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UNIVERSITY OF LOUISVILLE

A STUDY OF VISITING TEACHER WORK
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE SCHOOL YEAR 1940-1941.

A Dissertation
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts

Department of Education

By

Mary C. Newman

Year

1942

NAME OF STUDENT: MARY C. NEWMAN

TITLE OF THESIS: A STUDY OF VISITING TEACHER

WORK AT THE HIGHLAND JUNIOR

HIGH SCHOOL FOR THE SCHOOL

YEAR 1940 - 1941.

APPROVED BY READING COMMITTEE COMPOSED OF THE

FOLLOWING MEMBERS:

NAME OF DIRECTOR: _____

DATE: August 17, 1942

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INTRODUCTION

A Study of Visiting Teacher Work at the Highland Junior High School for the School Year 1940-1941 was undertaken for the following purposes; first, to determine the visiting teacher's contribution to better school adjustment of a group of sixty cases; and second, to point out practices by which the visiting teacher might widen her activities and extend the field of her services in this particular school.

A comparative study of the group of sixty visiting teacher cases and of a sample of the school, a normal group, is the principal basis for this work. As many different areas as possible, dealing both with the pupil's school life and with his out-of-school life, are considered in the comparison so that a wide basis for judging differences in the groups would be obtained. The extent to which the child is educated by a variety of influences outside of his school makes it necessary for school workers to have an understanding of children in the light of their social background and their membership in the home and the community. The areas examined in this study are intended to bring out as many different influences as possible so that particular weakness in either group will be apparent. The comparisons are based upon school records of pupils and a

questionnaire for socio-economic status rating answered by pupils of each group.

The comparison made of attendance and scholarship of the two groups, and a questionnaire answered by the classroom teachers are used in an attempt to judge certain aspects of the visiting teacher's services.

While children are much the same everywhere and their problems are similar, and while the same fundamental principles of discovering and dealing with these problems are everywhere applicable, the particular local environment of home, school, and community have definite bearing upon the specific treatment which the visiting teacher must utilize in carrying out her work. Therefore, in this study, the first part of the thesis is concerned with the nature of the district and the character of the school.

Even though this study is confined to one year, it may be considered a cross section of the work as it is carried on over a period of years. One year is a comparatively short time in the field of case work. Some of the sixty cases have been active with the visiting teacher since the early elementary grades, while others have developed during the current year and have needed only short treatment.

THE HIGHLAND JUNIOR HIGH SCHOOL
AND ITS DISTRICT

CHAPTER I

THE HIGHLAND JUNIOR HIGH SCHOOL AND ITS DISTRICT

In this chapter an attempt will be made to present a picture of the function of the visiting teacher in the schools of Louisville, Kentucky, with particular reference to the Highland Junior High School. Such a picture is essential for an adequate interpretation of the data or results of a study of cases handled by the visiting teacher at the Highland Junior High School during the school year 1940-1941. Insight into visiting teacher work in a given school requires a knowledge and understanding of the community and of the entire school situation, as well as a clear idea of the general concepts of visiting teacher work. This chapter, therefore, also describes the school district, the administration and personnel of the school itself, and the philosophy underlying general visiting teacher practices.

The first two junior high schools to be opened in Louisville, Kentucky, were Highland Junior High School and Western Junior High School. They were opened the second semester of the school year 1927-1928. In the report of the Superintendent of Schools for the years 1925-1926, the following is written in regard to the inauguration of the junior high schools:

The shortage in pupil accommodation has grown to more than 8,000 and this situation caused more than 22,000 pupils to suffer the effects of congestion. The enrollment of pupils in grades seven, eight, and nine, approximately equaled the shortage of seats. This situation gave the Board of Education an opportunity to achieve two great improvements for the public schools, that is, to eliminate congestion and to inaugurate junior high schools in Louisville.¹

During 1940-1941 there were nine junior high schools belonging to the Louisville Public School system. The installation of junior high schools was not an isolated act but part of the movement which had as its objective the remaking of the school system in terms of the modern conception of the true function of a school. The junior high school movement in the United States, which grew out of the need for educational reform, was actuated by clearly defined aims and purposes. Comparatively early in the junior high school movement, Briggs listed the following aims and purposes, which are today, as well as they were then, ideals toward which all junior high schools aspire:

1. To continue, in so far as it may seem wise and possible, and in a gradually decreasing degree, common integrating education.

¹ Superintendent of Schools, Fifteenth Report of the Board of Education, (Louisville, Kentucky: From July 1, 1925 to June 30, 1926).

2. To ascertain and reasonably to satisfy pupils' important immediate and assured future needs.

3. To explore by means of materials in themselves worth-while, interests, aptitudes, and capacities of pupils.

4. To reveal to pupils, by materials otherwise justifiable, the possibilities in the major fields of learning.

5. To start each pupil on the career which as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the state.²

The Highland Junior High School is located in the eastern part of Louisville, Kentucky. The city has a population of 319,072³ and covers an area of approximately forty square miles.⁴ The school accommodates seventh, eighth, and ninth grade pupils living in this section of the city in an area of approximately two hundred and eleven city blocks.⁵

² Thomas H. Briggs, The Junior High School (Boston: Houghton Mifflin Company, 1920), pp. 162-175.

³ United States Bureau of Census, Sixteenth Census of the United States 1940 (Washington, D. C.: United States Government Printing Office, 1941), p. 43.

⁴ Works Projects Administration, Real Property Survey and Low Income Housing Area Survey 1938-1939 (Volume I, 1939, project pamphlet), p. 16.

⁵ New Map of Greater Louisville, Kentucky. Map published by Pease Engineering Company, Copyright, 1938.

The District

The boundary lines of the Highland Junior High School as shown on the map on Page 6 are as follows:

- Northern: Lexington Road and Beargrass Creek. From intersection of Charlton and Lexington Road east (not including Lexington Road) to Beargrass Creek, to intersection of Creek and City Limits.
- Eastern: City Limits
- Southern: City Limits
- Western: Barrett Avenue and Highland Avenue. From intersection of Barrett and City Limits (near Royal Avenue) north (including Barrett) to Highland then east (including Highland), to Dudley, then in direct line across Cave Hill Cemetery to intersection of Charlton and Lexington Road.
- Optional Territory: Between Eastern, Highland, and Louisville Junior High Schools. The entire Shelby School district.⁶

In the optional territory, only that part in which pupils live who usually attend Highland Junior High School is included on the map. This territory is an extension of the district already described. The northern boundary line is Barrett Avenue; the eastern, is the city limits; the western is Rufer Avenue and the southern is Beargrass Creek.

⁶ Assistant Superintendent of Elementary Education-
School District Lines (Superintendent's Office, Louisville
Public School System, 1938).

County territory adjacent to the city limits is shown on this map because ninth grade pupils in this territory usually attend this school. As the county schools in this vicinity are maintained for pupils through the eighth grade only, the county pays tuition of pupils in the city schools from the ninth through the twelfth grades.

LEGEND

- \$15 TO \$30 RENTAL VALUE
- \$30 TO \$50 RENTAL VALUE
- \$50 AND UP RENTAL VALUE
- COMMERCIAL AREAS
- CHURCHES
- SCHOOL DISTRICT BOUNDARY

MAP OF
HIGHLAND JUNIOR HIGH SCHOOL DISTRICT
LOUISVILLE, KENTUCKY
SHOWING
RENTAL VALUES, COMMERCIAL AREAS, & CHURCHES

The Highland Junior High School section is composed of a residential district with one major commercial thoroughfare, Bardstown Road, running from north to south. Most of the stores, shops, and other commercial enterprises are located along this thoroughfare or immediately adjacent to it. There is, however, a small commercial center located in the northwestern part of the district on Barrett Avenue, and another at Eastern Parkway and Baxter Avenue. East of Bardstown Road, the property adjacent to and in Cherokee Park, is probably the most expensive residential property in the city, while along Bardstown Road, in houses which have been converted into business places, residential units are usually of the lowest price in the district; between these two extremes are to be found residential units of all types.

This district, which includes practically the entire section known as "The Highlands", has most of the shops and stores necessary to make it independent of the downtown shopping district. This trend seems to be growing. Ladies' and children's wearing apparel stores, shoe stores, furniture stores, and restaurants are some of the growing enterprises indicating this decentralization.

In a pamphlet published by The Courier-Journal and The Louisville Times, a study of rental values of the Highland Junior High School district shows there are approx-

imately five and a half city blocks in the fifteen to thirty dollar rental zone, and one hundred and two city blocks in the thirty to fifty dollar rental zone. Fifty-five per cent of the city's fifty dollar and up rental zone lies in this district.⁷

There are 2933 rental occupied dwelling units, and 3819 owner occupied dwelling units in the Highland Junior High School district.⁸ Seventy-seven per cent of the dwelling units are owner occupied. In a survey made by the Works Projects Administration in 1937, it was found that for the city as a whole residential structures are almost equally divided between owner occupied and non-owner occupied groups.⁹ Thus, this district has a large percentage of home ownership combined with property commanding comparatively high rent.

In this district there are two public parks. Cherokee Park, covering 409.3 acres, combines natural beauty with a well-planned system of driveways through

⁷ The Courier-Journal and Louisville Times, Kentuckiana ... Its Potentialities, (Louisville, Kentucky: The Courier-Journal and The Louisville Times, 1941), P. 17.

⁸ Caron Directory Company, Louisville Directory 1941 (Louisville, Kentucky: Caron's Directory Company, Published, 1941), pp. 2068-2434.

⁹ Works Projects Administration, op. cit., Vol. 1, p. 34.

picturesque settings. It has an eighteen hole golf course, tennis courts, bridle paths, pavilions, and playground facilities. Tyler Park, covering 12.6 acres, has recreational facilities including tennis courts and playground equipment. During the summer months a playground instructor, supplied by the Recreational Division of the Welfare Department of the City, is in charge. Other recreational features sponsored by the Recreational Division in the district are dancing classes for girls at the Belknap School, physical education classes for women, and basketball leagues for men at the Highland Junior High School.

In this district are located three elementary public schools, which have been previously mentioned. These schools have classes from the kindergarten through the sixth grade. There are also three parochial schools having classes from the first through the eighth grade, and three private schools, two of which are for girls, with grades from the kindergarten through the twelfth grades, and one for boys, with grades from the seventh through the twelfth.

Of the eighteen churches in the district, three are Roman Catholic; two, Christian; two, Church of Christ; two, Lutheran; two, Presbyterian; two, Baptist; two, Methodist-Episcopal; one, Evangelical; one, Episcopal; and one, Latter Day Saints.

Boy and Girl Scout Troops are very popular with

children in this district. There are nine Boy Scout Troops in different sections of the district, open to boys from twelve years of age and up. Two hundred and eighteen boys are members of these groups. The "cub" troops, open to boys from nine through eleven years, have seven troops, numbering one hundred and thirteen members. "Explorer Units", including boys fifteen years of age and over, have two troops numbering fifteen members.¹⁰ Girl Scout activities in the district are carried on by eleven groups of "Intermediates", ages from ten to fourteen; six groups of "Brownies", ages seven to ten years, and one group of "Seniors" for girls over fourteen. These groups number two hundred and eighty-eight members.¹¹ Six hundred and nineteen boys and girls between the ages of seven and eighteen are registered members of scout organizations in the Highland Junior High School district.

The Highland Branch Library is located at the lower end of the district. Its circulation was 88,777 for the year 1940-1941, the second largest circulation of the eight branch libraries for whites in the city for the year

¹⁰ Boy Scouts of America, Louisville Area Council (Files in office, 1941).

¹¹ Girl Scouts of America, Louisville Area Council (Files in office, 1941).

1940-1941. The non-fiction circulation was 26,545, the largest among this group.¹² Community activities may be held in available rooms in the library building as long as they are of a non-political and non-denominational character. Among the activities which took place here during 1940-1941 were civic and social club meetings, piano recitals, language classes, story hour, and puppet shows.

There are two moving picture theaters located in the district and a third is being built.

The Lakeside Swimming Quarry is a popular recreational feature during the summer months in the Highlands. It is open to the public upon payment of a small admission fee.

The protective agencies for the district are two fire houses and the Highland Branch of the police department.

Disorganizing forces in the community are comparatively few. Four cafes, allegedly the successors of the saloons are located here, while there are several small shops known as "beer joints". These shops usually depend upon the sale of beer, soft drinks, and sandwiches, and upon a percentage of "take" from the "juke boxes" and "pin

¹² Yearly Report of Louisville Free Public Library for Year 1940-1941 (Files of Louisville Free Public Library).

ball" machines. In some instances these shops are the popular meeting place for the youth of the neighborhood. Drug stores which have "pin ball" machines are often popular loitering places for groups of school age boys.

A study of juvenile delinquency in the city for 1935 was made by the Works Projects Administration.¹³ The juvenile delinquents include all juveniles appearing before the juvenile court. During that year there were 368 male white and 98 female white juvenile delinquents in the city. Only two of these were in the Highland Junior High School district.¹⁴

This study of the district demonstrates that this is a high type residential district with a predominance of home owners and comparatively high rental dwellings. There is a majority of influences that tend to promote organization within a community, with a minimum of the disorganizing elements and little juvenile delinquency.

The Highland Junior High School
and Its Administration

In this district, the Highland Junior High School is located at Norris Place, Speed, and Richmond Avenues.

¹³ Works Projects Administration, A Study of Juvenile Delinquency in Louisville, 1935 - Spot Map. Files of Community Chest.

¹⁴ Loc. cit.

The building, of colonial architecture, has five fully equipped manual training and household arts rooms, and three fully equipped science laboratories. Also among the features of the building are a modern auditorium, a gymnasium with girls' and boys' shower rooms, a cafeteria with kitchen facilities, a library containing approximately 6,000 volumes, medical rooms, rest rooms for men and women teachers, toilet and wash rooms on each floor for pupils, janitors' rooms, storage rooms, a general office, and a principal's office. The site of eight and a half acres on which the three story colonial building is located gives ample room for a large recreational field. After school hours and during week-ends, the field is used as a neighborhood playground. Thus, the physical aspects of the Highland Junior High School are found to be ample for carrying on a diversified program, a program suited to the needs of adolescents.

