and a consideration of the characteristics of their community which had contributed to their doing so.

IV. SUMMARY

An introduction, a summary of the study and its findings, conclusions drawn by the writer, and the writer's recommendations were included in this chapter.

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APPENDICES

APPENDIX A

LETTERS REGARDING PROPOSED STUDY
SENT TO SUPERINTENDENT OF SCHOOL DISTRICT
AND TO DIRECTOR OF COUNTY WELFARE DEPARTMENT

Minneapolis, Kansas
March 4, 1969

Mr. W. W. Musick
Superintendent
Unified District 239
Minneapolis, Kansas

(COPY)

Dear Mr. Musick:

I am writing to you in regard to a study which I wish to make for my Master's thesis. This will be written under the supervision of Kansas State Teachers College.

The problem that I have in mind is to conduct a survey pertaining to those children enrolled in the Elementary School, Minneapolis Attendance Center, Unified District 239, whose parents were reared under the auspices of the Ottawa County Department of Social Welfare.

The intent of the study is to determine whether there is any significant difference in these children with social welfare influence in their family backgrounds when rated by their teachers in certain selected characteristics in subjective comparison with the children's peers.

Information needed from school sources would include items taken from the child's permanent record and material obtained through interviews with members of the faculty. Included in these interviews would be the use of a rating scale for professional evaluation of the children by their teachers.

Mrs. Josephine Moen, Director of the Ottawa County Department of Social Welfare, is most interested in this proposed study, and considers it an appropriate one. Of course, there would be no use of names and the utmost care would be taken to protect confidentiality.

If it is possible for you to grant permission for me to use school records and to confer with faculty members in conducting such a study as I've described, I shall certainly appreciate it.

Thank you for giving consideration to this matter.

Sincerely yours,

Margaret Jagger

Minneapolis, Kansas
March 6, 1969

Mrs. Josephine Moen
Director
Ottawa County Department
of Social Welfare
Minneapolis, Kansas

(COPY)

Dear Mrs. Moen:

I am writing to you to confirm our discussion regarding the study which I wish to make for my Master's thesis. This will be under the supervision of Kansas State Teachers College, Emporia, Kansas.

The problem that I have in mind is to conduct a survey pertaining to those children enrolled in the Elementary School, Minneapolis Attendance Center, Unified District 239, whose parents were reared under the auspices of the Ottawa County Department of Social Welfare.

The intent of this study is to determine whether there is any significant difference in these children with social welfare influence in their family backgrounds when rated by their teachers in certain selected characteristics in subjective comparison with the children's peers.

Of course, there would be no use of names and the utmost care would be taken to protect confidentiality. I would appreciate it if you would present the information about the proposed study to the Board of Social Welfare so that I can be sure that the Board approves of such a study being made.

Thank you very much for your help in this matter.

Sincerely yours,

Margaret Jagger

APPENDIX B

LETTER WHICH AUTHORIZES USING SCHOOL
RECORDS AND INTERVIEWING FACULTY

Unified School District No. 239

W. W. Musick, Superintendent

Box A - Minneapolis, Kansas - 67467

March 24, 1969

Mrs. Margaret Jagger
Route #3
Minneapolis, Kansas

Dear Mrs. Jagger:

Unified School District #239 authorizes you to use school records and interview faculty members as a part of your research for your "Master's Theme".

Sincerely yours,



W. W. Musick, Superintendent
UNIFIED SCHOOL DISTRICT #239
Minneapolis, Kansas

WWM:ld

APPENDIX C
LETTER ENDORSING PROPRIETY
OF STUDY

OTTAWA COUNTY DEPARTMENT OF SOCIAL WELFARE

COURT HOUSE

PHONE Area Code 913 EX 2-2178

Minneapolis, Kansas

67467

March 10, 1969

Mrs. Margaret Jagger
R.R. #3
Minneapolis, Kansas 67467

Dear Mrs. Jagger:

This is to inform you that Mrs. Moen has discussed with the Ottawa County Board of Social Welfare your proposed study about the third generation descendents of former recipients of Social Welfare services which you are planning to do for your master's thesis at Kansas State Teachers College, Emporia, Kansas.

The board is most interested in your study and concurs with Mrs. Moen that this is research which is permissible and appropriate. It would seem that a study such as this might furnish information which could prove useful in the evaluation of the policies and services of the Social Welfare Program.

Sincerely yours,



(Mr.) G.N. Bacon, Chairman
Ottawa County Board of Social Welfare

sl

APPENDIX D
SAMPLE RATING SCALE

RATING SCALE

EMOTIONAL MATURITY

Level	high 7	6	5	av. 4	3	2	low 1	Rating Score
1. Stable								
2. Calm								
3. Self-Confident								
4. Copes with Difficulties								
5. Withstands Stress								
6. Flexible								
7. Unselfish								
8. Loving								
TOTAL								

EMOTIONAL MATURITY ----- Mean Score

FIGURE 1.

