THE RELATIONSHIP BETWEEN QUALITY OF NEIGHBORHOODS AND
SCHOOL PERFORMANCE AMONG SELECTED SIXTH GRADE
STUDENTS IN NEVADA, IOWA

A Field Report
Presented to
The Graduate Division
Drake University

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

by
Leland Richard Wolf
August 1968
THE RELATIONSHIP BETWEEN QUALITY OF NEIGHBORHOODS AND SCHOOL PERFORMANCE AMONG SELECTED SIXTH GRADE STUDENTS IN NEVADA, IOWA

by

Leland Richard Wolf

Approved by Committee:

Almeny Woodworth
Chairman

Carl C. Zehl

Dean of the Graduate Division
# Table of Contents

## Chapter I. The Problem and Procedure

- **Introduction** ........................................... 1
- **Statement of the Problem** .......................... 2
- **Procedure** ............................................. 2
  - Selection of the students .......................... 2
  - Location of performance data ....................... 3
  - Location of students' homes ......................... 5
  - Comparison of the selected wards .................. 5
  - Limitations of the study ............................ 6
- **Definitions of Terms Used** ......................... 8

## Chapter II. Review of the Literature

- How extensive is the problem? ......................... 11
- How does the home environment affect the student's self-image? ................................. 13
- How does the student's self-image affect his school performance? ....................... 17
- **Summary** .............................................. 21

## Chapter III. Presentation of the Data

- **The Students** ......................................... 23
- General school performance of selected students ..................................................... 23
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship traits and attitudes toward</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>29</td>
</tr>
<tr>
<td>Occupations of fathers</td>
<td>32</td>
</tr>
<tr>
<td>Residences of students</td>
<td>32</td>
</tr>
<tr>
<td>The Community</td>
<td>35</td>
</tr>
<tr>
<td>Appraisal of housing values</td>
<td>37</td>
</tr>
<tr>
<td>Fire department records</td>
<td>38</td>
</tr>
<tr>
<td>Zoning of each ward</td>
<td>41</td>
</tr>
<tr>
<td>Direct observation of Ward II</td>
<td>42</td>
</tr>
<tr>
<td>Direct observation of Ward IV</td>
<td>43</td>
</tr>
<tr>
<td>Summary</td>
<td>45</td>
</tr>
<tr>
<td>The students</td>
<td>45</td>
</tr>
<tr>
<td>The community</td>
<td>46</td>
</tr>
<tr>
<td>IV. SUMMARY AND CONCLUSIONS</td>
<td>48</td>
</tr>
<tr>
<td>Summary</td>
<td>48</td>
</tr>
<tr>
<td>Conclusions</td>
<td>51</td>
</tr>
<tr>
<td>Implications</td>
<td>52</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>54</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Four-Semester Averages of Reading and Language Grades Attained by Selected Sixth Grade Students in Nevada, Iowa, 1967-1968</td>
<td>25</td>
</tr>
<tr>
<td>II. Enrollments in Summer School and Remedial Reading among Selected Sixth Grade Students in Nevada, Iowa</td>
<td>26</td>
</tr>
<tr>
<td>III. Referrals to Special Clinicians among Selected Sixth Grade Students in Nevada, Iowa</td>
<td>28</td>
</tr>
<tr>
<td>IV. Intelligence Scores of Selected Sixth Grade Students According to Scoring Levels on the Iowa Tests of Basic Skills</td>
<td>29</td>
</tr>
<tr>
<td>V. Teachers' Ratings of Students' Citizenship among Selected Sixth Grade Students in Nevada, Iowa</td>
<td>30</td>
</tr>
<tr>
<td>VI. Teachers' Ratings of Attitudes toward School among Selected Sixth-Grade Students in Nevada, Iowa</td>
<td>31</td>
</tr>
<tr>
<td>VII. Occupations of Fathers of Selected Sixth Grade Students in Nevada, Iowa, 1968</td>
<td>33</td>
</tr>
<tr>
<td>VIII. Home Residences of Selected Sixth Grade Rural and Town Students in Nevada, Iowa, According to Scoring on ITBS</td>
<td>34</td>
</tr>
<tr>
<td>IX. Home Residences of Selected Sixth Grade Town Students in Nevada, Iowa, According to Scoring on ITBS</td>
<td>36</td>
</tr>
<tr>
<td>X. Estimated Selling Prices, Taxable Valuations, and Current Taxes Assessed against Ten Houses in Ward II of the City of Nevada, Iowa, 1968</td>
<td>39</td>
</tr>
<tr>
<td>XI. Estimated Selling Prices, Taxable Valuations, and Current Taxes Assessed against Ten Houses in Ward IV of the City of Nevada, Iowa, 1968</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND PROCEDURE

Since before the introduction of formalized schooling in America, it has been recognized that a relationship seems to exist between the home environment of a child and his performance in school. Just how great that relationship is, however, and how deeply it affects the educator's task, is a matter of some controversy.

The investigator, in his capacity as Assistant Elementary Principal in Nevada, Iowa, has long been concerned with this apparent relationship in his community. It was the purpose of this study, conducted during the 1967-68 school year in the above-mentioned community, to ascertain the degree to which a relationship existed between the performance in school of selected students and the home environments from which they came.

The city of Nevada, Iowa, is the county seat of Story County. Located among good farming lands, the community is prosperous. Within the city itself, which has over four thousand residents (1960 census), are several small industries, specializing in such diverse fields as the manufacture of feed-mixing machinery,
frozen bread dough, brooms, and printed business forms. The shopping district is small, owing to its central-Iowa location near Des Moines and Ames.

The schools are new, with a total student population of approximately 1,800 in the 1967-68 school year. The elementary department has an enrollment of over nine hundred rural and town students.

Statement of the problem. The problem of this study was to determine the degree of relationship, if any, between the performance in school of selected sixth-grade students and the neighborhoods from which these students came. In the study, several steps were involved, among which were: selection of students, gathering of information on school performance of these students, location of home address, and comparison of the wards of the city (or neighborhoods) from which certain of the students came. Selection of the students was done on the basis of scores on the Iowa Tests of Basic Skills, hereinafter called the ITBS. The actual method used will be delineated later in this chapter.