The program of studies provided for students at Highland Junior High School is essentially the same as in all other junior high schools in the Louisville Public School System. It is based upon the principle of certain constant courses required by all pupils, which are carefully selected and set down as requirements for all, and variable courses from which the different individuals may select in keeping with their needs and interests. Pringle, in his book on the junior high school, states that this

type of curriculum organization is found in nearly all senior and junior high schools.¹⁵ In the seventh grade, exploratory courses in which pupils may find interests and aptitudes are prescribed, while the elective courses offered in the eighth and the ninth grades, have exploratory purposes. In regard to this Pringle has to say:

The plan of having constants and variables provides for the greatest degree of freedom of choice on the part of pupils and parents. It furnishes a flexibility helpful for pupils who have not made an occupational choice; and it permits pupils to use electives as try out courses, thus contributing to the exploratory function of the school.¹⁶

The constants in junior high schools of the Louisville Public School System are English, mathematics, social studies, general science, and physical education. In Table I is a typical program of studies for each grade showing number of periods per week for each subject. The programs were those used during the second semester. Slight deviations from this program are usually necessitated for reasons of organization and administration or in cases of special programs for individual cases.

Each grade has two divisions, B indicating the

¹⁵ Ralph W. Pringle, The Junior High School A Psychological Approach (New York: McGraw-Hill Book Company, Inc. 1937), p. 103.

¹⁶ Loc. cit.

first half of the grade and A indicating the second half. The school day is divided into six fifty-five minute class periods and a twenty-five minute lunch period.

Work of the seventh grade is so prescribed that no electives are given. 8B pupils are offered one elective, while 8A pupils are offered a choice of general mathematics or algebra, and an elective. Both divisions of ninth grade have the same choices as the 8A grade. French, Latin, and algebra begun in the eighth grade and spread over one and a half or two years, give the same credit as if begun in the ninth grade and taken in a more concentrated form.

TABLE I
TYPICAL PROGRAM OF STUDIES AND PERIODS PER WEEK
AT HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

SUBJECTS	Periods per week					
	7B	7A	8B	8A	9B	9A
English	4	4	5	5	5	5
Social Studies	4	4	5	5	4	5
Mathematics *	5	5	5	5	5	5
Science	2	2	3	3	4	5
Physical Education	3	3	3	3	3	
Health	2	2				
Music	2	2	2	2	1	1
Art	2	2	2			
Guidance				2	2	
Exploratory **	5	5				
Elective ***			5	5	5	5
Study Period					1	5
Library	1	1				

* 8A, 9B, and 9A pupils chose either general mathematics or algebra.

** 7B pupils are offered metal work and clothing.
7A pupils are offered printing and woodwork.

- *** 1. Language - Latin or French
2. Home Economics - Foods or Clothing
3. Shops - Metal Work, Woodwork, or Printing
4. Music - Band or Orchestra

There were twenty-two home room groups during each term of the school year 1940-1941 at Highland Junior High School. Pupils meet in these groups each morning for five minute periods. Here the official attendance is taken, and pupils' grade records are kept. A regular fifty minute class period is given for home room meetings about every other week, alternating with the assembly of the entire school. Pupil composition of home rooms follows no set rule; however, pupils of one division of a grade are placed together. Seventh and eighth grades usually meet in the same groups in which they attend classes, while the ninth grade arrangement is made alphabetically. It is the policy at Highland Junior High School for the principal to appoint a teacher-committee to work out definite suggested programs. The use of this material is left to the discretion of each home room teacher. The degree to which the home room period is made worth-while is in the final analysis determined by the teacher-sponsor. In some cases home room is very little more than the means of carrying on the routine administrative work of the school, with left-over time used for study. Also there are some home room periods in which perhaps a highly detailed program is mechanically carried out, while little of real value is obtained by the pupils. In other situations, under the direction of alert, interested, and sympathetic teachers, pupils are receiving

the soundest kind of education. This is not always accomplished through a highly organized program, but more often by group sharing of worth-while immediate problems, by pupil participation in all home room activities, and especially by a group feeling of home room spirit to which each individual contributes. One teacher of a home room of boys, of whom many were conduct problems, developed a spirit of pride in the group to which each boy felt responsible. Individual problems became the group's problems. Every type of home room activity was made a group activity. In this kind of situation one of the primary purposes of the home room was met, that is, carrying out an essential part of the guidance program of the school.

The home room teacher is an important factor in helping to orient new pupils. For some of the 7B groups at Highland Junior High School during 1940-1941, it was possible to have one teacher teach several related subjects and act as home room teacher to the group. This arrangement has proved to be helpful in facilitating adjustments that many pupils meet slowly. Another attempt on the part of the school to help 7B pupils adjust to the new situation is by appointing the visiting teacher as their advisor or conference teacher. She is a familiar person to most 7B students, as she also works in the elementary schools in this district. Later in this chapter a description of

the advisory work of the school will be given.

At the beginning of each September term there are approximately one hundred and fifteen new 9B entries. Some of these pupils are from parochial schools, others are new residents in the city, and about sixty per cent are county residents. These new ninth grade pupils who spend only one year at Highland Junior High School present many problems of articulation. In home rooms, where ninth grade pupils are grouped alphabetically, there is a challenge to the home room teachers to help these new students make easier adjustments. A pupil familiar with the school is appointed to help the new one become familiar with school routine.

Articulation has been aided at the Highland Junior High School by the policy followed with pupils entering from the elementary schools in the district. Very soon after promotion of a new class to Highland Junior High School, usually about two weeks, a meeting of the seventh grade teachers, the principal, and the visiting teacher is held to discuss individual pupils. By this time teachers are well enough acquainted with new pupils to recall those who might be discussed. Children's records have been received from the previous schools, and home room teachers and perhaps others have perused them. These records contain data pertaining to the child which has been accumulated since his entry in the Louisville School System. Teachers' grades,

attendance and tardiness records, health examinations, and group and individual tests, are among the available materials. In cases where the visiting teacher has been active, such material as a "family study" or a shorter record of special visits called "special home visit" are contained in each record. Besides this, the sixth grade teacher has written a short statement about each pupil concerning his personality, special ability or inadequacy, which she thinks might be pertinent knowledge for a better adjustment in junior high school. These "personality slips", as they are called, add to the wealth of material available to teachers. Before the meeting the visiting teacher lists the names of all pupils whom she believes will be helped by a presentation and interpretation of their cases. In these meetings, it is believed, teachers' interest in and emotional acceptance of potential problems pave the way for better understanding of individuals. It is very easy for a teacher with the average five classes a day to overlook individuals for whom it is essential to make a right start in the new school situation. These meetings sometimes result in a change in program for the unadjusted or unusual pupil.

Since the advent of junior high schools in the Louisville Public School System, better articulation between the different units, elementary, junior high, and

senior high schools, has been an administrative objective. Progress has been made in this direction. Perhaps at the time the junior high schools opened, a clearer definition of special functions for each unit, worked out by teacher-representatives of each and based upon a comprehensive program for the whole system, would have avoided much inarticulation. However, there are factors which made this impractical. First, at the time the junior high school program was started in Louisville there were few teachers who were prepared in both experience and education to make a contribution in formulating the special function of each unit. It has necessarily taken time to educate or re-educate teachers in modern educational philosophy, theory, and techniques. Articulation is chiefly effected through teachers. As the contribution each unit must make to the whole becomes clarified and is accepted as sound by the teaching groups, progress is made in articulation between units. Second, there was a period of several years after the first two junior high schools opened before similar units were available in all districts. This meant that many elementary schools continued to have eight grades, while senior high schools continued to offer their traditional ninth grade courses. As Highland Junior High School was one of the first, articulation with the senior high schools was greatly hampered during this period, especially

because of the differences in ninth grade programs. It is suggested that articulation could be facilitated by arranging for teacher visitation between schools, by administrative planning of small district meetings between sixth and seventh grade teachers, and ninth and tenth grade teachers, and by reporting successes and failures to the previous school. Such reports could furnish the material for re-adjustment and improvements.

Clubs at Highland Junior High School meet before or after school. The membership is open to all pupils, except in such cases where there are grade limitations. New clubs are usually started by several children's requesting permission of the principal to form the club, and proposing a teacher-sponsor, and then securing his or her consent to act as sponsor. Some of these groups survive and become permanent organizations, such as the Girls' Service Club. The guidance teacher recognized the need of some type of club for the 9A grade girls. Several girls were offering their services to help pupils who were in need of coaching. Others joined this small group, and the services spread to include any worth-while task which pupils or teachers requested. Then the girls asked the principal's permission to organize into a club with the guidance teacher as their sponsor. This organization has held the enthusiasm of its members.

Other clubs spring up spontaneously and die after the initial purpose for which they were formed passes. An example of this is the Dramatic Club, which consists of a group of pupils who wanted to give a play to raise money for British Relief. After the play the club ceased to meet except at irregular intervals. Some clubs are constantly changing as the members' interests change. The Art Club is an example of this. Every morning before school the art teacher meets pupils who are interested in working on special projects. This group changed its name during the spring to the Landscape Garden Club and changed its focus to beautifying the school yard.

During 1940-1941 the following clubs functioned at Highland Junior High School: Girls' Service Club, Landscape Garden Club, Library Club, Garden Club, Photography Club, Boxing Club, Dramatic Club, Boys' Glee Club, Girls' Glee Club, and First Aid Club.

In developing its club program, Highland Junior High School at one time had regular club periods during school time, and each child was required to attend a meeting. The present plan seems much more in keeping with sound theory of a junior high school club program. Fretwell has to say on this subject:

Clubs, to be real clubs, have, on the part of their members, so much of idealism, enthusiasm, earnestness, and loyalty that these or-

ganizations can be neither decreed nor forced. They must be developed. In their development, the pupil's point of view must be the starting-point; as educators, teachers must so arrange the situation and so guide that the pupil will get from where he is still farther along toward where he ought to be. ¹⁷

Band and orchestra, which are offered as elective subjects, are both means of extra-curricular participation. The groups often play for assembly programs and parent-teacher meetings; also, they give programs at elementary schools. During 1940-1941 an operetta was given at Highland Junior High School with these groups and the Glee Clubs as the performers. Approximately seventy-five pupils took part in the actual performances, while the English department assisted with the speaking parts, and the woodwork, metal, art, and clothing departments contributed to the scenery and costuming. These undertakings are valuable because they teach pupils to work together for the success of the production, music accomplishment takes on more meaning for individuals, and the community participates in a school activity. All performances of the operetta were attended by large and enthusiastic audiences of parents and friends. It is desirable that the community be encouraged to come to the school, to see and take

¹⁷ Elbert K. Fretwell, Extra-Curricular Activities in Secondary School (Boston: Houghton Mifflin Company, 1931), p. 274.

part in activities. Perhaps making the occasion to which the community is invited a contribution from all school departments, rather than from the music department alone, would prove more beneficial. Interesting projects and materials for displays are being created in day to day class work. Such materials could be used for a school display which might be the nucleus for a school demonstration to the community. Besides giving the community a picture of what is being done throughout the school, such an exhibit would enable all pupils to make contributions to a school undertaking.

Another means of promoting community participation within the school is through the morning meetings of the Parent-Teachers Association. Five out of the eight meetings of this organization during 1940-1941 were held in the morning, after which parents were encouraged to visit the class rooms and have lunch in the school cafeteria. Mothers who attend the Parent-Teachers meetings at Highland Junior High School approve this plan, as the morning meetings have now been the custom for several years. It is, however, often the mothers who do not attend these meetings who need most to benefit by the contact with the school; then, again, the school needs their participation that it may benefit by a wider community interest.

The assembly in which the entire school participates offers educational possibilities on a par with other extra-curricular activities. These gatherings are conducted by the student body. Usually the faculty is present with the students as part of the audience. Responsibility for the program rotates among the home room groups. Working with the home room teacher, the pupils often select the program and help to carry out all necessary details. The value of this type program is the opportunity afforded for the interplay of initiative, responsibility, and the spirit of teamwork. Besides pupil-executed programs, assemblies are sometimes given over to speakers, moving pictures, and other available attractions. Parents and friends are sometimes invited to special programs; however, the policy has been to keep the assembly a school assembly, serving as an integrating and unifying force for the school.

The school paper, published monthly, has approximately two-thirds of the student body as subscribers. Its purpose is to publish school news and achievements of the school and its individual members, for the benefit of all those who are interested or who may become interested. Its use as an integrating force in the school is comparable to the assembly. The staff is composed of about twenty-five students who have either volunteered or have been asked to serve by the teacher-sponsor. Teachers often recommend

pupils to the sponsor. Most of the work of the paper is performed by about fifteen staff members and the sponsor; however, contributions are encouraged from the entire school.

The athletic program of extra-curricular activities is popular with pupils and is an important part of the school. Intra-mural games, including soft-ball, basketball, soccer, and touch football are enthusiastically supported. Track meets and tennis and golf tournaments are also features of this program.

A growing custom at Highland Junior High School, which needs special attention, is the regular coaching before and after school. There is no special class period for this. Teachers make their own arrangements. Pupils who have been absent, or who for other reasons need this help, are encouraged to come. These coaching opportunities are being used more and more by pupils who come of their own initiative when they feel the need.

The fact that students normally have class work six periods each day leaves little time in school for the completion of certain needed drills or remedial work. Teachers arrange to have supervised study in regular instruction periods; however, this does not suffice for all needed skills and enrichments. Consequently pupils in the seventh grade have little need for out of school prepara-

tion, while the need increases proportionately in the eighth and ninth grades. In a bulletin issued by the Assistant Superintendent of Secondary Schools in regard to organization and administration of instruction in the junior high school, the necessity of out of school preparation is mentioned.¹⁸

The Personnel Of The Highland Junior High School

The personnel of the Highland Junior High School for 1940-1941 consisted of a principal, thirty-two classroom teachers, including the guidance and health counselors, a librarian, a visiting teacher, an office clerk, an engineer, a fireman, four janitors, a maid, and five lunch room employees. It is the principal who sets the tone in this school by her vision and policy. At the Highland Junior High School her philosophy, ideals, and leadership have been the guides for both the teaching staff and the pupils. Her position as educational leader carries over into the community through such organizations as the Parent-Teacher Association and the Highland Mothers' Club. Her experience includes the principalship of the school since

¹⁸ Assistant Superintendent of Secondary School, The Organization and Administration of Instruction in the Junior High Schools of Louisville, Kentucky, pamphlet, 1936.

its founding; the principalship of a departmental school consisting of seventh and eighth grades; and a teaching position in the elementary grades. In her training she completes the prescribed work for a Bachelor of Philosophy Degree and a Master of Arts Degree.