SAMPLE RATING SCALE FOR EMOTIONAL MATURITY

A form such as this was prepared for each of the five characteristics studied. One copy of each of the five forms was filled out for each child by his or her classroom or homeroom teacher.

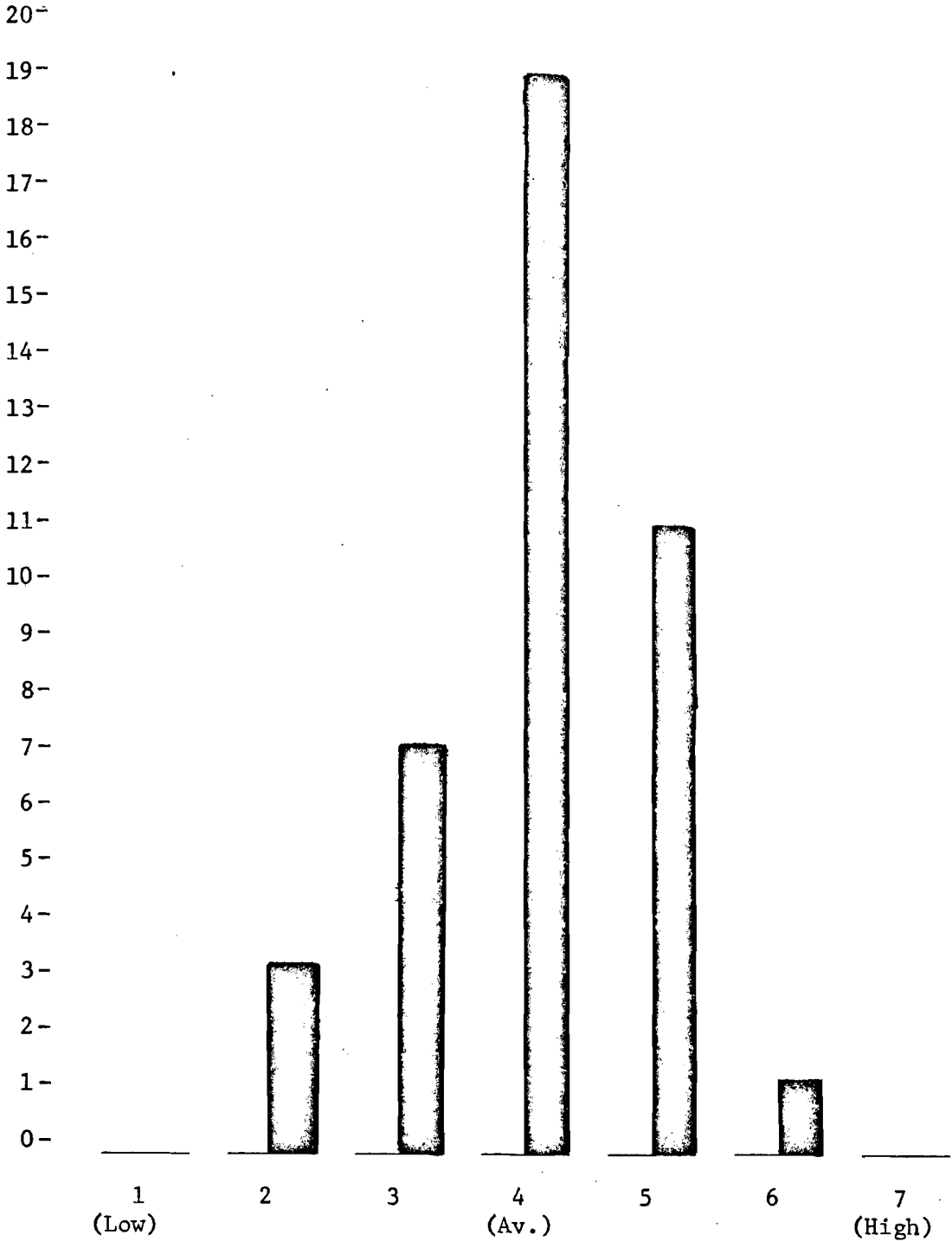
A checkmark placed at a level from 7.0 (high) to 1.0 (low) for each component of the characteristic being considered indicated the child's position as rated by his teacher in subjective comparison with his peers.

When the point values for all components of the characteristics were totaled, and the mean computed, the mean value shows the child's rating for that characteristic.