II. PROCEDURE

Selection of the students. Subjects for the study were selected on the basis of their scores on the 1965 ITBS.
Four categories of scoring were set up, as follows:
(1) Upper High--90th percentile and above; (2) Lower High--75th to 89th percentile; (3) Upper Low--11th to 25th percentile; and (4) Lower Low--10th percentile or below.

Fifty-four students out of 119 students in the sixth grade were found to have scores somewhere within these ranges. The remaining sixty-five students were not included in this study.

Location of performance data. After the subjects for the study were selected, available school records were searched for an assessment of each student's school performance. The aim of the search was to gain a comprehensive picture of each student.

Sources used for information were:

1. Cumulative folders.
2. Permanent record cards.
4. Summer school records.
5. Intelligence quotient data sheets.
6. Remedial reading reports.
8. County psychologist referrals.
9. County speech therapist referrals.
Data taken from the cumulative and permanent records included:

1. Father's occupation.
2. Residence of student.
3. Intelligence quotient.
4. Ratings by teachers of students' citizenship.
5. Four-semester averages of reading and language grades.
6. Number of referrals to speech, psychology, and guidance specialists.
7. Number of retentions at grade level.
8. Whether or not ever enrolled in remedial reading.
9. Whether or not ever enrolled in summer school.
10. Whether or not ever enrolled in special education classes.

From the parent-teacher conference reports came a rating of the child's attitude toward school. This was made by compiling the frequency and type of adjectives used by the teachers through the years to describe the student's attitude as the teachers saw them.

Tabular presentations in Chapter III show most of the data enumerated above. Some types of information do not lend themselves to tabular presentation, in which case paragraphs describing the information are used.
Location of students' homes. After the data referred to above had been gathered, the home addresses of the students who lived in town were plotted on a map of the city of Nevada. Those two wards which seemed to have the greatest difference in character, that is, the ward with the highest number of high scorers as differentiated from the ward with the highest number of low scorers, were selected for a study of their comparative quality, as observed and rated on the basis of publicly-available data.

Comparison of the selected wards. Two methods of comparison were used. The first, direct observation, included a tour of each ward, noting such factors as adequacy and type of street lighting fixtures, percentage of paved blocks per ward, and general appearance of houses. Presence or absence of sanitary sewers was noted for each ward.

The second method was to gather information from available public sources. A real-estate agency's appraisal of the homes of the students was obtained. County taxes assessed against each of these houses were found from a search of tax rolls. Fire department records provided an analysis of the number of fires per year and the approximate
dollar loss per year per ward. A zoning map of the city showed which areas were zoned mostly commercial or mostly residential, with the amount of land in each ward zoned in any one of these ways.

From these two types of sources was made a general picture of each of the two selected wards. A judgment could then be made about which was the higher socio-economic ward.

**Limitations of the study.** When the final listing of subjects selected for the study was made, fifty-four students out of the 119 students in the sixth grade were found to have performed at the specified skill levels on the ITBS. These fifty-four cases were a small number, but they nevertheless represented all of those who scored within these levels, so that the results of the study are correct within the context of sixth graders in Nevada, Iowa.

One source of information in relation to the children's performance in school was the cumulative folder kept for each child. Although much of the data these folders contained was quantitative in nature, such material as teachers' ratings of students' citizenship, attitudes toward school, cooperativeness, and so on, was probably colored by the ways in which various teachers viewed these students. The student's dress, cleanliness
and family background may have helped form the teachers' opinions in some cases.

Although the information presented in Chapter III relating to the general quality of street lighting, paving of streets, condition and value of houses, and taxation level of houses is presented in quantitative form, some of the data is of necessity subjective in nature. How important these factors were in the formation of the children's self-images, which in turn affected their school performance, cannot be known with certainty.

The method of selection of students for the study may have had some level of limitation, since the selection was made on the basis of scores on the ITES. These tests were given on two consecutive testing days in January, 1969, using the full school day both times, and the results obtained may have had some relationship to the students' stamina as well as to their abilities.

This study attempts to relate one portion, however large, of the child's life to his performance in school. It has long been maintained that children are the sums of all their experiences, and whereas these experiences are to some extent channeled by their environments, other factors may play their parts.
III. DEFINITIONS OF TERMS USED

The following are definitions of terms used in this field report.

**Neighborhood.** For the purposes of this study, the child's neighborhood was considered to be the ward of the city in which he lived.

**School performance.** School performance was defined as all the selected students did in school that was evaluated and/or reported by their teachers on any of several standard forms used by the school. Oral expressions of performance were not used.

During the progress of the study, data were collected about the occupations of the fathers of the selected students. These occupations were classified into six categories, five being defined here following, and the sixth being *Deceased* or *None Given*.

**Professional.** This category included those occupations for which college training is required. Examples include doctors, lawyers, teachers, and engineers.

**Tradesman.** The tradesman may or may not have some technical training, but must serve an apprenticeship to be
allowed to practice his trade. A tradesman is usually a member of a union and may require licensing in some states. Examples are plumbers, bricklayers, and electricians.

**Merchant.** The merchant owns or operates a business in which products or services are sold.

**Employee.** Those who are not members of other occupational categories, but who were salaried workers, were classified as employees. Differences in skill levels within this category are great. Examples of employees are service station attendants, postal clerks, sales persons, and custodians.

**Farmer.** This term may be self-defining. No distinction was made between a farmer who owned his land and one who rented it. There may have been a great deal of differences in the ways in which these two types of farmers viewed themselves, but this was not deemed important to the study.
CHAPTER II

REVIEW OF THE LITERATURE

Since little literature was found to be related specifically to the problem of this study, the investigator sought information from authorities in the field of education that would help to answer the following groups of questions:

1. How extensive is the problem? Is the problem of home environments in relation to school performance one that should require much attention, or do educators tend to overplay its importance?

2. How does the home environment affect the student's self-image? Does the student take his view of self from others' view of him? What part does environment play in the formation of these others' view of the child?

3. How does the student's self-image affect his performance in school? Does the image the child holds of himself relate at all to the quality of work he does in school? Does his self-image affect his motivation?

The answers to these questions form the text of this chapter. It will not be the investigator's purpose to
restate all the material he found, but only the sources most helpful and related to the above questions will be used.

In order to justify and put into perspective the problem with which this study deals, the following review of current and pertinent literature is presented.