It is generally conceded that the realization of junior high school ideals will be largely due to the wholehearted acceptance of the school's philosophy, organization, and administration. With the shift in educational thought from the teacher and what he should do, to the pupil and what he does, has come the realization that the pupil centered school calls for more intelligent, alert, and better trained teachers. Dewey in writing of preparatory training of teachers has this to say:

Education that takes as its standard the improvement of the intellectual attitude and method of students demands more serious preparatory training, for it exacts sympathetic and intelligent insight into the workings of individual minds, and a very wide and flexible command of subject-matter, so as to be able to select and apply just what is needed when it is needed. ¹⁹

The table on Page 30 lists the number of teachers and subjects taught. In some cases teachers conducted classes in other related subjects.

¹⁹ John Dewey, How We Think, (Boston: D. C. Heath and Company, 1910), p. 54.

TABLE II
 NUMBER OF TEACHERS AT HIGHLAND
 JUNIOR HIGH SCHOOL, 1940-1941, BY SUBJECTS*

Number of Teachers	Subjects	Number of Teachers	Subjects
1	Health	3	Science
4	Mathematics	1	Guidance
4	Social Studies	1	Library
2	Music	1	Latin French
1	Printing	1	Home Economics English
1	Latin	1	Woodwork Science
4	English	1	English Social Studies French
1	Clothing	1	Mathematics Junior Office Training
2	Physical Education		
1	Art		
1	Metal		

* School Directory, Louisville Public School Directory,
1940-1941.

Twenty-three of the thirty-two teachers are senior college graduates or have the equivalent preparation in their subject, while eight teachers hold Masters Degrees or have the equivalent rating. One teacher has a three-year training rating. Nine teachers who are at present on the four-year training level are working toward the master's degree. The range of years of experience is from one year to thirty-six years with a median of thirteen years and nine months.

In a democracy the school holds the individual in respect. Ideally the school affords substantial opportunity for personal differences in intellectual and emotional self-realization, while at the same time it imposes upon the individual a high degree of responsibility. Therefore, a modern democratic school has its focus on the individual. It is a child-centered school which provides services for the whole child. It is clear that this type of school has duties to perform which do not come directly in the category of teaching subjects. These duties we have been accustomed to call "social service". In recognition of this responsibility in the junior high schools of the Louisville Public School System, special personnel workers are appointed. At the Highland Junior High School, the guidance counselor, the health counselor, and the visiting teacher are workers in this field. Each has specific duties

in her own field; however, the work of all three must dovetail. One must complement the other.

The guidance counselor is the coordinator of the guidance program at Highland Junior High School. It is generally conceded that while guidance is in a large sense the paramount function of all education, it is peculiarly the function of the secondary school. Hamrin and Erickson give the following inclusive definition of guidance in the secondary school:

Guidance in the secondary school refers to that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs. The entire school program is complex. Personnel work attempts to simplify it for the individual pupil. It acts as the unifying agency for the individual in his school career. Guidance ... represents an organized effort on the part of the school, equipped with knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character to help the individual pupil become adjusted to his present situation in such a way as to promote the greatest development for him and to aid him in planning his future. ²⁰

Home room activities at Highland Junior High school have been mentioned as having both individual and group guidance values. Under the direction of the guidance counselor, courses in occupational and group gui-

²⁰ Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary Schools, (New York: D. Appleton-Century Company, 1939), p. 1.

dance are offered as major attempts in this field. The other major part of the guidance counselor's work is concerned with individual and group interviewing. In a paper dealing with guidance practices, the guidance counselor at Highland Junior High School states:

As guidance counselor at Highland Junior High School, I give my time to the teaching of 8A and 9th grade group guidance classes, to individual and group conferences, or interviews with pupils, co-workers, or parents, and to administering remedial measures which are necessary. ²¹

Individual and group conference work with individuals refers to the guidance teacher's work in the capacity of advisor to all 8A, 9B, and 9A classes. During 1940-1941 the principal acted in this capacity to the 7A and 8B classes, and the visiting teacher to 7B classes. The advisor's or conference teacher's work is based on the school's policy of using the "special report card". When a pupil's work is below C, the average grade, the teacher of that subject fills out a printed form, the "special report card", giving reasons for the failure with suggestions for improvement. These cards are turned over to the advisors and are made the basis for interviews with the pupils concerned. The purpose of these interviews

²¹ Marguerite Reasor, "The Contribution of Psychology to the Guidance Program of a Junior High School," (unpublished term paper, The University of Louisville, 1940).

is to give the student an opportunity to talk over his school problems with an interested person, not associated in his mind with his failure. Valuable information which leads to better understanding of the child is often obtained during the interviews. Many of the visiting teacher's home visits develop from these interviews. If Mary tells her advisor that she has been failing in her Latin because she is too tired to get her home assignment and the reason she is tired is that her after school hours are taken up with dancing classes, practicing her music, and attending scout meetings, it is essentially the school's job to investigate Mary's problem further. In this case the visiting teacher would go into the home to talk over with the mother Mary's burden of activities.

Another special personnel worker at Highland Junior High School is the health counselor. Her program during 1940-1941 included teaching health education approximately twelve periods a week, testing eyes, weighing and measuring pupils, administering first aid, having individual and group conferences with pupils, teachers and parents, and assisting with physical and dental examinations. The health counselor coordinates all the work in health. Her aim is primarily not to duplicate what can best be done by others, but rather to bring into effective cooperation for the health and welfare of the particular child those measures

and agencies which her knowledge of the situation indicates as essential. The basis for her work with each individual pupil is the health, dental, and eye examinations given by the school doctor, dentist and nurse, who are employed by the City Health Department. Every pupil has at least one physical examination during the three years he is in junior high school. Dental examinations are given yearly. Eye examinations are made yearly by the health counselor with the telebinocular. These examinations are only an inquiry into a condition. There is a follow-up by the health counselor to maintain or improve conditions found.

The third worker at Highland Junior High School dealing with personnel work is the visiting teacher. As it is the purpose of this paper to evaluate her work in this area, the general purposes and functions of visiting teacher work will be stated, and her specific work in the Louisville Public School System and at the Highland Junior High School will be studied.

Concepts of Visiting Teacher Work

Much has been written in regard to visiting teacher work, its purposes and functions. Here a few definitions by authorities in the visiting teacher field will be examined.

The chief function of the visiting teacher, or school counselor, is to help the school to study

and adjust the children who present problems of poor or failing scholarship, of unsatisfactory relationships with companions, of behavior or personality difficulties. Every school has some of these children, often problems to themselves as well as to the school. The aim of the service is to discover children's difficulties before they have become serious and to work out with the school, the home, and social agencies, ways by which the resources of the home and the facilities of the school may be utilized to meet the particular needs of these children. ²²

Howard W. Nudd writes concerning the work:

... the school has been turning to the visiting teacher, a comparatively new specialist who has the twofold basic training and experience of a teacher and social case worker. The person who performs the intricate task of adjusting the difficulties of problem children cannot be merely a sympathetic visitor between the home and the school, a messenger only, of good will and good tidings from one to the other. Helpful as that is, if it were all that were needed the task would be simple indeed, and doubtless anyone with a kind heart and a pleasing personality would suffice. ...

... The visiting teacher must be a skilled craftsman who can analyze thoroughly the problems which confront her and can marshall social and educative forces inside and outside the school for clear and specific purposes. ²³

The visiting teacher is concerned with behavior and personality difficulties. She is an agent in the prevention of delinquency.

²² Jane F. Culbert, "The Visiting Teacher," College Women and the Social Sciences, (New York: The John Day Company, 1934), pp. 71, 72.

²³ Howard W. Nudd, The Purpose and Scope of Visiting Teacher Work, (New York: Commonwealth Fund, Division of Publications, 1930), pp. 4, 5.

As has already been indicated the work of a visiting teacher in constantly nipping difficulties of scholarship and behavior in the bud, will ultimately result in lessening retardation, non-attendance, truancy, delinquency, and other problems of a serious character. ²⁴

Dr. Oppenheimer in his book, The Visiting Teacher Movement, gives the following reasons for the establishment of visiting teacher work:

... (1) social conditions and educational requirements demand close relationship between home and school; (2) the increase in the amount of work and in types of activity that teachers must perform curtails their opportunities of knowing the outside life of their pupils; (3) the present emphasis upon taking into account individual differences and promoting the growth of every child requires some means of knowing and shaping the out-of-school life of the child; (4) the development of modern psychology and social case work provides methods of diagnosis and treatment which are applicable to problems of maladjustment; and (5) the school as an agent of the state in the promotion of public welfare is considered a strategic agency in the fostering of good citizenship and in preventing social maladjustments. ²⁵

As conceived by leading members of the profession, the work of the visiting teacher should be preventive of more serious trouble. By the preventative element of her work the visiting teacher makes her greatest contribution to the school and to society. A somewhat broader conception of her duties is expressed by Robert M. Bear, pro-

²⁴ Ibid., p. 12.

²⁵ Julius J. Oppenheimer, The Visiting Teacher Movement, (New York: Joint Committee on Methods of Preventing Delinquency, 1925), p. 99.

fessor at Dartmouth University, in his book, Social Function of Education. Dr. Bear writes:

The visiting teacher having both the training and experience of a social worker and a teacher gives full time to any aspect of pupil management in which contact with the home would be helpful. The specific duties performed vary somewhat in different places but among those frequently given are the handling of chronic tardiness, irregular attendance, major disciplinary problems, cases involving scholarship or health problems, excuses as exemptions from school attendance, visitation of homes and home conditions affecting the development of the pupils. ²⁶

This broader conception more nearly describes the duties of visiting teachers in the Louisville Public School System. The trend toward combining visiting teacher and attendance departments seems to be prevailing throughout the country. The Social Work Year Book for 1941 states that visiting teachers in many sections combine their work with attendance work duties. ²⁷

In conclusion, the following statement is enlightening:

In every school there are individual children who, through undesirable personality traits or because of unfavorable conditions in their home or school life, are failing to reap full benefit

²⁶ Robert M. Bear, The Social Function of Education, (New York: The Macmillan Company, 1937), pp. 101, 102.

²⁷ Wilma Walker, "Visiting Teachers," Social Work Year Book 1941, (New York: Russel Sage Foundation, 1941), p. 548.

from their educational experience. These are the problems of the visiting teacher.²⁸

The Visiting Teacher in Louisville and
At the Highland Junior High School

The visiting teacher department of the Louisville Public School System was inaugurated in 1926. With the creation of this department, non-attendance at school was officially recognized as one of the many symptoms of pupil maladjustment, and emphasis was placed upon prevention and removal of the causes, by the study of individual cases.

The administrative policy of this department since its inauguration has been to promote visiting teacher investigation, diagnosis, and treatment of individual pupil problems so that pupils might reap the best possible results from their school experiences and so that the schools might better perform their tasks. There were seventeen visiting teachers working in the white schools in Louisville during the school year 1940-1941. Even though visiting teacher work throughout the entire school system has the same major purposes, the work in different districts reflects the situation of the particular community. Miss

²⁸ Jane F. Culbert, The Visiting Teacher At Work, New York: Commonwealth Fund Division of Publications, 1929), p. 3.

Peak in a recent socio-economic study of the Morris School district in Louisville, Kentucky, found visiting teacher work in this school concerned with many problems caused by overcrowded housing conditions, low economic status of families, and a high rate of mobility.²⁹ The Highland Junior High School district has a comparatively high rental area for dwellings, a majority of home owners, and influences which tend toward organization. Here visiting teacher work is concerned with causes of a different nature. Perhaps for a better understanding of the fundamental causes of maladjustment, no matter in what type community the pupil lives, it is best to define basic personality needs of all individuals. These are forcefully given by Prescott, in the book Emotion and The Educative Process:

The needs of developing children fall naturally into three categories representing three major aspects of the life of a person. These categories of need can be called: (1) physiological, when describing needs that spring primarily out of structure and dynamic biochemical equilibria; (2) social or status needs, when describing the relationships that are essential to establish with other persons in our culture; and (3) ego or integrative needs, when describing needs for experience and for the organization and symbolization of experience through which the individual will discover his role in life and learn to play it in such an effective manner as to develop a sense of worthy selfhood. ...

²⁹ Naomi Peak, "A Study of The George W. Morris School and Community with Emphasis Upon The Personnel Work of The School" (Unpublished Master's Thesis, The University of Louisville, Louisville, Kentucky, 1941), p. 160.

Any situation which does violence to the personality needs with which the child is preoccupied at the time can evoke unwholesome behavior.³⁰

It can be seen from the description of these needs that there are many conditions which upset the orderly development of a child and cause him to protest or compensate the frustration by showing some form of maladjustment by his behavior. These conditions may develop through the home and the school as well as through all other contacts the child might have. It is obvious that there are pupils at the Highland Junior High School, as well as in all other schools, who will at some time or another be affected to a greater or lesser degree. The rejected child; that is, he who is denied the affection of his family group, the physically unusual child, he who is very large, or very fat, who has skin blemished, etc.; the mentally deficient child, he who is limited in competing with others in his group; the child whose desires and ambitions are greater than his ability, or whose parents' strivings for social status are exerting pressures on him; the child whose rate of motivation is not in keeping with those of his group; the child who is over-protected, or used by his parents primarily for the release of their own emotions; the child

³⁰ Daniel A. Prescott, Emotion and The Educative Process, (Washington, D. C.: American Council on Education, 1938), pp. 127, 128.

who is physically below par; the over-stimulated child, who because of the modern tempo of his life has little time for quiet and contemplation; present some of the problems with which the visiting teacher at the Highland Junior High School is concerned.