APPENDIX E

DISTRIBUTION OF CHILDREN ACCORDING TO THE
MEAN SCORE OF ALL FIVE CHARACTERISTICS EVALUATED

CHILDREN



Seven Point Rating Scale

FIGURE 2

DISTRIBUTION OF CHILDREN ACCORDING TO THE MEAN SCORE OF ALL FIVE CHARACTERISTICS EVALUATED

APPENDIX F

RATINGS BY THIRTEEN TEACHERS OF FORTY-ONE CHILDREN
FOR THIRTY-FOUR COMPONENTS OF THE FIVE CHARACTERISTICS
CONSIDERED IN EVALUATING THE CHILDREN

TABLE VIII

TEACHERS' RATINGS OF THE FORTY-ONE CHILDREN
FOR THE COMPONENTS OF THE CHARACTERISTIC, PERSONALITY

CHILD	¹ Outgoing	² Self-Sufficient	³ Enthusiastic	⁴ Cheerful	⁵ Trustworthy	⁶ Kind	⁷ Generous	⁸ Sympathetic	⁹ Affectionate
1	4	4	3	4	5	5	5	5	5
2	4	3	4	4	3	4	3	3	4
3	3	3	3	1	6	6	6	6	6
4	6	6	6	6	6	5	5	5	5
5	4	4	4	5	6	6	6	6	6
6	5	4	6	6	5	6	6	6	5
7	3	3	4	3	4	4	4	4	4
8	3	3	5	5	5	5	5	5	5
9	3	3	5	5	5	5	6	6	6
10	5	5	5	6	4	5	4	5	4
11	6	6	7	7	6	6	6	6	6
12	2	1	2	3	2	3	4	4	3
13	6	4	5	5	4	4	5	5	5
14	2	3	5	4	3	3	3	4	5
15	7	6	7	6	6	6	6	6	7
16	4	5	5	4	5	4	4	5	5
17	4	5	3	5	4	6	6	6	6
18	5	6	7	7	7	6	6	6	6
19	4	3	4	5	5	4	4	4	5

TABLE VIII (continued)

CHILD	1	2	3	4	5	6	7	8	9
20	6	6	6	6	5	5	5	6	6
21	5	5	5	6	4	4	4	4	5
22	4	4	5	4	5	4	4	4	4
23	7	6	4	4	1	4	6	5	4
24	7	6	4	7	3	3	4	4	4
25	4	3	4	4	3	3	4	4	4
26	3	3	4	4	4	4	4	4	4
27	3	4	4	4	6	6	4	4	4
28	5	4	4	4	6	6	4	4	4
29	5	6	4	4	4	4	4	4	4
30	4	3	4	5	4	4	4	4	5
31	7	7	7	7	5	5	5	5	6
32	5	4	5	5	5	5	5	5	6
33	7	7	7	7	6	7	6	6	6
34	6	2	2	6	5	6	6	6	6
35	5	3	5	6	4	4	4	4	5
36	1	2	2	3	4	4	4	4	3
37	6	5	7	7	4	5	4	4	5
38	1	2	2	2	4	4	4	3	2
39	2	1	1	4	4	4	4	4	4
40	4	5	5	6	6	6	6	6	6
41	5	4	6	6	5	6	6	6	6
Score:	4.439	4.121	4.560	4.926	4.564	4.756	4.731	4.853	4.878

TABLE IX

TEACHERS' RATINGS OF THE FORTY-ONE CHILDREN
FOR THE COMPONENTS OF THE CHARACTERISTIC,
CHARACTER DEVELOPMENT

CHILD	1 Honest	2 Truthful	3 Courageous	4 Trustworthy	5 Reliable	6 Loyal
1	4	4	4	5	5	4
2	3	3	3	3	3	3
3	4	4	4	4	4	4
4	5	5	5	5	5	5
5	5	5	4	3	5	5
6	7	7	5	7	5	5
7	3	3	3	4	4	4
8	3	3	3	3	3	4
9	4	4	4	4	5	5
10	5	6	4	4	4	4
11	7	7	5	7	6	6
12	4	4	3	3	1	2
13	5	4	4	4	3	4
14	2	2	2	2	4	4
15	5	5	6	6	6	6
16	3	4	6	5	7	4
17	5	5	2	4	2	6
18	6	6	6	6	6	7
19	4	3	3	4	4	4
20	5	5	6	6	6	6

TABLE IX (continued)

CHILD	1	2	3	4	5	6
21	4	4	4	4	4	4
22	7	7	5	6	6	6
23	6	5	5	1	1	3
24	4	4	3	1	1	4
25	6	6	4	4	4	4
26	3	3	1	1	1	4
27	7	7	7	7	7	7
28	4	4	4	4	4	4
29	4	4	4	4	5	4
30	2	2	2	2	2	2
31	5	5	4	5	4	5
32	6	6	5	5	6	6
33	6	6	6	6	6	6
34	2	2	2	2	2	4
35	4	3	4	3	4	4
36	4	4	4	4	3	4
37	2	2	3	3	2	4
38	4	4	2	4	3	4
39	4	4	2	4	3	3
40	7	7	6	7	7	7
41	6	5	5	5	4	4
score	4.536	4.463	4.000	4.170	4.073	4.512