How extensive is the problem? Jones stated, "... over fourteen-and-one-half million youngsters under 17 in this country are affected by environmental factors which limit their aspirations and achievements." With such a large number of young people affected, it could hardly be argued that the problem of environmental influences on the performance of children is not one of deep and far-reaching concern to those committed to the ideal of education for all. It is a fact that environmental and social forces deter, perhaps even negate completely, the success of the educative process and must be the prime focus of research and curricular development in the future. The need to focus on the social forces affecting children's learning is evidenced in the words of Cole and Bruce:

Since environment can challenge, stimulate, support, frustrate; and since the significant persons who surround the child can inspire, discourage, frighten; we shall need to keep our attention upon the social forces which affect the course of development of each individual personality.¹

The home environment of a child influences nearly everything he does during his waking time. If the child has much room, he may have space to play, places to keep his own personal possessions, and privacy, all within the home. If, on the other hand, the home is crowded, the youngster may be forced out into the street to play, possibly coming into contact with harmful influences.² Featherstone found that among other factors that contributed to delinquency in cases he has studied, the community lived in, low incomes, poor housing, lack of a place to play, poor home management, and possibly poor schools all played their part in the tragedies that became delinquent juveniles.³


It is correct to say that environmental influence, particularly that of the home, plays a significant role in the lives of all children. Poor environments, it has been shown, affect a large number of students. The problem of how to combat these deterrents to the attainment of a good education for each child is one which will require intensive investigation, and which will need great expenditures of time, money, and concern, starting now.

How does the home environment affect the student's self-image? According to McDonald, "An individual's concept of himself is necessarily limited at any stage in his life by what his experience has been."¹ This statement serves to underscore the importance of experience in determining for a child just how he will view himself in relation to others. Certainly, if all of his experiences take place in an environment that is hostile to him, emotional maladjustment may take place. In 1942, a study of emotionally maladjusted children was made in three large midwestern cities. The findings: 12 per cent of students in the average classroom showed serious maladjustment, whereas

30 per cent showed some degree of maladjustment.¹

Of course, it may be well argued that this study does not concern itself with schools in large cities, where slum conditions exist, but with a small midwestern town, with areas that may be depressed, but which are hardly slums. To an extent, this argument is valid, but nonetheless a difference in level of living does exist between neighborhoods even in small towns, and the difference is felt by those on both sides; that is, those in both neighborhoods. It is this feeling of difference that causes the self-images of those in the depressed area to be of generally poorer nature than those of people in non-depressed areas. "The size and location of a home," said Redl and Wattenberg, "... may have a great deal to do with people's lives."²

To place the entire blame upon the home for fostering poor attitudes and poor images of self among students is to be too narrow-minded in one's approach to the problem. Schools, law-enforcement agencies, city planning and zoning


²Redl and Wattenberg, loc. cit.
boards, the business community, all do their part in assuring that a depreciatory self-image is almost unavoidable for some children. At least one authority, however, thought that schools are not as greatly to blame as is presently assumed. Weitz said:

Public education is the victim of two popular misconceptions. The first is the belief that schools are the principal; if not the only, source of education. . . . Attitudes, self-concepts and values are little influenced by what happens in school except in terms of refining the early established phenomenal self.¹

This "early established phenomenal self" got its attitudes, self-concepts and values from the home environment.

A child in the throes of developing a consistent self-image relies heavily on "feedback" from other sources. One of his prime sources is the way he is treated by others. McDonald underlined this when he said:

. . . the child may make inferences about himself from the way he is treated by other people. . . .

In these ways a person's self-concept may be compounded from his own observations of himself and from other people's descriptions of him.²

²McDonald, op. cit., p. 407.
The fact that others treat him according to their subjective ratings of his home and neighborhood makes it inevitable that he will someday become dissatisfied with himself and his surroundings. If the view of others is that a child is of little worth coming from a poor home and neighborhood, that child will soon accept this as the truth. "Accepting another person's evaluation of him may seem necessary to preserve the need-satisfaction that person provides," McDonald said.¹

Although more can be said about the importance of the home environment in the production of a child's self-image, whether that image be good or bad, let it be summed up in the words of Jordan, who, while discussing another authority's description of computer programming, pointed out that a computer must be programmed to function in a given way. Astutely, Jordan added that in relation to children's lives, "... the environment may be said to act in this capacity."² The environment of a child programs his every action and determines the way he will react to every stimulus with which he meets.

¹Ibid.

How does the student's self-image affect his school performance? The school is perhaps the place where the extent of a child's poor self-image is manifest. Within his home environment, he has more or less "carved out" a place for himself and has adjusted to a picture of himself as secure in that situation. The very nature of school may be foreign to this child. He may see no value in what the school wants him to do. As Van Horn stated:

...if the child comes from a home where little value is placed on education, where there are few or no books, papers, or magazines, where the family income is inadequate, and the housing poor—in other words, if a child comes from a lower socio-economic or underprivileged environment, he will have little motivation to learn and will see little value in spending time in school.¹

From the very first day, children must adjust to situations in school which they may not entirely like. A child from a home where he is the only child may resent having to share the teacher's time with other children. A slow learning child may already be showing that simple concepts are hard for him, and the teacher's reaction to this may hurt and frustrate him. In like manner, the child from a low socioeconomic environment may also be

¹D. V. Van Horn, "Relationship between School Environment and the Mental Growth of Underprivileged Children" (unpublished Master's field report, Drake University, Des Moines, Iowa, 1977), p. 3.
hurt by the middle-class teacher's reaction to him. He may be physically as strong or stronger than other children his age; he may appear in all respects normal, but his background makes him different than even those closely akin to him in other observable factors. Jones said, "Too few of the so-called educational elite understand that the children of poverty are really different because of poverty."\(^1\)

"Motivation" is the term coined to describe the driving forces that cause the mind to seek solutions to problems or difficult situations that arise. In relation to school, motivation has come to mean the desire to work, to learn, and to do the best of which a person is capable. It is in the area of motivation that the child with a poor self-image is most likely to be lacking. His intelligence may be quite normal, but no drive to learn is evidenced in his demeanor. "Not enough attention has been paid to the area of self-attitudes and how these relate to motivation and achievement," Jones said.\(^2\)

Just the opposite of this is the child from a higher socioeconomic home. This child may be expected to be highly motivated toward learning and the attainment of

\(^1\)Jones, *op. cit.*, p. 22.