The table on Page 43 shows the number and percent of cases for which home visits were made by the visiting teacher at the Highland Junior High School for the school year 1940-1941. This record was kept by the cause of referral and not by the final diagnosis of the case. It is a record kept for statistical purposes, and it merely shows the type of work which she handles at this school.

TABLE III

NUMBER OF CASES BY CAUSES OF REFERRAL FOR WHICH
HOME VISITS WERE MADE BY THE VISITING TEACHER
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE SCHOOL YEAR 1940-1941

Cause of Referral	Number of Cases	Percent
Scholarship	253	25.42
Census	252	25.32
Attendance	155	15.57
Behavior	120	12.06
Tardiness	53	5.32
Adjustment	43	4.32
Others	42	4.22
Guidance	32	3.21
Other social agencies	14	1.40
Health	12	1.20
Investigation for free lunch	8	0.80
Investigation for Christmas Baskets	4	0.40
Investigation for free carfare	<u>3</u>	<u>0.30</u>
TOTAL	995	99.54

As will be noted, the visiting teacher's work is not concerned only with duties relative to case work. The work includes all manner of home visits and pupil contacts that the principal might feel can best be handled by the visiting teacher. Investigation for free lunch, free carfare, and other physical needs which the school might supply are included. All types of census work necessary to maintain a continual and changing school census in keeping with the State law are among her duties. Table III shows that 25.42 percent of the cases for which home visits were made were for the school census. This percentage might seem comparatively large in proportion to the other cases. The amount of time necessary to make visits of this type, however, is very little, as visits consist of short inquiries about members of the household to determine addresses of census age children, in accordance with the Kentucky State requirements.

Time for each of these types of visits must be given in relation to their importance. An indisputable fact is that as that member of the school appointed to assist the individual pupil in his adjustment and the school in accomplishing its goals with all individuals, the visiting teacher's major efforts must be to prevent social failure and waste. A study of Table III indicates that the overwhelming percentage of visits were concerned

with this major purpose of visiting teacher work.

The principal has encouraged initiative and freedom in the visiting teacher service at Highland Junior High School. The visiting teacher has free access to teachers, pupils, and class rooms, and she holds informal conferences with the principal. During this time new cases are given her and referrals from other sources are discussed. The guidance counselor and health counselor refer cases by informal conferences. Often all three workers and the principal talk over referrals. Health problems are always referred first to the health counselor who in turn calls in the visiting teacher when she believes this service is necessary. Teachers' referrals are made to the visiting teacher either by planned or casual conference usually during their free periods, lunch time, before and after school, or by written "special report cards" for 7B pupils. The latter form is part of the advisory system previously discussed in this chapter. Advisors, whether the principal, guidance counselor, or visiting teacher, upon receiving special report cards for the first time, usually confer with pupils, and only those cases which seem necessary are investigated further by the visiting teacher. The decision for visiting teacher service is made by the advisors.

The investigation of attendance and tardiness

cases is usually left to the discretion of the visiting teacher, except for unusual situations when teachers or the principal request investigations. It is not unusual for a referral to come from several sources at once. Unsatisfactory conduct, poor scholarship, irregular attendance, poor health, any or all might become apparent at one time. One might be causing the other, or all might be symptoms of some other condition in the child's life. In such cases it is often difficult to know the exact source of referral.

Sometimes cases are referred to the visiting teacher by parents. In such cases it is apparent that pupils have not been considered problems at school because they conform to the accepted standards of the school, which may not always be a measure for the well adjusted personality. E. K. Wickman, in his study of teachers' attitudes toward children's behavior states:

The purely personal problems of children which do not frustrate the immediate purposes of teachers or their standards of good conduct are not regarded by them as symptomatic of significant maladjustment.³¹

In other cases referred by parents to the visit-

³¹ E. K. Wickman, Children's Behavior and Teacher's Attitudes, (New York: The Commonwealth Fund, Division of Publications, 1928), p. 11.

ing teacher the problem may lie in the parent-child relationship, and outside of this area the child may show normal behavior, or again the problem may be with the parent only, either imaginary or real.

At the Highland Junior High School the visiting teacher's time is employed in conferences and interviews with pupils, teachers, and parents, in home visiting, in census work, in communicating with other social agencies, and in studying all possible information and applying remedial measures.

The visiting teacher spends three days a week at the Highland Junior High School. On the other two days of the school week she works in four elementary schools, three of which are "feeder" schools to this junior high school. Having both elementary and junior high schools in the same district has proved to be a satisfactory arrangement for several reasons. First, it is economical, as often children from the same family attending different units need visiting teacher services. Second, it is possible to establish better rapport between parents and pupils, if there is one visitor who is not too closely connected with the policy of any one school, but who is identified with all the schools in the district. Such a person's interest is in the child himself. A third reason is given in the Social Work Year Book for 1937, which states that the best

results are secured when the visiting teacher is part of one school or a small group of schools, because this allows her to become familiar with a neighborhood and to be identified with it.³²

The school, the community, and the home are the three major influences in a child's life. In this study of the Highland Junior High School and its district, two of these influences have been considered. The third major influence, the home, will be studied later in this thesis. In regard to the functioning of these influences in educating the child, Hamrin and Erickson say:

... the education of children is a cooperative responsibility of school, home, community. ... Effective education is dependent upon the extent to which these organizations marshal their resources for cooperative purposes.³³

³² Carmelite Janvier, "Visiting Teachers," Social Work Year Book 1937, (New York: Russel Sage Foundation, 1937), p. 528.

³³ Hamrin and Erickson, op. cit., p. 217.

THE SELECTION OF THE GROUPS

CHAPTER II

THE SELECTION OF THE GROUPS

One of the purposes of this thesis is to evaluate visiting teacher work. The evaluation is based principally upon a comparative study of sixty visiting teacher cases, called the visiting teacher's group, and sixty cases representing a cross section of the school, called the normal group. In this chapter the process of selecting each group will be shown.

The Selection of the Visiting Teacher Group

The selection of the visiting teacher cases was made with the purpose of including all cases regardless of case outcomes or length of time they were carried, in which visiting teacher participation was sufficient to be considered in studying results. The visiting teacher group includes all cases at the Highland Junior High School for which the visiting teacher offered the following services during the school year 1940-1941: making one or more home visits, using case work methods of treatment, and writing or adding to a previously written case history. If, however, a case met these requirements but had only an initial home visit recorded with no further visiting teacher treatment either with the pupil or with the home or school in

regard to the pupil, it was eliminated from the study. This was done because with cases of this type the degree of visiting teacher participation was not sufficient to justify drawing conclusions from outcomes.

It must be pointed out that the sixty cases for which visiting teacher service was given do not represent all pupils who manifested scholarship difficulties, deviations in behavior patterns, or other symptoms which characterize maladjusted pupils. Other cases were carried by the principal, guidance counselor, and health counselor.

The visiting teacher cases considered in this study represent varying degrees of visiting teacher participation. With some cases home investigations only were made, while with others the visiting teacher assumed the largest share of responsibility in all phases of the investigation, diagnosis, and treatment. The necessity of choice in cases as in the amount of service given per case is evident. This is determined sometimes by circumstances surrounding the case, sometimes by the principal or by other personnel workers in the school, and sometimes by the visiting teacher herself. Gladys E. Hall, in discussing this topic, says:

It is possible that our notion has changed somewhat about the amount of case work we ourselves should carry. ... With the acquisition of newer concepts of case work, visiting teachers realize that there are some cases which cannot be treated by them nor by any case worker, others which should

not be treated by them but referred elsewhere if possible, and some which can be carried largely by the teacher or parent with only advisory service from the visiting teacher, in addition to the group for whom they must assume the largest share of responsibility. The referral to others will depend largely upon the resources of the community, whether the visiting teacher is working with the child guidance clinic or as a single worker, on the wishes of the school administrator under whom she is working directly, the activities of other school departments, and her own qualifications as well as other duties expected of her.¹

The sixty visiting teacher cases considered in this study were referred by the principal, guidance counselor, health counselor, class room teachers, or parents, or the visiting teacher initiated the investigation. In Table IV is shown the source of referral and the number and per cent referred from each source. As each school year is a separate unit, and this study is concerned with case work during the school year 1940-1941, the source of referrals tabulated are of that year.

¹ Gladys E. Hall, "Changing Concepts in Visiting Teacher Work," Readings in Social Case Work 1920-1938 (Fern Lowry, editor; New York: Columbia University Press, 1939), p. 511.

TABLE IV

SCOURCES OF REFERRALS OF THE SIXTY VISITING TEACHER
CASES AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

Source of Referral	Number of Cases	Per Cent of Cases
Guidance Counselor	18	30.00
Visiting Teacher	14	23.33
Principal	13	21.67
Health Counselor	9	15.00
Classroom Teachers	3	5.00
Parents	3	5.00
TOTAL	60	100.00

Table IV shows that of the sixty visiting teacher cases, the principal referred thirteen cases or 21.67 per cent, classroom teachers referred three cases or 5 per cent, the guidance counselor referred eighteen cases or 30 per cent, the health counselor nine cases or 15 per cent, and the visiting teacher initiated the investigation for fourteen cases or 23.33 per cent. Parents requested the visiting teacher's services for three cases or 5 per cent. The small percentage of cases referred by classroom teachers is due to the fact that the usual procedure at Highland Junior High School is for teachers to refer cases to the advisor. In turn the advisors refer cases which they believe in need of

visiting teacher service. As the principal, the guidance teacher, and the visiting teacher were the advisors, referrals from these sources were the largest.

The Selection of the Normal Group

The selection of the normal group was made by taking a sample of the entire school population. The collecting of data for the whole student body in the many different areas which are compared in this study would constitute a major task. As the use of sampling is an accepted policy in educational research, it seemed advisable to employ this process in selecting a group to be used as a basis for comparative purposes. The selection of this sample or normal group was obtained as of May 31, 1941. School membership is never static. There is continual change in number and in the individuals who make up the school's population. The average daily membership of the Highland Junior High School for 1940-1941 was 702. The day the sample was taken the membership was 700.

For the purpose of this study pupils living at the German Protestant Orphanage were excluded because their home situation is not comparable to that of the visiting teacher's group. None of these pupils was included in the visiting teacher's group studied. There were thirty-four such pupils in membership on the day the sample was taken.

This group represented only 4.8 per cent of the entire school population. Thus the membership considered numbered 666.

The sample selected must be enough like the total population to insure the fact that any statistical measure computed from it will be close enough to the same measure computed from the total population to serve the purpose of the investigation.²

In order to assure a representative sample the total school population was tabulated in four major areas, and the occurrences in these areas were computed. The sample was then taken in proportion to the whole within each area. Economic status was used as the basic area. Others were grade, sex, and intelligent quotient.

The modern public opinion polls, notably The American Institute of Public Opinion and Fortune Survey, are current outstanding examples of the use of population sampling. Although these surveys differ from each other in minor points, in the main the method used relies upon the proportionate representation of all the major groups within the population to be sampled.³ These surveys placed the emphasis on the character of the cross section rather than on

² James E. Wert, Educational Statistics (New York: McGraw-Hill Book Company, Inc., 1938), pp. 136-37.

³ George Gallup and Sol Forbes Rae, The Pulse of Democracy (New York: Simon and Schuster, 1940), pp. 72-73.

the size. The Literary Digest Poll which showed a nineteen point error in predicting the presidential election of 1936 was based on a more than adequate number of samples, but the neglect to insure a proportionate sample of each class in the whole voting public was one of the major reasons for the large error.⁴

With the use of the method of proportionate sampling, it was found that the sixty cases would be an adequate number for a study of this problem. Palmer O. Johnson, Professor of Education at the University of Minnesota, suggested the formula on the following page to determine whether the number would be adequate and representative. He suggested that some measurable character such as I.Q. be used to show that there is no significant difference between the character of the sample and the total school population. The formula is as follows:

⁴ Op. cit. pp. 74, 75.

$$\frac{\bar{X}_n - \bar{X}_N}{\frac{N-n}{N} \cdot \frac{\sigma^2}{n}}$$

N = population = 666

n = sample = 60

$\bar{X}_n$ = mean I.Q. of the sample (60) = 107.666

$\bar{X}_N$ = mean I.Q. of the population (666) = 108.586

σ = standard deviation of the sample = $\sqrt{25.406}$

$$\frac{\bar{X}_n - \bar{X}_N}{\frac{N-n}{N} \cdot \frac{\sigma^2}{n}} = \frac{107.666 - 108.586}{\frac{666-60}{666} \cdot \frac{25.406}{60}} = 2.64$$

Dr. Johnson says that if this ratio does not exceed three (3), this fact can be presented as evidence that the sample is adequate for estimating the population value. Since the ratio in the present problem is 2.64, or less than three, it is assumed that the sixty cases chosen by proportionate sampling are adequate.⁵

These steps were taken in selecting the sample for this study: (1) grouping the school population consisting of 666 pupils in economic status groups, (2) tabulating the results in each economic group according to sex

⁵ Palmer O. Johnson, Professor of Education, University of Minnesota (Letter March 13, 1942).

and grade, (3) finding the per cent of the school population in each economic group according to sex and grade, (4) finding the number of sample cases to be selected in each group according to sex and grade by taking the same per cent as occurred in the school population in these areas, (5) setting up a check sheet for each grade showing I.Q.'s, sex, and economic groups, (6) placing each member of the school population on this sheet according to his respective position, (7) selecting the sample from this sheet by using the same per cent as nearly as possible in economic levels, grade, and sex as are present in the total population, and picking the sample cases by considering the range and frequency of I. Q.'s. These steps will be described in more detail.