TABLE X (continued)

CHILD	1	2	3	4	5	6	7	8
21	4	3	4	4	4	4	4	5
22	5	5	4	4	4	5	7	5
23	1	1	1	1	1	4	4	4
24	1	1	2	1	2	1	2	2
25	4	3	3	3	4	4	4	4
26	2	2	1	1	1	2	3	4
27	4	4	4	4	4	4	4	4
28	4	4	4	4	4	4	4	4
29	4	4	6	6	4	6	4	4
30	4	4	4	4	4	4	4	4
31	4	3	5	5	5	4	4	5
32	4	3	4	3	4	4	5	5
33	5	3	7	6	4	4	3	5
34	2	6	4	3	4	4	6	6
35	3	2	2	4	4	5	5	5
36	3	3	2	2	2	4	4	4
37	3	2	3	4	3	5	5	5
38	2	2	2	2	2	2	2	2
39	3	4	2	2	4	2	4	4
40	6	6	6	7	7	6	7	7
41	4	3	3	4	4	4	5	5
core	3.682	3.780	3.658	3.682	3.756	4.000	4.439	4.682

TABLE XI

TEACHER RATINGS OF THE FORTY-ONE CHILDREN
FOR THE COMPONENTS OF THE CHARACTERISTIC,
SOCIAL ADJUSTMENT

CHILD	1 Shows Leadership	2 Congenial	3 Welcomed by Peers	4 Cooperative	5 Friendly	6 Good Citizenship
1	4	4	4	4	4	6
2	4	3	4	4	4	3
3	3	4	4	4	4	4
4	6	4	6	5	5	4
5	4	5	4	4	5	4
6	5	5	6	6	6	6
7	2	3	3	4	3	4
8	4	4	4	4	4	4
9	5	5	5	5	5	5
10	3	4	4	4	5	3
11	5	6	6	6	6	5
12	1	3	1	3	3	1
13	5	6	6	6	7	4
14	3	4	4	4	5	4
15	6	7	7	7	7	6
16	4	4	4	6	4	5
17	3	5	5	6	6	3
18	5	6	5	6	5	6
19	3	4	3	4	4	3
20	7	6	7	6	6	6

TABLE XI (continued)

CHILD	1	2	3	4	5	6
21	4	5	5	4	5	4
22	4	7	7	7	7	6
23	4	4	3	2	4	1
24	2	2	3	3	7	1
25	2	3	4	4	4	2
26	1	3	2	2	2	1
27	3	4	4	6	6	6
28	5	4	4	4	4	5
29	5	4	4	4	4	5
30	2	4	4	4	4	4
31	6	6	6	5	5	5
32	3	5	5	5	6	5
33	7	5	6	6	7	7
34	6	7	2	2	7	2
35	2	6	5	5	6	4
36	3	4	3	3	4	3
37	3	6	5	5	6	4
38	1	2	2	3	2	3
39	1	4	2	4	4	2
40	6	7	5	6	7	6
41	2	5	2	5	6	5
core	3.756	4.609	4.268	4.560	5.000	4.073

TABLE XII

TEACHER RATINGS OF THE FORTY-ONE CHILDREN
FOR THE COMPONENTS OF THE CHARACTERISTIC,
PHYSICAL WELL-BEING

CHILD	1 Apparent Good Health	2 Clean	3 Well Groomed	4 Adequate Clothing	5 Generally Attractive Appearance
1	5	6	6	6	6
2	5	4	4	4	4
3	1	4	3	3	2
4	6	6	6	6	6
6	7	7	7	7	7
7	4	6	3	7	5
8	4	4	5	5	4
9	4	4	5	5	4
10	4	5	5	6	5
11	6	7	6	6	6
12	4	1	2	2	1
13	4	6	6	6	6
14	6	6	6	6	6
15	6	7	6	6	6
16	5	6	6	6	6
17	2	6	6	6	6
18	6	6	6	6	6
19	4	4	4	4	4
20	5	6	6	6	6

TABLE XII (continued)

CHILD	1	2	3	4	5
21	4	5	4	5	5
22	7	7	7	7	7
23	7	7	7	7	7
24	7	7	7	7	7
25	7	7	7	7	7
26	3	3	1	3	1
27	4	6	6	4	6
28	5	6	6	4	6
29	4	6	6	4	6
30	4	3	3	3	3
31	4	6	6	6	6
32	4	5	5	5	5
33	7	7	7	7	7
34	5	5	4	4	4
35	3	4	4	4	4
36	3	5	5	6	6
37	7	6	6	6	6
38	4	3	3	1	1
39	5	3	3	3	3
40	7	7	6	3	6
41	3	3	3	1	3
mean score	4.829	5.414	5.195	5.097	5.243