\(^2\)Ibid.
goals that are more abstract than the daily routine of living. The very fact of being higher on the scale of social life has a profound effect on these children. Again referring to Redl and Wattenberg: "The higher a child's family is on the socioeconomic scale, the richer has been his cultural experience, even by the time he reaches first grade."\(^1\) Frymeier recently wrote. "... students from more favorable socioeconomic situations are, on the average, better motivated academically than those who come from less advantaged circumstances."\(^2\)

Whenever children from such diverse backgrounds are placed in situations where they must work together toward common goals, compete against each other for attention and praise, and be graded on their relative performance, it soon becomes all too clear to the child from a poor home that his chances are small indeed. The feelings of frustration and disappointment become deeper with each passing year. It is not surprising that the areas of reading and language development, where the children from rich cultural environments excel, are the very areas in

---

\(^1\) Redl and Wattenberg, op. cit., p. 175.

which underprivileged children succeed the least.

Reading development is as much a function of cultural background as it is of visual acuity and muscular coordination. Where cultural background is deficient, not even perfect eyesight and a high level of coordination can make the child read well, especially if his motivation is as lacking as his experiential background. Saucier wrote: "A child who has traveled considerably and has lived with other children and adults in cultured homes usually has a fund of knowledge sufficient for comprehension in reading." In like manner, a child who has not traveled considerably nor lived in cultured homes cannot be expected to have the level of readiness of one who has.

Language ability is largely dependent on how greatly language has been used in the home. Children from low socioeconomic homes tend to have used language less than other children, and have had it used less with them by their parents. Instead of a variety of words and phrases used to express ideas and desires, as one would expect from a higher socioeconomic home, a relatively few symbolic words and phrases are used to get the meaning across. Inadequate phrasology is supplemented with gestures, grunts and groans. Cutts stated that this is especially true of the

---

underprivileged children in larger cities.\footnote{Warren G. Cutts, "Reading Unreadiness in the Underprivileged," \textit{ERA Journal}, LII (April, 1963), 23.}

If reading and language skills are the bases for satisfactory performance in other academic areas, as indeed they are, with the possible exception of mathematics, those children who cannot read or speak well can perform no other way but poorly.

**Summary.** Authorities indicated that the problem of poor home environment: (1) is extensive; (2) affects the student's self-image, which in turn, (3) affects that student's performance in school. It has been shown that poor home environment can lead to serious maladjustments and academic retardation, and in fact has done so in all too many cases. Educators can expect to find that much time, money and concern will need to be expended in this area soon.

Differences in home background are apparent even where the difference is slight. A child in school, feeling different from the others, will gravitate toward their ways of viewing him in order to maintain a consistent self-image, even though that image be a poor one. It should not be surprising that a child will accept another's view of
himself, because the child may rely on that other person for need satisfaction. The more affluent children may have negative feelings and expectations for a child from a poor home, and he in time will come to fulfill them.

The child who already has this poor self-image by the time he starts school, which is by its very nature completely foreign to him, and who has at best an inadequate background of experiences, travels, associations with cultured adults, and worthwhile, constructive playtimes, cannot be expected to achieve as well as a child who has had all these things and more.

If, indeed, the environment is to the child as programming is to the computer, then educators have the responsibility for discovering just what ways they can control and modify the effects of that environment. To do this, it is necessary to know as much as possible about how school performance and environment are related in specific circumstances. It is to this goal that this study is dedicated.
CHAPTER III

PRESENTATION OF THE DATA

I. THE STUDENTS

The information available relative to the performance of the subject students is presented in this chapter in the form of nine tables and associated paragraphs describing them. Certain types of information not suitable for presentation through the use of tables are presented in other forms.

It was desirable to arrange the information presented in Part I of this chapter in a logical order. This order is as follows: (1) general performance of the students in school; (2) citizenship traits and attitudes toward school; (3) occupations of fathers; and (4) residences of students.

On the basis of tables of residences of students, and especially Table IX, the two wards of the city to be studied were selected and compared as outlined in Chapter I. The presentation of these data forms Part II of this chapter.

General school performance of selected students.

Table I shows averages of reading and language grades taken
from the four-semester period ending in January, 1968. This information was compiled from a search of each of the selected students' cumulative records.

The two top groups scored consistently high—all A's and B's, whereas the two lower groups scored all C's and D's. The scores on the ITBS may be seen to compare well with reading and language ability, as judged by teachers at grading times. Most of the Upper High students averaged B's in reading, and A's in language, although the differences are slight. The difficulty of maintaining a high average is probably the reason more students did not score at the A level in the Upper High category. A few lower grades will remove an average from the top bracket.

In the Lower High group, most of the students scored consistently at the B level in both reading and language, whereas the Upper Low students scored most frequently at the C level. Reading seemed to be the area of greatest difficulty for the Lower Low students, possibly one reason they scored low on the ITBS.

Table II bears out this fact still further. This table shows that no students from either of the top two categories were ever enrolled in summer school, which in Nevada is remedial in nature, or in remedial reading
TABLE I

FOUR-SEMESTER AVERAGES OF READING AND LANGUAGE GRADES ATTAINED BY SELECTED SIXTH GRADE STUDENTS IN NEVADA, IOWA, 1967-1968

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Per Cent A</th>
<th>Per Cent B</th>
<th>Per Cent C</th>
<th>Per Cent D</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read- Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper High</td>
<td>46</td>
<td>54</td>
<td>54</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>Lower High</td>
<td>7</td>
<td>7</td>
<td>93</td>
<td>93</td>
<td>-</td>
</tr>
<tr>
<td>Upper Low</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>71</td>
</tr>
<tr>
<td>Lower Low</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
</tr>
</tbody>
</table>

**No one averaged in the F column in either reading or language.**
classes, whereas the great majority of the students in the Lower Low group had been enrolled in one or both.

For the bottom two groups, the total numbers listed across the columns at a given scoring level are greater than the total of students in the group. In the Lower Low category, for instance, a total of fifteen (seven and eight) enrollments are shown, whereas there were only nine students in that category. The reason for this is that many students, especially in the lowest category, were enrolled in both special courses.