The grouping of the pupils according to economic status was made by the principal and the visiting teacher. Both persons have knowledge of the economic standards maintained by most of the families in school, as both are in a position to acquire a variety of facts relative to this area. In determining economic ratings, five group levels were set up, "high" Group I, "medium high" Group II, "medium" Group III, "medium low" Group IV, and "low" Group V. These levels have meaning only in relation to the situation in this school. Residence and parents' occupations were considered in placing pupils in the different economic levels. Also other per-

tinent information shown in school records was used. In the "high" economic level, Group I, were placed pupils living in large homes or expensive apartment houses. Parents of children in this group are executives of large businesses, bankers, professional men, and army officers of the rank of captain or higher. In the "medium high" economic level, Group II, were placed pupils living in homes and apartments somewhat above the average for the district, but not up to the standard of Group I. Parents of these children are engaged in many of the same occupations as those in Group I, while some are merchants, business representatives, and contractors. The "medium" economic level, Group III, consists of pupils living in average homes in the district. Parents in this group are small business proprietors, assistants in governmental employment, selling agents and clerical workers. However, many of the occupations occurring in Group II are also found in this one. The "medium low" economic level, Group IV, consists of pupils living on the more modest streets in the district. Parents of children in this group are skilled workers such as mechanics, transportation tradesmen, firemen, policemen and postmen. However, in this group also will be found parents' occupations represented in Group III. The "low" economic level, Group V, consists of pupils living in cramped, small homes in the low rent areas, or living with other families because of the wage

earners' unemployment. Parents of this group are delivery men, watchmen, and laborers. It can be easily seen from the description of each level, that lines were not clearly drawn in each group. It was felt that rigid grouping would exclude many factors which made up the entire situation for each individual. The subjective opinion of the principal and the visiting teacher in placing the school population in these groups seemed adequate for the purpose of this study.

A tabulation of results of the economic levels (See Tables V and VI) shows there are seventeen boys and eight girls, a total of twenty-five, in Group I; eighty-seven boys and one hundred and forty-five girls, a total of two hundred and thirty-two, in Group II; one hundred and fifty-eight boys and one hundred and sixty girls, a total of three hundred and eighteen, in Group III; thirty-six boys and forty-three girls, a total of seventy-nine, in Group IV; and four boys and eight girls, a total of twelve, in Group V. The groups represent approximately 3 per cent, 35 per cent, 48 per cent, 12 per cent, and 2 per cent respectively, of the school population. This means that for every hundred students in the population, the ratio for the sample is three from Group I, thirty-five from Group II, forty-eight from Group III, twelve from Group IV, and two from Group V. The number of sample pupils to be used in each group is obtained by taking three fifths or sixty per cent.

The nearest approximate whole number was taken as follows: two from Group I, twenty-one from Group II, twenty-nine from Group III, seven from Group IV, and one from Group V.

Table V shows the distribution by grade and sex of the membership with the number of sample pupils taken from each group.

TABLE V
DISTRIBUTION OF BOYS' MEMBERSHIP OF THE HIGHLAND JUNIOR
HIGH SCHOOL, MAY 31, 1941, ACCORDING TO ECONOMIC
GROUP AND GRADE, WITH NUMBER AND PER CENT
OF SAMPLES FROM EACH

Economic Group	Grade	Membership		Samples	
		No.	Per Cent	No.	Per Cent
I	7	2	.30	0	0
	8	2	.30	0	0
	9	13	1.95	1	1.6
	Total	17	2.55	1	1.6
II	7	33	4.9	3	5.
	8	18	2.7	2	3.3
	9	36	5.4	3	5.
	Total	87	13.0	8	13.3
III	7	47	7.1	4	6.6
	8	48	7.2	4	6.6
	9	63	9.4	6	10.
	Total	158	23.7	14	23.2
IV	7	8	1.2	1	1.6
	8	8	1.2	0	0
	9	20	3.0	2	3.3
	Total	36	5.4	3	4.9
V	7	2	.30	0	0
	8	0	0	0	0
	9	2	.30	0	0
	Total	4	.60	0	0

TABLE VI

DISTRIBUTION OF GIRLS' MEMBERSHIP OF THE HIGHLAND JUNIOR
HIGH SCHOOL, MAY 31, 1941, ACCORDING TO ECONOMIC
GROUP AND GRADE, WITH NUMBER AND PER CENT
OF SAMPLES FROM EACH

Economic Group	Grade	Membership		Samples	
		No.	Per Cent	No.	Per Cent
I	7	3	.5	0	0
	8	4	.6	1	1.66
	9	1	.1	0	0
	Total	8	1.2	1	1.66
II	7	35	5.2	3	5.0
	8	41	6.5	4	6.6
	9	69	10.0	6	10.0
	Total	145	21.7	13	21.6
III	7	40	6.0	4	6.6
	8	42	6.3	4	6.6
	9	78	11.7	7	11.8
	Total	160	24.0	15	25.2
IV	7	11	1.6	1	1.6
	8	13	2.0	1	1.6
	9	19	2.8	2	3.4
	Total	43	6.4	4	6.6
V	7	7	1.1	1	1.66
	8	0	0.1	0	0.0
	9	1	0.1	0	0.0
	Total	8	1.3	1	1.66

Tables V and VI show that in Economic Group I in the school membership there were two boys in the seventh grade, two boys in the eighth grade, and thirteen boys in the ninth grade, a total of seventeen boys. The girls in Economic Group I were divided as follows: three in the seventh grade, four in the eighth grade, and one in the ninth grade. From this distribution in Group I two sample pupils were to be chosen. It seemed best to pick one of each sex; then, as there were thirteen boys in the school membership of the ninth grade, Group I, the boy chosen was from this grade. As the greatest number of girls in school membership in Group I was in the eighth grade, the sample girl in this Group was taken from this grade. In choosing the sample pupils proportionately from the other economic groups, the same care was taken to assure, as far as possible, a proportionate selection of sample pupils within each grade and by sex.

A "check-sheet" was set up for each grade showing the range of I. Q.'s, grades, sex, and economic levels. Each pupil was placed on this sheet according to his respective position. The range and frequency of I. Q.'s were then considered in picking the sixty samples according to the other determined areas.

The sample cases selected make up the normal group which is compared in the following chapter with the visiting teacher group.

A PRESENTATION OF THE DATA

CHAPTER III

A PRESENTATION OF THE DATA

The study of the Highland Junior High School and the community in which it is located, which was given in Chapter I, presents an environmental background which affects every pupil in the school. In visiting teacher case work, these factors help make up the total situation in each case. The purpose of this study is to evaluate visiting teacher case work in this school for the year 1940-1941. The evaluation is based upon a comparative study of sixty visiting teacher cases, called the visiting teacher's group, and sixty cases representing the normal of the school, called the normal group. The selection of these groups was discussed in Chapter II. Wherever possible in the comparisons to be made, results which are indicative of visiting teacher service will be brought out.

In this chapter the two groups are compared in age, intelligent quotients, grade and sex, in school attendance, in teachers' grades, in health, in extra curricular activities. It seemed practical in this study to compare as many different areas of these two groups as possible. Many of these do not have characteristics which can be influenced by the visiting teacher. Nevertheless, certain valuable conclusions which are especially pertinent to the improvement of visiting teacher work can be drawn from them.

Such questions as the following will be considered: Is the visiting teacher's group less bright than the children with whom they compete, the normal group? Is the visiting teacher's group older or younger in comparison with the age group with whom it is placed? Are the physical qualifications of the visiting teacher's group on a par with those of the normal group? Are home conditions more or less favorable in the visiting teacher's group than in the normal group? The answers to these questions point the way for more emphasis on certain basic problems by the visiting teacher at the Highland Junior High School.

It was felt that an estimate of results of all types of problems presented by the sixty visiting teacher cases would be desirable for the purposes of this study. For an estimate of this kind the classroom teachers were asked to give their opinions of outcomes of cases by answering a questionnaire for each case. The final topic in this chapter will take up the results of these questionnaires.

A Comparison of the Normal Group With the Visiting Teacher Group

It seems advisable to show a comparison of the distribution of cases by number and per cent, by average age, by intelligent quotient, including medians and ranges, by grade and sex of the normal group with the visiting teach-

er group. The first reason this comparison is made is to determine if the visiting teacher receives cases proportionately by grades and sex throughout the school. If the visiting teacher cases are proportionately distributed by grade, it seems right to assume it is accidental. It is obvious to those who are concerned with individuals and their problems in a school situation that sometimes entire classes, either large or small, do not have individuals who are in need of visiting teacher services, while other classes may have a proportionately large number. It is not the purpose of this study to determine why this is true. Much research on this question is necessary before any conclusions can be drawn. The results of the comparison of the visiting teacher group and the normal group by sex will indicate whether there are proportionately more boys than girls who are visiting teacher problems. The second reason this comparison is made is to determine how the pupils of the visiting teacher group compare in age and I. Q. with their fellow pupils. Table VII on Pages 67 and 68 shows these comparisons.

TABLE VII

COMPARISON OF PUPILS OF THE NORMAL GROUP WITH THOSE
OF THE VISITING TEACHER GROUP AT THE HIGHLAND
JUNIOR HIGH SCHOOL AS THEY ARE DISTRIBUTED IN
NUMBER, PER CENT, AVERAGE AGE, INTELLIGENT
QUOTIENT MEDIANS AND RANGES, BY GRADES
AND SEX, FOR THE YEAR 1940-1941

Grade	Sex	Number		Per Cent		Average Age*	
		Normal Group	V.T.** Group	Normal Group	V.T.** Group	Normal Group	V.T.** Group
7th	Boys	8	16	13.3	26.7	12-10	12-5
	Girls	9	7	15.0	11.7	13	13-4
8th	Boys	6	9	10.0	15.0	14-5	13-10
	Girls	10	2	16.7	3.3	13-8	13-6
9th	Boys	12	17	20.0	28.3	15	15-2
	Girls	15	9	25.0	15.0	14-9	15
Totals		60	60	100.0	100.0	14-2	14-3

* Age in years and months computed as of May 31, 1941.

** Visiting Teacher Group.

TABLE VII (CONTINUED)

COMPARISON OF PUPILS OF THE NORMAL GROUP WITH THOSE
OF THE VISITING TEACHER GROUP AT THE HIGHLAND
JUNIOR HIGH SCHOOL AS THEY ARE DISTRIBUTED IN
NUMBER, PER CENT, AVERAGE AGE, INTELLIGENT
QUOTIENT MEDIANS AND RANGES, BY GRADES
AND SEX, FOR THE YEAR 1940-1941

Grade	Sex	Median I.Q.'s		Range of I.Q.'s	
		Normal Group	V.T.** Group	Normal Group	V.T. ** Group
7th	Boys	105	109	95-121	95-128
	Girls	107	113	98-126	84-126
8th	Boys	107.5	103.5	93-116	94-116
	Girls	108.5	111	97-116	111
9th	Boys	107.5	100	93-113	88-134
	Girls	107	115	87-128	94-128
Totals		107	108.5	87-128	84-134

Mean I.Q. Visiting Teacher Group 107.893
Mean I.Q. Normal Group 107.666

** Visiting Teacher Group.

Table VII shows that the number and per cent of the visiting teacher group of cases by grades and sex do not coincide with those of the normal group. In the seventh grade there are twice as many boys in the visiting teacher group as there are in the normal group, while the difference is smallest, only two or 3.3 per cent, between the two groups of the seventh grade girls. In the eighth grade the visiting teacher group contains three, or 6 per cent more boys than the normal group, while the normal group contains eight, or 13.4 per cent more girls than the visiting teacher group. The ninth grade distribution shows five, or 8.3 per cent more boys in the visiting teacher group than in the normal group, while the normal group has six, or 10 per cent more girls than the visiting teacher group. In the age comparisons in Table VI the two groups correspond more closely, the greatest difference being in the eighth grade boys where the average age of the normal group is seven months older than the visiting teacher group.

In order to prove statistically that there is no significance in the difference between the mean I.Q.'s of the groups, 107.893 for the visiting teacher group, and 107.666 for the normal group, the formula for the signifi-

cance of difference was applied.¹ The result was an answer of .10033622 or none. Any result under three (3) shows no significance of difference.

A study of Table VII shows there are more boys than girls in the visiting teacher group, while the normal group distribution shows more girls than boys. Fifty per cent more boys than girls were in the visiting teacher group. A review of statistical records kept by the visiting teacher for the past five years shows there were a majority of boys who received this service. There is no statistical evidence to show why there is a difference. It may be due to the fact that boys of junior high school age are less apt to conform to prescribed school routine and therefore present more problems, especially in scholarship, attendance, and conduct.

The following conclusions may be drawn from the

¹ Formula for significance of difference.

$$S = \frac{d}{\sqrt{\sigma_1^2 + \sigma_2^2}}$$

S = significance of difference

D = difference of standard errors of means

σ_1^2 = standard error of visiting teacher group

σ_2^2 = standard error of normal group.

comparisons in Table VII: first, the visiting teacher does not draw cases proportionately by grade and sex from the school population; second, visiting teacher cases are in the same age groups as the normal cases in the respective grades; and third, there is no significance of difference statistically between the visiting teacher group and the normal group as to the mean I.Q.'s. The last conclusion is in keeping with evidence found by a study of children showing behavior difficulties made by Paynter and Blanchard. They found in a study of 230 children, handled by the National Committee for Mental Hygiene, that there is no correlation between intelligence levels as shown by the I.Q. and presence or absence of behavior difficulties.²

The visiting teacher's work with individuals constantly brings out the major role played by the home and family, in regard to the child's adjustment and growth. The home and the family are essential factors in pupil adjustment, for it is through these institutions that patterns of attitudes and emotions are laid, that cannot be easily changed by other influences. The school is dealing with groups made up of individuals with various types of family and home backgrounds. In case work each situation is pe-

² Richard H. Paynter and Phyllis Blanchard, A Study of Educational Achievement of Problem Children (New York: The Commonwealth Fund Division of Publications, 1929), p. 38.

culiar to each pupil, and must be weighed in the light of the total situation. There are certain questions, however, which can be answered in regard to homes and families of pupils. In Chapter I a study of the Highland Junior High School community revealed a high type residential area. It follows that in such a community the homes and families will have a high socio-economic rating. To measure this rating each pupil in both the visiting teacher group and the normal group were given the Sims' questionnaire for socio-economic rating.³ Pupils were given the questionnaire during the month of May, 1941, with the exception of the 9A pupils in the visiting teacher group, who left the school in February, 1941. They were given the questionnaire in December, 1940. In Table VIII is shown the results of the ratings by groups as they fall into the levels set up by the author of the test.