### TABLE II

**ENROLLMENTS IN SUMMER SCHOOL AND REMEDIAL READING AMONG SELECTED SIXTH GRADE STUDENTS IN NEVADA, IOWA**

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Summer School</th>
<th>Remedial Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>Upper High</td>
<td>0 -</td>
<td>0 -</td>
</tr>
<tr>
<td>Lower High</td>
<td>0 -</td>
<td>0 -</td>
</tr>
<tr>
<td>Upper Low</td>
<td>8 47</td>
<td>9 53</td>
</tr>
<tr>
<td>Lower Low</td>
<td>7 78</td>
<td>3 89</td>
</tr>
</tbody>
</table>
Table III, referrals to special clinicians, shows that students from the lower groups tended to be more often referred for speech, psychological, and/or emotional problems than students in the upper two groups. Part of the greater number of referrals to the psychologist stems from the fact that many of these students have been retained at least once, and a testing by the school psychologist is usually requested before retention.

Emotional problems are indicated by referrals to the counselor, and it is evident that most referrals were made for students who scored in the two lower categories. This is possibly related to a poor self-image among these students. It should be mentioned that having a counselor to whom to refer students was a new experience for both students and teachers alike in this school system, and the adjustment to this new source of assistance has not been complete. This accounts for the relatively low number of referrals to the school counselor.

In regard to Table III, some of the students may have been referred to more than one clinician, and perhaps more than once per clinician.
TABLE III

REFERRALS TO SPECIAL CLINICIANS AMONG SELECTED SIXTH GRADE STUDENTS IN NEVADA, IOWA

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Speech</th>
<th>Psychologist</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper High</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Lower High</td>
<td>2</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Upper Low</td>
<td>7</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>Lower Low</td>
<td>3</td>
<td>33</td>
<td>5</td>
</tr>
</tbody>
</table>

The basis for determining the intelligence scores for the students was the Otis Quick Scoring Test of Mental Ability, administered early in the first semester of the sixth-grade year. Table IV shows the average intelligence quotients for each category, plus the range of scores for each.

This table indicates that there was some relationship between scoring on the ITFS and the general intelligence level of the students. There is a general downward trend of intelligence levels as the ITFS scoring levels decrease. This was expected. Some students, however, scored well below the level that their intelligence would indicate.
The student in the lowest group with a quotient of 117 is an example. His low score on the ITBS may be indicative of a lack of motivation.

**TABLE IV**

INTELLIGENCE SCORES OF SELECTED SIXTH GRADE STUDENTS ACCORDING TO SCORING LEVELS ON THE IOWA TESTS OF BASIC SKILLS

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Range</th>
<th>Median I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Upper High</td>
<td>114</td>
<td>135</td>
</tr>
<tr>
<td>Lower High</td>
<td>95</td>
<td>135</td>
</tr>
<tr>
<td>Upper Low</td>
<td>87</td>
<td>125</td>
</tr>
<tr>
<td>Lower Low</td>
<td>75</td>
<td>117</td>
</tr>
</tbody>
</table>

Citizenship traits and attitudes toward school.

Table V shows ratings by teachers of students' citizenship traits. Examples of these traits are: courtesy and respect for others; ability to work well with others; and respect for the property of others. No teachers rated any student as a complete failure in citizenship. There were not many students scoring very high on citizenship and no one failed in it completely. Many of the Lower Low students
scored well in citizenship traits, possibly a result of these students' need for praise by the teacher.

Table V also shows that students in the top two scoring categories tended to be viewed by their teachers as outstanding or above-average citizens, whereas the lower students were viewed as mediocre, with few of them recognized as outstanding or above average.

### TABLE V

**TEACHERS' RATINGS OF STUDENTS' CITIZENSHIP AMONG SELECTED SIXTH GRADE STUDENTS IN NEVADA, IOWA**

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Citizenship Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Upper High</td>
<td>38</td>
</tr>
<tr>
<td>Lower High</td>
<td>20</td>
</tr>
<tr>
<td>Upper Low</td>
<td>-</td>
</tr>
<tr>
<td>Lower Low</td>
<td>-</td>
</tr>
</tbody>
</table>

*Indicates median for that particular scoring level.

Table VI shows that teachers rated children from the top two groups as liking school much more than did the children from the lower groups. None of the lower category
Children was rated as having a negative attitude, but one child in each of the top two groups was designated as disliking school. Boredom is offered as the possible reason for this lack of enthusiasm for school. Many of the children in the lower two categories possibly have taken on an aspect of indifference as a defensive mechanism.

**TABLE VI**

**Teachers' Ratings of Attitudes Toward School Among Selected Sixth-Grade Students in Nevada, Iowa**

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Per Cent</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Upper High</td>
<td>92%</td>
<td>8</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Lower High</td>
<td>73%</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Upper Low</td>
<td>47</td>
<td>-</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Lower Low</td>
<td>33%</td>
<td>-</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates median of that particular category.*

It was noted during the gathering of information for the above table that the general level of liking school dropped off as the children progressed through school. The rate of drop-off increased among the lower-category students.
at a faster rate than among the upper-category students.

Occupations of fathers. Table VII shows the occupations of the fathers of the children studied. These occupations were categorized as described in Chapter I.

McDonald found that intelligence quotients correlated well with fathers' occupations. In his study, the children of white collar workers were generally higher scorers on intelligence tests than were the children of labor and service workers. ¹

It is possible on the basis of this study to see that there is a relationship between father's occupation and scoring level on the ITBS. High scoring on the ITBS, high intelligence level, and father's occupation all relate to the type of home environment the children have.

Residences of students. Tables VIII and IX show the residences of the selected students. Table VIII includes rural students, whereas only town students are reported in Table IX. In both tables, Ward IV had the highest number of Upper High students, and Ward II had the highest number of Lower Low students.

Table VIII indicates that rural students tended to score most heavily in the Upper Low category. However, the

¹McDonald, op. cit., p. 102.
### Table VII

**Occupations of Fathers of Selected Sixth Grade Students**

In Nevada, Iowa, 1968

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Professional</th>
<th>Tradesman</th>
<th>Merchant</th>
<th>Employee</th>
<th>Farmer</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num. Per</td>
<td>Num. Per</td>
<td>Num. Per</td>
<td>Num. Per</td>
<td>Num. Per</td>
<td>None</td>
</tr>
<tr>
<td>Upper High</td>
<td>6 46%</td>
<td>1 8</td>
<td>1 8</td>
<td>3 23</td>
<td>2 15</td>
<td>0</td>
</tr>
<tr>
<td>Lower High</td>
<td>1 7</td>
<td>3 20</td>
<td>1 7</td>
<td>7 47%</td>
<td>2 13</td>
<td>1</td>
</tr>
<tr>
<td>Upper Low</td>
<td>0 4</td>
<td>24</td>
<td>0</td>
<td>7 41%</td>
<td>5 29</td>
<td>1</td>
</tr>
<tr>
<td>Lower Low</td>
<td>0 0</td>
<td>0 1</td>
<td>1 11</td>
<td>6 67%</td>
<td>2 22</td>
<td>0</td>
</tr>
</tbody>
</table>

*Indicates median for particular group.*
TABLE VIII
HOW RESIDENCES OF SELECTED SIXTH GRADE RURAL AND TOWN STUDENTS IN NEVADA, IOWA, ACCORDING TO SCORING ON ITES

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Rural Per Cent</th>
<th>Ward I Per Cent</th>
<th>Ward II Per Cent</th>
<th>Ward III Per Cent</th>
<th>Ward IV Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper High</td>
<td>13</td>
<td>23</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td>Lower High</td>
<td>15</td>
<td>27%</td>
<td>20</td>
<td>13</td>
<td>13</td>
<td>27%</td>
</tr>
<tr>
<td>Upper Low</td>
<td>17</td>
<td>47%</td>
<td>12</td>
<td>18</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>Lower Low</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>67%</td>
<td>11</td>
<td>-</td>
</tr>
</tbody>
</table>

*Indicates median or co-median for particular category.
spread of scoring among the rural students was somewhat even throughout the categories. Few conclusions can be reached about the quality of rural neighborhoods in relation to school performance from the data collected for this study.

Table IX shows a marked degree of polarity. Of all the children selected for the study who lived in town, 70 per cent of the Upper High category members lived in Ward IV, whereas 76 per cent of those scoring in the Lower Low category lived in Ward II.

Table IX shows that Ward IV contained students of all levels of scoring except the lowest. Ward II contained a greater percentage of students in lower scoring levels. It can be seen that the two wards with the greatest polarity were Wards II and IV, with Ward IV containing the most students who scored in the high categories, and Ward II containing the highest number of students scoring in the low categories.

II. THE COMMUNITY

Wards II and IV of the city of Nevada were examined after concluding that these two wards were the most divergent in the school performance of the children residing in them.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Ward I Num.</th>
<th>Per Cent</th>
<th>Ward II Num.</th>
<th>Per Cent</th>
<th>Ward III Num.</th>
<th>Per Cent</th>
<th>Ward IV Num.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper High</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Lower High</td>
<td>11</td>
<td>3</td>
<td>28</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>18</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Upper Low</td>
<td>9</td>
<td>2</td>
<td>22</td>
<td>3</td>
<td>33</td>
<td>0</td>
<td>-</td>
<td>4</td>
<td>45%</td>
</tr>
<tr>
<td>Lower Low</td>
<td>8</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>76%</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

*Indicates median for particular category.
Public records were searched, as outlined in Chapter I, for other information that might indicate the comparative quality of the two wards.

Appraisal of housing values. Tables X and XI show both estimated selling price and taxable valuation, along with current taxes assessed, for ten houses in each ward. These ten houses selected were the home residences of the students studied. In cases where there were more than ten students' homes in the ward, ten were picked at random from a list of the street addresses, without looking first at the houses themselves. The investigator is indebted to the firm of Nevada Real Estate, Incorporated, for their kind cooperation in estimating the selling prices of these twenty homes.

The taxable valuation shown in each of the following tables is that portion of the assessed valuation on which taxes are computed, and makes up about 27 per cent of the actual assessed valuation of each house, as determined by the County Assessor.

In the table following, the houses are listed according to their estimated selling prices, from highest to lowest. Had the taxable valuation been used to list the houses, the order would have been different. This apparent disagreement as to the value of the homes simply serves to
show the subjectivity of the two methods used by the two sources in assessing the value of another's property. The same disagreement was found to exist about the value of houses in Ward IV.

Table X shows that the range of estimated selling prices of houses in Ward II ranged from a low of $3,500 to a high of $16,500. These prices do not necessarily represent either the highest- or the lowest-priced houses in the ward, but they do represent the approximate extremes.

Some of the houses in this ward could probably not be sold at any price over $500 to $1,000, since they were little more than shacks, and nearly unfit for habitation.

Table XI shows that the estimated selling prices of the ten houses in Ward IV ranged from $7,000 up to $25,000. Again, as with Table X, these selected houses were representative of the extremes of prices, but may not have been the highest- or lowest-priced houses in the ward themselves.

Fire department records. A search of fire department records provided no information that would rate one ward higher than another in quality. Both Wards II and IV in 1967, for instance, had nearly the same incidence of fires (Ward II had twelve; Ward IV had fourteen), but these fires were mainly along railroad right-of-ways, one of which
TABLE X

ESTIMATED SELLING PRICES, TAXABLE VALUATIONS, AND CURRENT TAXES ASSESSED AGAINST TEN HOUSES IN WARD II OF THE CITY OF NEVADA, IOWA, 1968

<table>
<thead>
<tr>
<th>House Code</th>
<th>Estimated Selling Price</th>
<th>Taxable Valuation</th>
<th>Current Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$16,500</td>
<td>$3,195</td>
<td>$306.07</td>
</tr>
<tr>
<td>B</td>
<td>14,800</td>
<td>4,290</td>
<td>410.96</td>
</tr>
<tr>
<td>C</td>
<td>13,000</td>
<td>3,885</td>
<td>323.94</td>
</tr>
<tr>
<td>D</td>
<td>11,500</td>
<td>1,320</td>
<td>126.45</td>
</tr>
<tr>
<td>E</td>
<td>8,250</td>
<td>1,420</td>
<td>136.03</td>
</tr>
<tr>
<td>F</td>
<td>7,750</td>
<td>2,420</td>
<td>231.83</td>
</tr>
<tr>
<td>G</td>
<td>6,000</td>
<td>1,300</td>
<td>124.53</td>
</tr>
<tr>
<td>H</td>
<td>5,000</td>
<td>907</td>
<td>94.55</td>
</tr>
<tr>
<td>I</td>
<td>4,000</td>
<td>850</td>
<td>81.42</td>
</tr>
<tr>
<td>J</td>
<td>3,500</td>
<td>770</td>
<td>73.76</td>
</tr>
</tbody>
</table>
TABLE XI