³ Verner M. Sims, Sims Score Card for Socio-Economic Status (Bloomington, Illinois: Public School Publishing Company, 1927).

TABLE VIII
COMPARISON OF RESULTS OF SIMS SCORE CARD
FOR SOCIO-ECONOMIC STATUS OF THE NORMAL
GROUP WITH THE VISITING TEACHER GROUP
AT THE HIGHLAND JUNIOR HIGH
SCHOOL, FOR THE YEAR 1940-1941

Corresponding Level of Socio-Economic Status	Score	Normal Group		Visiting Teacher Group	
		No.	%	No.	%
Indeterminately High	36	9	15.0	12	20.0
Highest	29.2	23	38.3	15	25.0
Very High	24.5	18	30.0	21	35.0
High	17.6	8	13.3	7	12.0
Medium High	13.2	1	1.7	2	3.0
Medium	10.0			3	5.0
Medium Low	7.5				
Low	5.1	1	1.7		
Very Low	3.2				
Lowest	1.8				
Indeterminately Low	0.0				
TOTALS		60	100.0	60	100.0

Median score for Normal group 28.5, Range 5-35.
Median score for Visiting Teacher group 23.0, Range 8-35.

Mean score for Normal group 24.60
Mean score for Visiting Teacher group 23.45

The comparison of the results of Sims Score Card for socio-economic status of the normal group and the visiting teacher group made in Table VIII, shows that in the different levels both groups have high ratings. Between the highest rating, "Indeterminately High", and the next level, "Highest", there are nine pupils or 15 per cent of the normal group, and twelve pupils or 20 per cent of the visiting teacher group. Between the "Highest" level and "Very High" there were twenty-three pupils or 38.3 per cent of the normal group and fifteen pupils or 25 per cent of the visiting teacher group. From "Very High" to the next level, "High", there are eighteen pupils or 30 per cent in the normal group, and twenty-one pupils or 35 per cent in the visiting teacher group. There are eight pupils or 13.3 per cent in the normal group, and seven pupils or 12 per cent in the visiting teacher group in the level from "High" to "Medium High". In the level from "Medium High" to "Medium" there is one pupil or 1.7 per cent in the normal group, and there are two pupils or 3 per cent in the visiting teacher group. The lowest rating shown was made by one pupil or 1.7 per cent of the normal group. This rating was between "Low" and "Very Low".

The formula for the significance of difference was applied using the mean scores of the two groups, 23.45 for the visiting teacher group and 24.06 for the normal

group. The result of this was an answer of .1899 or less than one (1). As the answer is under three (3) there is no statistical significance of difference between the mean scores.

A study of Table VIII shows how closely the ratings of the two groups compare, with the majority of the pupil ratings between "Indeterminately High" and "High". From this comparison two conclusions can be drawn; first, the normal group has a high rating of socio-economic status; second, the visiting teacher group has a correspondingly high rating, showing that in this area visiting teacher pupils are of approximately the same socio-economic status as their fellow pupils.

The idea suggested itself that the results of the Sims Questionnaire be compared with the results of the economic grouping made by the principal and the visiting teacher and explained in the early part of this chapter. The latter was made as a step in obtaining the normal group, the representative group of the school population. As was stated in setting up these levels, they have meaning only in the economic levels within the Highland Junior High School. The Sims Questionnaire represents levels of socio-economic status which were worked out to be used in all types of communities. The table on Page 77, Table IX, shows a comparison of the Sims ratings of the normal group and

the visiting teacher group with economic ratings by the principal and the visiting teacher. The results of the economic groupings by the principal and the visiting teacher were placed opposite the suggested ratings of the Sims Questionnaire.

TABLE IX

COMPARISON OF THE SIMS SCORE CARD RATINGS OF THE
NORMAL GROUP AND THE VISITING TEACHER GROUP
WITH THE ECONOMIC RATINGS OF THE PRINCIPAL
AND THE VISITING TEACHER

Sims Socio-Economic Score		Sims Socio-Economic Status Ratings	Economic Grouping by Principal and Visiting Teacher	
Normal Group	Visiting Teacher Group		Normal Group	Visiting Teacher Group
Per Cent	Per Cent		Per Cent	Per Cent
		Indeterminately High		
15.0	20.0	Highest		
38.3	25.0	Very High		
30.0	35.0	High	3.0	10.0
13.3	12.0	Medium High	35.0	28.3
1.7	3.0	Medium	48.3	43.3
	5.0	Medium Low	12.0	15.0
		Low	1.7	3.3
1.7		Very Low		
		Lowest		
		Indeterminately Low		

The results of the comparison in Table IX show that the socio-economic status ratings of the Sims Questionnaire are very much higher for both groups. This was expected in the results of this comparison since the results in Table VIII indicated that according to the Sims Questionnaire both groups have high ratings. The "Medium" for the Highland Junior High School as grouped by the principal and the visiting teacher is not the "Medium" for the Sims Questionnaire. Now, if the economic grouping which applies only to the Highland Junior High School were placed on the Sims Socio-Economic Status Rating Scale, in their relative positions, the "Medium" for both groups would fall approximately between "Very High" and "Highest".

Another point which should be brought out in regard to the comparison made in Table IX, is that the Sims Questionnaire measures general culture and the social and economic background furnished by the homes of school children.⁴ The economic grouping of the principal and visiting teacher had as its primary object economic background. In the subjective grouping, however, it cannot be said that the cultural and social status were always entirely disregarded.

⁴ Verner M. Sims, Manual of Directions For the Sims Score Card of Socio-Economic Status (Bloomington, Illinois: Public School Publishing Company, 1927), p.3.

It is interesting to note that if the rating of the principal and the visiting teacher were placed opposite that obtained from the Sims' Score many percentages would be very close. Perhaps the estimates of the visiting teacher and principal were biased because of the fact that all their students come from relatively high economic levels.

In discussing the interpretation of results of the levels of socio-economic status of the Sims Questionnaire, Mr. Sims says:

Use of the word status implies relative position, and it is well to recognize the fact that the condition being measured is usually of significance in connection with the group within which the child lives. The questions may not have like significance in different communities. To possess all the items called for in the Score Card may in one community indicate an extremely high socio-economic level, in another it may indicate but an average level. The status or condition being measured is very much a relative matter.⁵

At the Highland Junior High School it is sometimes necessary in the treatment of a case to transfer a pupil to a school where the socio-economic level is lower. This is done so that the pupil may be with other companions of comparatively similar socio-economic status.

The comparisons made so far in this study in regard to families and homes have established the fact that both groups have high socio-economic ratings. In order to make a further study of home conditions as well as of the

⁵ Sims, op. cit., pp. 10-11.

out-of-school activities of pupils, a more detailed study of the questions of the Sims Questionnaire and other available information on school records was compiled. The following comparisons made in Tables X, XI, XII, and XIII, will show certain facts, relative to parents, physical conveniences of homes, and out-of-school activities of pupils. It is of interest to determine if the visiting teacher group compares favorably with the normal group in these areas.

In Table X the schooling of parents in the two groups is compared.

TABLE X
COMPARISON OF SCHOOLING OF PARENTS OF NORMAL
GROUP WITH THE VISITING TEACHER GROUP AT THE
HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

Education of Parents		Normal Group Number Per Cent.		Visiting Teacher Group Number Per Cent	
Attended * College	Father	32	53.3	28	46.6
	Mother	23	38.3	24	40.0
Attended High School	Father	56	93.3	54	90.0
	Mother	53	88.0	52	86.6

* Any college other than a business college upon completion of high school work.

As shown in Table X in the normal group thirty-two fathers or 53.3 per cent and twenty-three mothers or 38.3 per cent attended college. In the visiting teacher group twenty-eight fathers or 46.6 per cent, and twenty-four mothers or 40 per cent attended college. As would be expected the percentage of parents in this area was high in both groups. The greatest difference appeared in the percentage of fathers attending college, with the normal group having 6.7 per cent more than the visiting teacher group.

In any mention of the environmental influences which shape and mould the individual's behavior, the family comes first. In the following table, Table XI, a comparison of the physical aspects of a normal parental situation is made. This comparison is especially significant in a study of visiting teacher work, as the effects of the child's home are of the first consideration in understanding his behavior. Psychologists and those working with children's problems are aware of the relative unimportance of external considerations as against the emotional relationships with the family.

Much stress was formerly placed upon "broken homes" as a cause of delinquency although recently less importance is being attributed to this factor. Obviously not all children of broken or disorganized homes become delinquent. Increasing emphasis is being placed on the fact that the presence or absence of a complete fami-

ly group is less important than the quality of family life. While unquestionably children suffer from the disorganization of family life, the lack of emotional satisfactions which the family group should offer the child is of greater importance.⁶

In this study, nevertheless, it is of interest to point out that in the home situations compared in Table XI the visiting teacher group showed higher percentages than the normal group.

⁶ Elsa Castendyck, "Behavior Problems," Social Work Year Book 1941, (New York: Russel Sage Foundation, 1941), p. 53.

TABLE XI

COMPARISON OF BROKEN HOMES, WORKING MOTHERS,
AND FATHERS IRREGULARLY AT HOME BECAUSE OF
THEIR EMPLOYMENT, OF THE NORMAL GROUP
WITH THE VISITING TEACHER GROUP AT
THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

Home Situations	Normal Group		V.T. Group **	
	Number	Per Cent	Number	Per Cent
Broken Homes *	6	10.0	10	16.6
Working Mothers	4	5.8	6	10.0
Fathers Irregularly at Home	2	3.3	8	13.3

* Homes where both parents are not living due to death,
divorce, or separation.

** Visiting Teacher Group.

Table XI shows that 10 per cent of the normal group come from broken homes, that is homes in which both parents are not living because of death, divorce, or separation, while there are 16 per cent of the visiting teacher group in this category. The comparisons in this table also show that there are 5.8 per cent of the normal group and 10 per cent of the visiting teacher group whose mothers are employed. Only mothers working outside the home are considered in this group. The third comparison in this table, "Fathers irregularly at home", refers to situations where for business reasons the father is at home only at week-ends, or even at less frequent intervals. The results of this comparison show there are 3.3 per cent of the normal group and 13.3 per cent of the visiting teacher group who fall under this heading.

A comparison of the physical aspects of the homes of the normal group and the visiting teacher group is made in Table XII. This comparison is of interest as it indicated the physical surroundings of homes.

TABLE XII
COMPARISON OF HOMES OF NORMAL GROUP WITH
VISITING TEACHER GROUP OF THE HIGHLAND
JUNIOR HIGH SCHOOL FOR THE YEAR
1940-1941

Homes	Normal Group		V.T. Group **	
	Number	Per Cent	Number	Per Cent
Own Room to Study	50	83.3	56	93.3
Servants	38	63.3	35	58.3
Room Ratio *		1.60		1.75

* Number of rooms per persons occupying dwelling.

** Visiting Teacher Group.

Table XII shows that the percentage of pupils in the normal group who have rooms in which to study without distraction is 10 per cent lower than in the visiting teacher group. There is 5 per cent difference between the two groups in homes which have one or more servants. In room ratio there is a difference of .15 per cent in the two groups. The conclusion to be drawn from this table is that the physical aspects of homes of the visiting teacher group are not less desirable than those of the normal group.

Out-of-school activities of pupils are of vital concern to the visiting teacher, first, as they tend to show a part of the child's life that is essential to his development, and second, as information relative to these activities is necessary for a complete picture of each pupil. Pupils at the Highland Junior High School often have many planned activities; such as music and dancing lessons, and Boy and Girl Scout activities. With some pupils participation in these wholesome activities is encouraged; sometimes it is found, however, that too much time is given to these things. In Table XIII a comparison is made to determine if the visiting teacher group takes part in the pursuits to the same extent as the normal group.

TABLE XIII
COMPARISON OF OUT-OF-SCHOOL ACTIVITIES
OF NORMAL GROUP WITH THE VISITING
TEACHER GROUP AT THE HIGHLAND
JUNIOR HIGH SCHOOL FOR THE
YEAR 1940-1941

Out-of-School Activities	Normal Group		V.T. Group **	
	Number	Per Cent	Number	Per Cent
Music or Dancing Lessons	20	33.3	33	55.0
Clubs	38	63.3	33	55.0
Working Part Time	2	3.3	2	3.3
Miscellaneous *	1	1.6	6	10.0

* This includes attending classes in gymnasium, Hebrew, horseback riding, and skating.

** Visiting Teacher Group.

Table XIII shows that 33.3 per cent of the normal group and 55 per cent of the visiting teacher group take music and dancing lessons. Sixty-three and three tenths per cent of the normal group and 55 per cent of the visiting teacher group belong to clubs. This includes Boy and Girl Scout Clubs, as well as private clubs such as sewing and knitting groups and athletic organizations. The percentages in this table indicate that these activities are popular with both groups. It is interesting to note that there are 21.7 per cent more pupils of the visiting teacher group taking music and dancing lessons than of the normal group. In Table XIII, also, the number and per cent of pupils in each group who have part time work, such as paper routes, helping in stores after school, and acting as delivery boys are compared. The same percentage of each group is engaged in this manner. Under the heading "miscellaneous activities" the visiting teacher group exceeds the normal group by 8.4 per cent.

The conclusions to be drawn from the comparisons made in Table XIII indicate that the visiting teacher group participates in regular scheduled out-of-school activities to a slight degree more than the normal group.

It must be pointed out that several pupils in the visiting teacher group gave too much time to these activities, to the neglect of school duties. In one known case

a pupil showed serious mental anxiety brought about by too much pressure from school duties, Hebrew lessons, gymnasium classes, and other activities that regulated his time both day and night.

The following conclusions about the visiting teacher group can be drawn from the comparisons relative to home conditions and out-of-school activities of pupils made in Tables X, XI, XII, and XIII: first, that parents of this group have approximately as much schooling as parents of the normal group; second, that a greater percentage of pupils in the visiting teacher group live in homes where both parents are not present, where mothers are employed, and where fathers are not regularly at home at night because of their employment; third, that the physical conveniences of homes of the visiting teacher group are as good as those of the normal group; and fourth, that a slightly greater percentage of pupils of the visiting teacher group are engaged in regular out-of-school activities.

In Chapter I extra-curricular activities of the Highland Junior High School were discussed. It was pointed out that these activities are an essential part of the Junior High School program, and that pupils that participate in them are learning to make better social adjustments, to pursue interesting hobbies, or perhaps to find vocational interests and ways of satisfying personal needs. It will

be shown how the normal group compares with the visiting teacher's group in participating in these activities at the end of the school year 1941. This comparison is shown in Table XIV.

TABLE XIV

COMPARISON OF THE PERCENTAGE OF PUPILS WHO PARTICIPATED IN EXTRA CURRICULAR ACTIVITIES OR RECEIVED SPECIAL HONORS OF THE NORMAL GROUP WITH THE VISITING TEACHER GROUP OF THE HIGHLAND JUNIOR HIGH SCHOOL FOR THE YEAR 1940-1941

Activities	Per Cent of Pupils	
	Normal Group	Visiting Teacher Group
Athletics*	41.6	30.0
Clubs	20.0	35.0
Assemblies	30.0	16.6
School Paper	0.0	5.0
Miscellaneous**	20.0	13.3

* This includes members of class teams, golf, and tennis tournament participants.

** This includes home room officers, captains of athletic teams, squad leaders in physical education, and school trumpeter.

Table XIV shows that the normal group's participation in extra-curricular school activities exceeds the visiting teacher group by 11.6 per cent in athletics, 13.4 per cent in assembly programs, and 6.7 per cent in the mis-

cellaneous list. The visiting teacher group exceeds the normal group by 15 per cent in participating in clubs, and by 5 per cent in school paper work. The greater percentage of club participants of the visiting teacher group is partly due to the efforts of those working with individuals in this group to interest them in these school activities. If John, a capable boy making low grades, is uninterested in his school work and it is found through interviews with him or his home that he is interested in photography, he is encouraged to join the Photography Club.

A study of health records of the normal group and the visiting teacher group reveals several outstanding facts. Information used in this comparison of health was obtained from the pupils' individual health cards. Physical examinations by the school physician or by private family physicians, dental examination by the school dentist and eye examination by the health counselor, were the means by which these data were obtained. These examinations are usually given when pupils are in the seventh grade; however, all new pupils in other grades are examined as soon as possible. When physical defects are found through these examinations, the health counselor informs the home as to the nature of the findings and recommends that the child be taken to his physician, eye specialist, or dentist, for more complete examinations and necessary treatment. Sometimes the

school examiner may not definitely determine whether a defect is present or not, but will recommend further examinations. In such cases where these recommendations were not carried out, the special difficulty is marked as a physical defect in this study. The results used in this comparison are physical defects which have not been corrected through the summer of 1941. In some instances the defects cannot be corrected; in others, the pupil is under treatment; while with other cases the recommendations have not been carried out.

Table XV shows a comparison of physical defects of the normal group with the visiting teacher group.

TABLE XV

PER CENT OF PHYSICAL DEFECTS OF THE NORMAL GROUP
AS COMPARED WITH THE VISITING TEACHER GROUP
OF PUPILS AT THE HIGHLAND JUNIOR HIGH
SCHOOL FOR THE YEAR 1940-1941 *

Defects	Visiting Teacher Group Per Cent	Normal Group Per Cent
Vision	10.0	0.0
Weight	20.0	10.0
Posture	21.6	10.0
Dental	15.0	3.3
Tonsils	20.0	8.3
Physical Development	28.3	15.0
Hearing	1.6	1.6
Heart	3.3	1.6
Glandular	10.0	0.0
Hernia	3.3	1.6
Flat Feet	16.6	16.6
Asthma	1.6	0.0
Eczema	1.6	0.0
Speech	3.3	0.0
Acne	5.0	0.0

* From pupils' health cards

Table XV on page 93 shows the percentages of physical defects of both groups broken down into specific difficulties. The visiting teacher group shows a greater percentage in all listed physical defects than the normal group except "flat feet". Sixteen and six tenths per cent of both groups have various degrees of "flat feet". The table shows that the visiting teacher group has a greater percentage of defects than the normal group in the following: vision, which means a deviation from normal not corrected by glasses, 10 per cent; weight, which might be either below or above the normal range, 10.0 per cent; posture, which is listed as "Fair" or "Poor", 11.6 per cent; dental, indicating need of care of the teeth, 11.7 per cent; tonsils, marked from plus one, enlarged, to plus four, infected, 11.7 per cent; development, meaning general physical development, 13.3 per cent; heart, which indicated irregularity, 1.7 per cent; glandular, which means physical indications pointing to glandular disturbances, 10 per cent; eczema, 1.6 per cent; speech, 3.3 per cent; and acne on face, 5 per cent. This explanation of defects indicates that the seriousness of the difficulties has not been considered. They may range from minor defects, such as fair posture, to such difficulties as serious heart conditions.

In the study of the physical defects listed in Table XV, an important point brought out in the comparison

is the number and percentage of physical defects of the visiting teacher group which have to do with physical appearance. "Physical development", "Posture", and "Weight" are among the highest percentages of defects in the visiting teacher group. A pupil with defects in any of the areas is often the small boy or girl in the class or the overly developed one. It is not the purpose of this study to pursue this question further; however, more study of the question of physical appearance of problem cases is suggested by the facts brought out in this comparison.

It has been shown in Table XV that the visiting teacher group has a greater percentage of physical defects as listed on pupils' health cards than the normal group. The number of physical defects per case will be compared in Table XVI.

TABLE XVI
COMPARISON OF NUMBER OF PHYSICAL DEFECTS PER CASE
OF NORMAL CASES WITH VISITING TEACHER CASES
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

Normal Group		Number of Physical Defects Per Case	V.T. Group*	
Number	Per Cent		Number	Per Cent
23	38.3	0	10	16.6
26	43.3	1	22	36.6
10	16.6	2	13	21.6
0	0	3	11	18.3
1	1.6	4	4	6.3

* Visiting Teacher Group.

There are more physical defects per case in the visiting teacher group than in the normal group, as is shown by the comparison in Table XVI. One case or 1.6 per cent in the normal group and four cases or 6.3 per cent in the visiting teacher group had four physical defects per case. There were no cases in the normal group, and eleven cases or 18.3 per cent in the visiting teacher group, which had three physical defects per case. Ten cases or 16.6 per cent of the normal group, and thirteen cases or 21.6 per cent of the visiting teacher group had two physical defects per case; twenty-six cases or 43.3 per cent of the normal group, and twenty-two or 36.6 per cent of the visiting teacher group had one physical defect per case. The greater percentage of physical defects per case of the visiting teacher group might be expected, as pupils showing deviations from normal health standards are often not able to keep up with the physically sound group. This often leads to maladjustment, poor scholarship, and irregular attendance. Obviously visiting teacher case work will include many of these pupils. Table XVI also shows that the physical defects considered in this study are present in more cases in the visiting teacher group than in the normal group. Thirty-eight and three tenths per cent of the normal group, as compared with 16.6 per cent of the visiting teacher group, have no physical defects.

In this comparative study, the majority of physical defects of the visiting teacher group, both as to the number of pupils affected and the number of defects per child as shown in Tables XV and XVI, is significant. The lack of normal physical fitness cannot be overemphasized in dealing with problems of behavior, shyness, aggressiveness, or any of the other types of personality maladjustment.

The results of the comparisons of physical defects of the two groups are especially significant to the visiting teacher. They indicate that perhaps visiting teacher treatment should include more attention and work in cooperation with the health counselor on the physical condition of visiting teacher's cases.

School attendance is especially the concern of the visiting teacher. It was pointed out in Chapter II that irregular attendance is regarded as a symptom only, and must be studied as other symptomatic behavior and treated accordingly. It follows that pupils whose records show irregular attendance at school are visiting teacher cases. Many of these are included in the visiting teacher group in this study. In order to make a comparative study of attendance, only those cases in the visiting teacher group which were irregular attendance problems were selected to be compared with the normal group. This comparison is shown in Table XVII.

TABLE XVII

COMPARISON OF SCHOOL ATTENDANCE OF THE NORMAL GROUP
WITH VISITING TEACHER ATTENDANCE CASES
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE SCHOOL YEAR 1940-1941

School Terms		Normal Group	V.T. Group *
FIRST	Number of Pupils	60	28
	Per Cent of Days Present	95.6	82.2
	Per Cent of Days Absent	4.4	17.8
SECOND	Number of Pupils	60	28
	Per Cent of Days Present	93.2	89.9
	Per Cent of Days Absent	6.8	10.1

* Visiting Teacher Group.

Table XVII shows a comparison of school attendance of the normal group with those cases in the visiting teacher group which showed attendance irregularities. During the first school term the sixty pupils of the normal group show 95.6 per cent days present and 4.4 per cent days absent. During this same period the twenty-eight pupils of the visiting teacher group have 82.2 per cent days present, and 17.8 per cent days absent. The second term's record shows 93.2 per cent days present and 6.8 per cent days absent for the normal group as compared with 89.9 per cent days present and 10.1 per cent days absent for the visiting teacher group. The percentage of absence increased in the normal group during the second term. This rise is attributed to the prevalence of influenza and colds during this term. The percentage of absence for the entire school system showed an unusual rise during this term because of the epidemic throughout the city.⁷ Although this unfavorable absence showed in the normal group in Table XVII, the visiting teacher cases considered in this comparison showed an improvement of 7.7 per cent during this term. The conclusion to be drawn from this comparison is that with a decrease of 2.4 per cent of the normal group in attend-

⁷ Director of Attendance, "Records of School Attendance for 1940-1941", (Louisville, Kentucky: Attendance Department, Board of Education).

ance during the second term, and this increase of 7.7 per cent in the visiting teacher group, the visiting teacher group's improvement can be regarded as 10.1 per cent over that of the normal group. This improvement in the visiting teacher cases indicates that visiting teacher service given in these cases was successful in improving their school attendance.

This comparison of school attendance does not give all the facts in regard to the visiting teacher's work in improving and maintaining good attendance. Irregular attendance, even though it might be a three or four-day absence scattered over several weeks, is often nipped in the bud by short treatment by the visiting teacher. Sometimes a home visit, an interview with the pupil, a change in his schedule, or soliciting his homeroom teacher's help, may be the means of working toward interesting the pupil who is showing signs of becoming an attendance problem. Preventative work in this area is often accomplished by the same treatments.

Lack of scholastic achievement of pupils is the most frequent reason given by teachers in referring cases to the visiting teacher. This observation proved true in the study of approximately 8,500 cases recorded by visiting teachers in the demonstration program of the National

Committee of Visiting Teachers.⁸ Dr. Oppenheimer in his study of 1,307 visiting teacher cases also found this to be true.⁹ These observations point to the importance of the part played by the visiting teacher in this field. Since the visiting teacher endeavors to assist in the improvement of scholarship, an attempt was made in this study to determine whether the visiting teacher group did improve in that respect more than the normal group.

At first it seemed advisable to use for the comparative study of scholarship, only those cases which were referred because of poor scholarship. This plan was not carried out, however, because a study of teachers' grades of the sixty cases which make up the visiting teacher group revealed that in every case except four the pupil's grades were affected to some degree. It is easily seen that a pupil presenting a school problem whether it be unusual conduct, poor attendance, or any of the other problems will usually not achieve the best results in his school work. It follows that if the problem is eliminated or improved, scholastic improvement should also result. In regard to the four cases which showed no scholarship implications, it

⁸ Jane Culbert, The Visiting Teacher at Work, (New York: The Commonwealth Fund Division of Publications, 1929), p. 5.

⁹ J. J. Oppenheimer, op. cit., p. 101.

cannot be definitely said that teachers' grades were not affected, as it is possible that if the pupil had not presented some problem, he might have made better grades. It was therefore decided that the entire visiting teacher group of sixty cases be used in the scholarship comparisons.

As the only statistical record for a comparison of pupils' scholarship is the teachers' grades, these were made the basis of the following comparisons.

At the end of each school term pupils in the Louisville Public School system are given promotions or failures depending upon the teachers' grades earned during the previous period. The prevention of failure of this kind is an important work of the school and necessarily a special concern of the visiting teacher. Her attention to the prevention of subject or grade failure is first concerned with the individual, the effect it has on him, and the saving of time and energy for him. Another important consideration is the money saved the school system. It is costly to provide means for pupils to repeat work. In the following tables, numbers XVIII and XIX, comparisons are made in regard to subject failure. Table XVIII shows a comparison of the number of pupils who failed in one or more subjects by terms.

TABLE XVIII

COMPARISON OF NUMBER OF PUPILS WHO FAILED
IN ONE OF MORE SUBJECTS BY TERMS OF THE
NORMAL GROUP WITH THE VISITING TEACHER
GROUP AT THE HIGHLAND JUNIOR HIGH
SCHOOL FOR THE YEAR 1940-1941

School Term	Normal Group		Visiting Teacher Group	
	Number	Per Cent	Number	Per Cent
First	6	10.0	21	35.0
Second	6	10.0	16	26.6

Table XVIII shows that there were the same number of pupils with failures in the normal group during both terms. In the visiting teacher group twenty-one pupils or 35 per cent failed in one or more subjects the first term, while the second term there were sixteen pupils or 26.6 per cent who failed, a decrease of 8.4 per cent over the first term. Five less pupils in the visiting teacher group had to repeat one or more subjects because of failure to pass the prescribed work at the end of the second term than at the end of the first term. The evidence of improvement by the visiting teacher group is substantiated by the comparisons in Table XIX, which shows the number of subject failures by terms.

TABLE XIX

COMPARISON OF NUMBER OF SUBJECT FAILURES OF THE
NORMAL GROUP WITH THE VISITING TEACHER GROUP
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

School Term	Number of Subject Failures	
	Normal Group	Visiting Teacher Group
First	7	28
Second	7	22

In Table XIX it is indicated that the number of failures by subjects in the normal group remained the same both terms, while in the visiting teacher group there was a decrease of six subject failures the second term.

The conclusions to be drawn from the comparisons of failures in Tables XVIII and XIX are that the saving to pupils in time and energy as well as the saving to the Board of Education in expense can in some measure be attributed to the visiting teacher service.