ESTIMATED SELLING PRICES, TAXABLE VALUATIONS, AND CURRENT TAXES ASSESSED AGAINST TEN HOUSES IN WARD IV OF THE CITY OF OMAHA, NEBRASKA, 1968

<table>
<thead>
<tr>
<th>House Code</th>
<th>Estimated Selling Price</th>
<th>Taxable Valuation</th>
<th>Current Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$25,500</td>
<td>$6,810</td>
<td>$652.37</td>
</tr>
<tr>
<td>B</td>
<td>18,000</td>
<td>3,760</td>
<td>360.19</td>
</tr>
<tr>
<td>C</td>
<td>17,500</td>
<td>3,690</td>
<td>355.49</td>
</tr>
<tr>
<td>D</td>
<td>17,000</td>
<td>3,885</td>
<td>372.17</td>
</tr>
<tr>
<td>E</td>
<td>15,500</td>
<td>3,345</td>
<td>320.44</td>
</tr>
<tr>
<td>F</td>
<td>13,000</td>
<td>2,069</td>
<td>257.69</td>
</tr>
<tr>
<td>G</td>
<td>12,500</td>
<td>2,785</td>
<td>266.79</td>
</tr>
<tr>
<td>H</td>
<td>10,500</td>
<td>2,037</td>
<td>274.93</td>
</tr>
<tr>
<td>I</td>
<td>10,250</td>
<td>2,345</td>
<td>224.64</td>
</tr>
<tr>
<td>J</td>
<td>7,000</td>
<td>1,670</td>
<td>159.97</td>
</tr>
</tbody>
</table>
runs through each ward. All in all, number of fires and
dollar loss per year per ward were not considered to be
of value in the comparison of the two wards.

Zoning of each ward. At the time of this study, the
zoning of the city of Nevada consisted of four categories,
as follows: Type A--Residential Single Family; Type B--
Limited Multiple Residence, Maximum Two Families Per Dwelling;
Type C--Multiple Residence, More Than Two Families Per Dwelling (apartment houses, nursing homes, et cetera); and
Type D--Business and Industry.

Both Wards II and IV had areas that were of Types B
and I. The amount of area devoted to each type of zoning
varied greatly between the wards. Ward II had the greater
part of its area devoted to Type B, Business and Industry,
whereas Ward IV had very little area devoted to this type
of zone. Ward IV had at least some of its area devoted
to each of the four types of zoning, but most of its area
was devoted to one of the three types of residential zones.

It was obvious from a study of the zoning map of the
city that the planners had great differences in the purposes
to which they intended the two wards to be put. Ward II
was intended to be an area of industrial and business
development, and Ward IV was intended to be a heavy
residential area, with little business or industry. Only Ward IV actually developed to the point the planners intended, however, since Ward II has not become the industrial area it was intended to be.

Direct observation of Ward II. Ward II comprised the northwest part of the city of Nevada, and was split almost in half by the Chicago and Northwestern Railroad tracks.

Most of the population in the ward was located south of these tracks, nearer the center of town. Many fine properties were found in this ward, most of them on the south side of the tracks.

Streets in Ward II were about evenly distributed between paved and unpaved blocks. Of eighty-six blocks of streets in the ward, forty-five, or 52 per cent, were paved, the other 48 per cent being either graveled or dirt roads. Most of the paved streets were found to be south of the tracks.

North of the tracks was an area of poorer housing, some houses being almost shacks. Unpainted or not-recently-painted houses abounded in this area; many yards were cluttered with automobile parts, furniture, or trash.

Most of the children in the study came from the south part of this ward, if they lived within the ward at all. Only four students came from the very poor area north
of the tracks.

Very little new construction, residential or industrial, had been done in this ward. Most of the few houses that were new were small, and of prefabricated construction.

Sanitary sewer systems ran throughout all parts of this ward, but the storm sewer system was found to exist only on those streets that were paved. This means that virtually all the area north of the tracks in Ward II was without storm sewers.

Street lighting was of the incandescent type, with fixtures south of the tracks being of the type having glass covers, whereas the fixtures on the north side of the tracks were for the most part bare bulbs within a shaded socket.

Direct observation of Ward IV. Ward IV was located directly opposite of Ward II, on the southeast side of the city. As with Ward II, Ward IV was split by railroad tracks, those belonging to the Chicago, Rock Island, and Pacific Railroad. The split was not even, as was the case in Ward II. Most of Ward IV lay north of the tracks.

Many good residences were found in Ward IV, with but few run-down houses near the tracks. Most of the new construction in the city was begun in Ward IV. One of the largest of the city's new additions was in this ward. Most of the houses in this new addition were single-story,
ranch-type homes, which were more expensive than those in Ward II. No prefabricated construction was found in this new addition because of its development by two or three local contractors.

Streets in Ward IV were 79 per cent paved, the other 21 per cent being dirt- or gravel-surfaced. These paved streets were found almost exclusively in the northern part of the ward, with the area south of the railroad tracks having been not yet paved. New paving projects scheduled by the city of Nevada during the future years, were scheduled for these few streets.

In this ward, as in Ward II, sanitary sewers were found throughout the area, but storm sewers were present only where the streets were paved.

Street lighting in this ward was found to be mixed incandescent and mercury-vapor type lighting fixtures. The mercury-vapor lamps gave greater light and were therefore judged to be the superior type. All of the incandescent fixtures were of the covered type.

Some special features of the city of Nevada were found only in Ward IV. The only elementary school within the city limits was located in this ward, as were the high school and junior high school buildings. The East Story County Swimming Pool was located near the newest addition
in the ward. The new community center, Gates Hall, was located here, also.

III. SUMMARY

The students. High scorers on the ITBS were found to: (1) have scored at the A or B level in reading and language for the four-semester period immediately preceding the study; (2) have not been enrolled in either summer school or remedial reading; (3) have had few referrals to special clinicians available in the school system; (4) have generally higher intelligence quotients; (5) have been rated by their teachers as above-average or outstanding citizens; (6) have been rated by their teachers as liking school; and (7) have had parents who were mainly professionals or employees, as differentiated from farmers, tradesmen, or merchants.

Generally, the low scorers: (1) scored at the C and D levels in reading and language; (2) were frequently enrolled in either summer school or remedial reading, or both; (3) were frequently referred to special clinicians; (4) had average or below average intelligence quotients; (5) were rated by their teachers as average citizens (with a few rated as above or below average); (6) were rated by their teachers as liking school as frequently as they were
rated as being indifferent toward school; and (7) had fathers who were mainly employees, rather than members of other occupational categories.