A more detailed picture of scholarship improvement can be made by a study of teachers' grades earned over a period of a school year. As visiting teacher work for the school year 1940-1941 is the focus of this paper, it was decided that a comparison of pupils of each group

who improved, remained the same, and made lower grades at the end of the school year than at the beginning, would show the general trend in regard to scholarship. This comparison is made in Table XX.

TABLE XX

COMPARISON OF IMPROVEMENT IN TEACHERS' GRADES OF THE
NORMAL GROUP WITH THE VISITING TEACHER GROUP
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

	Normal Group		Visiting Teacher Group	
	No.	Per Cent	No.	Per Cent
Improved Initial Mark	28	46.6	48	80.0
Same as Initial Mark	25	41.6	8	13.0
Lower than Initial Mark	7	11.6	4	7.0

Table XX compares the first marks the pupils of each group received during the school year 1940-1941, with the last received for that year. The visiting teacher group has forty-eight pupils, 80 per cent, who improved their initial marks, eight pupils, 13 per cent, who maintained the same marks, and four pupils, 7 per cent, who made lower marks. In contrast to this, the normal group had twen-

ty-eight pupils, 46.6 per cent with improved marks, twenty-five pupils, 41.6 per cent, who had the same marks, and seven pupils, 11.6 per cent, who made worse marks. The difference between the two groups in number and per cent who made improvement is twenty pupils, 33.3 per cent, in favor of the visiting teacher group. Also the normal group had seven pupils, 11.6 per cent, and the visiting teacher group had four pupils, 7 per cent, who made lower marks at the end of the school year, giving an advantage of three pupils or approximately 5 per cent in favor of the visiting teacher group.

The formula for the standard error of the difference between proportions in two samples was applied to determine if the improvement in marks of the visiting teacher group was statistically significant.¹⁰ The result was the visiting teacher group showed 4.126 greater improvement than the normal group. Any answer over three, (3), might be interpreted as showing a significance of difference. The improvement of the visiting teacher group is statistically significantly greater than the normal group.

¹⁰ Formula for standard error of the difference between proportions in two samples:

$$c_{p_1 - p_2} = \sqrt{c_1^2 + c_2^2}$$

From this comparison it can be concluded that the visiting teacher group of cases improved more in scholarship during the year 1940-1941 than the normal group.

It is recognized that a comparative study of scholarship including only the time of visiting teacher supervision of pupils in her group might more conclusively point to the part played by her in bringing about improvement. This would require comparing teachers' marks of a different period of time for each pupil of the visiting teacher's group with the normal group. Each pupil of the normal group would then have to be matched with one of the visiting teacher's group. As the normal group was selected as a cross section of the entire school population, pairing pupils between groups for comparative purposes would not be possible.

It has been shown in the results of the comparisons of attendance and scholarship that the visiting teacher's group showed improvement over the normal group. It seems safe to assume that the visiting teacher's efforts in these areas were at least partially responsible for the improvement. Many other influences were certainly essential in bringing about this improvement. Perhaps the most important influence was the part played by the classroom teachers. Whatever the visiting teacher may have done individually with a child, the success of his school adjustment was

in the final analysis dependent upon the teacher. The other personnel workers of the school, namely the guidance counselor and the health counselor, have often been the primary forces responsible for bringing about improvement in a case. Also, the principal's influence with the pupil and her guidance and interest as the school administrator have been essential in contributing to the improvement.

Teachers' Estimates of Results of Cases

As one of the chief functions of the visiting teacher is to help the school to study and adjust children who present problems, it was felt that an estimate of results of visiting teacher cases from this view point would be desirable. Those who are in the best position to estimate these results are the classroom teachers, as they are in daily contact with pupils in the school environment. One teacher was selected to answer a short questionnaire for each of the sixty visiting teacher cases. An effort was made to choose a teacher who had either referred the case originally or one who had been especially connected with the problem in treatment. This was done because in many cases a child presented a problem for one or perhaps several teachers, but was not considered a problem by all. The questionnaires were filled out at the end of the school year of 1940-1941. The teachers were asked to be as ob-

jective as possible about the answers. The questionnaire contained each child's name and the following mimeographed points:

1. If you have considered this pupil a problem, do you think he or she has improved during the school year 1940-1941?
(Check) Yes _____ No _____
2. If he or she has improved tell briefly in what way.
3. Do you attribute the improvement in any part to the visiting teacher service?
(Check) Yes _____ No _____

Twenty teachers filled out the questionnaires for sixty pupils. Some teachers filled out several, while others gave their estimates for one or perhaps two.

The numerous factors influencing the answers to these questions are recognized. Some of the factors which make the answers highly subjective are the teacher's attitude toward the pupil and toward the visiting teacher, the teacher's frame of mind at the time the questions were answered, and the difficulty of judging results of problems which have to do with the complexities of human nature.

In Table XXI is compiled information from the questionnaires relative to the number and per cent, by grade and sex of those cases which improved during the school year 1940-1941.

TABLE XXI

TEACHERS' JUDGMENT OF RESULTS OF THE SIXTY*
VISITING TEACHER CASES AT THE HIGHLAND JUNIOR
HIGH SCHOOL FOR THE YEAR 1940-1941

Grade	Pupils Showing Improvement				Pupils Showing No Improvement			
	Boys		Girls		Boys		Girls	
	No.	%	No.	%	No.	%	No.	%
7	15	25.4	6	10.2	1	1.7	1	1.7
8	7	11.8	0	0.0	2	3.3	1	1.7
9	15	25.4	8	13.7	2	3.3	1	1.7
Totals	37	62.6	14	23.9	5	8.3	3	5.1

* This table includes only fifty-nine cases, as one girl in the eighth grade was not considered a problem by the teacher. This case was referred to the visiting teacher by the mother.

Table XXI showed that of the sixty visiting teacher cases, fifty-nine were considered problems by the teachers. The pupil not considered a problem had been referred to the visiting teacher by the mother. The teachers believed there were thirty-seven boys, 62.6 per cent, who showed improvement. They were distributed by grades in the following way: fifteen, 25.4 per cent, in the seventh grade; seven, 11.8 per cent, in the eighth grade; and fifteen, 25.4 per cent, in the ninth grade. Fourteen girls, or 23.9 per cent, showed improvement. Six, 10.2 per cent, were in the seventh grade; none in the eighth grade; and eight, 13.7 per cent in the ninth grade. The five boys showing no improvement were distributed by grade in the following way: one, 1.7 per cent, in the seventh grade; two each, 3.3 per cent, in the eighth and ninth grades. A total of three girls showed no improvement. There was one, 1.7 per cent, in each of the three grades.

In Table XXII is shown teachers' opinions as to the part visiting teacher service played in the improvement.

TABLE XXII

TEACHERS' JUDGMENT OF VISITING TEACHER'S SERVICES
AND OTHER FACTORS RESPONSIBLE FOR IMPROVEMENT
OF CASES DURING THE SCHOOL YEAR 1940-1941
AT THE HIGHLAND JUNIOR HIGH SCHOOL

Grade	Pupils Showing Improvement							
	Due Visiting Teacher Services				Due to Other Factors			
	Boys No.	%	Girls No.	%	Boys No.	%	Girls No.	%
7	15	29.4	5	9.8	0	0.0	1	2.0
8	6	11.8	0	0.0	1	2.0	0	0.0
9	14	27.4	7	17.6	1	2.0	1	2.0
Totals	35	68.6	12	23.4	2	4.0	2	4.0

Table XXII shows that out of the fifty-one cases which showed improvement teachers thought there were thirty-five boys, 68.6 per cent, and twelve girls, 23.5 per cent, whose improvement in some part could be attributed to the visiting teacher service, and two boys, 3.9 per cent, and two girls, 3.9 per cent, whose improvement was due to other factors.

From Tables XXI and XXII it can be concluded that according to teachers' opinions, a large majority, approximately 73 per cent, of the visiting teacher's group of cases showed some improvement, and that of those who improved, 92 per cent can be attributed in some part to the visiting teacher's work with the case.

A further analysis of the teachers' answers to questionnaires concerning pupils' improvements was made by compiling results of the statement,

If he or she has improved, tell briefly in what way.

The answers were recorded under these four headings which include all types of improvement mentioned: Scholarship; Attitudes, which includes pupils' attitudes toward work, toward companions, and toward the school in general; Conduct, which includes all types of behavior considered unusual; and School Attendance.

The results of this analysis are shown in Table XXIII, and include only the forty-seven cases which were accredited to the visiting teacher service.

TABLE XXIII

TEACHERS' JUDGMENT OF IMPROVEMENT SHOWN IN DIFFERENT
AREAS, DUE TO VISITING TEACHER SERVICES
AT THE HIGHLAND JUNIOR HIGH SCHOOL
FOR THE YEAR 1940-1941

Areas of Improvement	Grade*							
	7th		8th		9th		Total	
	Boys (15)	Girls (0)	Boys (6)	Girls (0)	Boys (14)	Girls (7)	Boys (35)	Girls (7)
Scholarship	7	2	1	0	7	4	15	6
Attitudes	10	2	7	0	6	7	23	9
Conduct	4	2	2	0	0	0	6	2
Attendance	1	0	0	0	2	1	2	0
Totals	22	6	10	0	15	12	46	17

* The numbers given in parentheses below the terms "Boys", "Girls", and "Totals", at the head of the table, indicate the number of cases in the respective columns. Percentages are not given as they would have no significance, because there is more than one area of improvement per case.

Table XXIII shows that in the forty-seven cases in which teachers judged the visiting teacher service in improvement, a total of six girls and fifteen boys showed improvement in scholarship. Improvements in attitudes were shown by a total of twenty-three boys and nine girls. Conduct improvements were shown by a total of six boys and two girls, and attendance improvements were shown by two boys and no girls.

The conclusions to be drawn from the results of the questionnaires compiled in Tables XXI, XXII, and XXIII show the general trend of teachers' opinions in regard to improvement of pupils who received visiting teacher service.

SUMMARY AND CONCLUSIONS

CHAPTER IV

SUMMARY AND CONCLUSIONS

The study of the Highland Junior High School and the district showed that the school is located in a high type residential district where the majority of influences tends to promote organization. It was demonstrated that the school is a modern building planned to accommodate a varied program of activities suited to the needs of adolescents. The organization and administration of the school was shown to be based upon principles growing out of accepted junior high school practices. With this picture of the school and district as a background, the study focused attention on the visiting teacher's work in this setting and on the many types of problems with which the visiting teacher is concerned.

The purpose of this thesis was to evaluate the visiting teacher service and point out practices which might improve the work in the Highland Junior High School. This object was accomplished through a comparative study of the visiting teacher's group with the normal group and through a study of the results of a questionnaire answered by teachers.

The normal group, chosen by sampling from the school population, represents the average or normal of the school. It was proved that the statistical measures com-

puted from this group of cases are sufficiently similar to the same measures if computed from the total school population. This being true, the following conclusions can be drawn from the comparative studies made in this chapter:

1. The group of visiting teacher cases studied contained 26.7 per cent more boys than girls in proportion to the school population. In other words the visiting teacher worked with 26.7 per cent more boys than girls.

2. The visiting teacher group measures equally as intelligent as the normal group. The visiting teacher is not dealing with a group which is below the average of the school in mental ability.

3. The normal socio-economic status rating of the school is high, and the pupils with whom the visiting teacher worked have equally high ratings.

4. A family situation in which both parents are living in the home, the mother not employed outside, and the father present after work, is considered a normal family situation. A greater number of pupils from the visiting teacher's group than from the normal group come from home situations which are not normal.

5. The physical aspects of the homes of both groups are equally desirable.

6. The visiting teacher's group has more cases in which there is participation in regulated out-of-school

activities than does the normal group.

7. Fewer pupils in the visiting teacher group than in the normal group participated in the extra-curricular school activities.

8. A decided majority of the pupils in the visiting teacher group has more physical defects per case than those in the normal group.

9. School attendance of the visiting teacher group was below that of the school as a whole; however, there is a definite indication that this group improved during the second school term.

10. There were more pupils in the visiting teacher's group than in the normal group who failed in one or more subjects each term. However, the visiting teacher group made apparent improvement during the second term, while the number of failures in the normal group remained static.

11. The improvement in teachers' grades made by the visiting teacher group during the school year was significantly greater than the improvement made by the normal group.

12. The only two areas compared in this study in which the effectiveness of visiting teacher work can be measured are Attendance and Scholarship. In both of these areas it was proved that the group which came under the

visiting teacher's care did improve.

Acting upon these conclusions, the visiting teacher could extend the field of her services and widen her activities by the following practices:

1. She might give special attention to the various physical defects of all cases handled by her by checking each case with the health counselor and working with her to eliminate disabilities. Although this practice is carried out at the Highland Junior High School in cases where there are indications of physical disabilities, it is felt that many presumably minor defects which might have been overlooked could be contributing to problems.

2. The importance of a normal home situation cannot be overlooked in dealing with pupils who present problems. Treatment of pupils who lack normal home situations must be directed toward compensating for the home deficiency. Each case needs careful study and specific treatment suited to the situation. In some cases the school can play a part in the treatment; in others the visiting teacher can strive to work out with members of the family compensating experiences for individual pupils.

3. The visiting teacher might look for too much regulated out-of-school activities of her cases as a factor in causing problems, and through the child and his home help to bring about a better situation.

4. In certain cases the visiting teacher might encourage more participation in extra-curricular school activities. It must be pointed out, however, that this treatment must be specific for the individual pupil. On this subject Ruth Strang says:

Group activities offer different values to different individuals - to some progress along the lines of their special talents, to others rest and relaxation, to still others joy in creative work, fellowship, and cooperation in a common purpose or task. Because individuals select different elements from the same situation, undifferentiated prescription of activities cannot be effective. The activity must fit the individual. Unless the selection of a group activity is made on the basis of the pupil's needs, the potential values of group work will not be realized. It is important that students obtain satisfaction from constructive group experiences.¹

¹ Ruth Strang, Group Activities in College and Secondary School (New York: Harper and Brothers Publishers, 1941), p. 28.

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