For the most part, students from the four groups performed about as well as their ITBS scores would indicate. High scorers were generally good students, and low scorers were average to below-average students. The usefulness of the ITBS in predicting school performance seems to be underscored by this study, although that was not the purpose of the study.

The community. These good and poor performers were then located according to their home wards, or neighborhoods, and these wards were then studied.

Ward II was found to be the poorer quality of the two wards selected for study as being the most divergent. Very little new construction had been undertaken in this ward, and many of the houses in the ward were run-down and badly in need of painting. About half the amount of street area in the ward was paved. Street lighting was of a type judged to be poorer than that of Ward IV. Houses in this ward were generally in a lower price range than houses in Ward IV. Seventy-five per cent of the students in the Lower Low category came from this ward.

Seventy per cent of the Upper High scorers on the ITBS came from Ward IV. This ward was where most of the
new construction was done. There were very few run-down houses in this ward. Over three-fourths of the streets were paved.

Street lighting in this ward was of the covered incandescent or of the mercury-vapor type.

Many special features of the city of Nevada were found in this ward, such as the Community Center and the East Story County Swimming Pool.
CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

It was the purpose of this study, conducted during the 1967-68 school year in Nevada, Iowa, to ascertain whether there existed a relationship between quality of neighborhoods and the general school performance of children coming from them.

The pursuit of the study followed two main paths--selection of the students for the study and collecting information on their school performance, and studying the two wards of the city from which the students judged most opposite in school performance came.

Selection of the students to be studied was made on the basis of their scores on the 1963 Iowa Tests of Basic Skills. These students were those who scored high and those who scored low on the ITBS, with those scoring between not being included in the study. "High" scoring was considered to be a composite score of 75th percentile or above, whereas "low" scoring was considered to be at or below the 25th percentile.

These two groups of students were again divided, so that four groups resulted, as follows: Upper High--90th percentile or above; Lower High--75th to 80th percentile;
Upper Low--11th to 25th percentile; and Lower Low--10th percentile or below.

Data were then collected about general school performance of the students in these four groups. Examples of the sources of information used include: cumulative and permanent records; parent conference sheets; referrals to clinicians in the areas of speech therapy, psychology, and counseling; and intelligence quotient data sheets.

After the above sources were searched to yield a picture of the students' performance, their home addresses were located on a map of the city of Nevada. Those two wards of the city that seemed the most divergent in character (that is, the ward containing the largest number of high students as contrasted with the ward with the largest number of low students) were studied to discover which was the higher quality ward in terms of certain factors, such as percentage of paved blocks per ward, adequacy and type of street lighting, estimated resale value of houses in the wards, taxes assessed against these houses, and general appearance of houses in each ward.

The findings of this study in relation to students' performance in school were that high and low scorers on the ITES performed about as well as their scores would indicate. That is, high scorers did well almost without exception,
whereas the low scorers performed at the average level or below, with relatively few performing above average in some areas of endeavor.

The largest group of the students in the Upper High category—46 per cent—were the children of "professional" fathers. The largest group of students scoring in each of the other categories were the children of "employees," a lower job classification.

Upper and Lower-High scorers did well in the areas of language arts and reading. Upper and Lower-Low scorers performed on a lower level, averaging a grade of C or below.

High scorers were generally more intelligent than low scorers, as measured by the Otis Quick Scoring test.

Low scorers of both categories were referred to the clinicians mentioned earlier at a greater rate than were those in either of the higher categories. Few in the upper categories were referred.

Upper-category students were rated by their teachers as liking school better than lower-category students. Likewise, Upper-category students were rated as better citizens than were those scoring in the lower categories.

Seventy per cent of the Upper High scorers lived in Ward IV, whereas 75 per cent of the Lower Low students lived in Ward II.
Most new construction in the city of Nevada was begun in Ward IV and many special features of the city were found in this ward.

Ward II had many run-down houses, some being little more than shacks. Houses in this ward were generally lower-priced than houses in Ward IV, and the taxes assessed against them reflected their lower value.

More street area was found to be paved in Ward IV than in Ward II, whereas the total amounts of streets were about equal between the two wards.

On the basis of the data collected, certain conclusions were made. The first conclusions were drawn from the data, with the last being made on the basis of the first three. This last conclusion is the most important, being the answer to the problem toward which this research was directed.

II. CONCLUSIONS

Based on the data collected, the following conclusions are presented.

High scorers on the ITBS were generally better students in many school areas, whereas low scorers were generally poorer, especially in the areas of reading and language ability.
Most high scorers were from Ward IV, whereas most low scorers, especially those in the Lower Low category, were from Ward IV.

Ward IV was the higher socioeconomic neighborhood of the two, based on the evidence presented in Chapter III.

Students from the higher socioeconomic (better quality) neighborhood performed at a higher level in all areas of school work than did the students from the lower socioeconomic neighborhood. In the terms of the problem with which this study deals, the relationship between quality of neighborhood and school performance in Nevada, Iowa, is that the majority of better students came from the higher socioeconomic (better) neighborhood, whereas academically poorer students came from the lower socioeconomic (poorer) neighborhood.

**Implications.** The results of this study imply certain courses of action for both classroom teachers and school administrators.

Classroom teachers in Nevada, Iowa, can expect that those in their classes who come from Ward IV will be easier to motivate and to teach than those from Ward II. Teachers will realize, of course, that coming from a particular ward does not automatically infer that a student will act in a
given way. Rather, the patterns of behavior and performance outlined in this study are indicative of general, or group tendencies, and should be looked upon as guides to expectations teachers should have for student performance, not as blueprints for that performance.

Administrators should find problems of staff placement and teaching assignments somewhat easier when they can tell what type of students are to be found in a given class. In this way, teachers who work especially well with either high- or low-motivated students can be placed with the group where they will do the most good. It is hoped that knowing the relationship between school performance and quality of neighborhoods in Nevada, Iowa, will help administrators in that community, as well as those in other locales, to better meet the needs of all students; one of the ideals to which American education is committed.
BIBLIOGRAPHY

A. BOOKS


B. GOVERNMENT PUBLICATIONS


C. PERIODICALS


D. UNPUBLISHED MATERIALS