

THE UNIVERSITY OF MINNESOTA

GRADUATE SCHOOL

Report
of
Committee on Thesis

The undersigned, acting as a Committee of the Graduate School, have read the accompanying thesis submitted by Robert Johnston Mayo for the degree of Master of Arts.

They approve it as a thesis meeting the requirements of the Graduate School of the University of Minnesota, and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts.

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GRADUATE SCHOOL

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This is to certify that we the undersigned, as a committee of the Graduate School, have given Robert Johnston Mayo final oral examination for the degree of

Master of Arts

We recommend that the degree of

Master of Arts

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JUL 3 '24

THE RELATION BETWEEN SCHOOL PROBLEM
AND SOCIAL PROBLEM

A THESIS SUBMITTED TO THE
FACULTY OF THE GRADUATE SCHOOL OF THE
UNIVERSITY OF MINNESOTA

BY

ROBERT JOHNSTON MAYO

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS

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CHAPTER I.

SCHOOL PROBLEMS AND SOCIAL PROBLEMS.

Definitions and classification.

The Social problems and the children most likely to be social problems in the near future can be discovered in any community by a careful scrutiny of the entire child population. A proportion of the difficult children in any locality is quite definitely known. This comprises those extreme cases that are reported to the local courts or to the truant officer or to the child helping agencies. Such a list varies with the efficiency, intelligence, and consciousness of the local administrators of the law and of the school and with the number of child helping agencies that function in the particular community. If there are no social agencies helping children, few handicapped children will come to the knowledge of the community because it's no one's business to know or to do anything for those who are known. If the local law administrators are not particularly interested in the children and children problems, few will be brought to their attention. At any rate these few would be the very extreme cases that have got so bad that something has to be done.

The ideal way would be to know of the cases before they become serious. Much energy and time and money could be saved if the child who does not fit into society well, could be discovered before he has committed some overt act of delinquency or before his condition of misfit has become too bad for community comfort. Children do not become social problems all of a sudden, at the moment they come into contact with the courts or with the social agencies. It must be that many of the traits that are found in

such children could be seen before the extreme need to make adjustments for the children arises.

This problem involves a definition of social problem. Not all handicapped children are social problems at the moment. A social problem child, or difficult child is one who for any reason is not provided for in his own home or who has developed such anti-social tendencies that he is accused and convicted of delinquency.

A social problem is a child who is not receiving the benefit of a normal home and because of that fact is not properly provided with ways and means for healthy, happy development, or who living in a good home resists its influence and develops anti-social tendencies

The following are examples selected from known social problems in Hopkins to illustrate the definition.

No. 1111 is an orphan boy who was placed in the home of a farmer not far from Hopkins. The foster-father was more interested in the work he could get from the boy than in the boy's development. The boy registered in the High School. When ever the farmer needed assistance the boy was kept out of school to work. When there was no work at home, the boy was allowed to go to school. His absences were just long enough and frequent enough to prevent the young man from passing at the end of the semester. He did not remain in this home, he has been reported as having gone to the Southern part of the State. Such a boy is a social problem, as his home is not such as a healthy boy is entitled to.

No. 601, one of twelve children, has a mother who is

feeble-minded as far as one can judge. The mother married for her second husband a brute of a man who refused to provide properly for the children even though he received good wages. The neglect ran to such an extent that No. 601 and her younger sister were kept out of school long periods, until proper action was taken by the authorities. Such a girl is a social problem.

No. 810, a girl of twelve, whose father is unknown, whose mother is feeble-minded and immoral was taken away from the mother and sent to live with her married sister. Such a child is a social problem and will remain so if the new home is true to the type set by the mother of the girls.

No. 338, whose father is dead from disease suspected to be syphilis, and whose mother is feeble-minded in every reaction, is encouraged to stay away from school to be to work. It doesn't alter the case that when he does get out of school he cannot or will not retain his job for more than a few days. The home is filthy, the mother a slinking, whining creature. 338 and his sisters are social problems.

No. 762, whose mother is an invalid and indolent, is kept out of school because of the mother's apparent need. The mother claims to have had several operations and produces a certificate from the doctor that the child is needed at home to take care of the mother. Meantime, No. 762, from the time when she was twelve years of age to sixteen has put in the major part of her time preparing meals and caring for the mother, and goes to school rarely. As soon as she became sixteen she secured a job and a beau. Such a child was a social problem, because she was not given the

average opportunity of an elementary education.

No. 32, whose father and mother are thrifty people of the laboring class is not provided with clothing as good as the neighbor girls. The girl becomes more and more discontented and begins to hate school. The mother encourages this attitude. The girl threatens to suicide rather than go to school.

No. 789, lives in a home where the mother is dead. Three older sisters, one of whom is housekeeper, are unmarried mothers. The father also is suspected of immorality.

No. 722 lives in a home where the mother is dead, the father tries to keep the family of three children together. 722 is a constant truant from school and is subject to surveillance by the police because of suspected theft. His school attitude when entering high school was resistant to authority. His sister has been caught stealing from the other pupils in high school, because she said she wanted some spending money.

No. 155 lives in an excellent home, god-fearing and moral. He developed a habit of stealing from anybody. His mother took him to the County Probation Officer.

If a child is living in a family which is an object of charity or is dependent on other agencies than his own home, if he is persistently truant from school, he would come under this definition of social problem.

No. 786 and her brother and sister live in a meagerly furnished home with their father and mother, who because of invalidism on the part of the mother are unable to provide food for the children and the village council and the Associated Charities

have to step in to help.

No. 397 lives in a home and fully provided with food, clothing and reading material of a certain type. He and another boy play truant from school frequently. One night these boys broke into the local hardware store and took guns, knives and ammunition. They were caught and placed on probation by the Juvenile Court. Later two of the boys at different times were sent to Glen Lake Farm School. One attempted to escape and was sent to Red Wing. These children were social problems during their school age period. There are those that do not become social problems until afterwards and others not social problems today that may become difficult children before reaching sixteen.

Some of the children described above may later cease to be problems as the home gets to normalcy or as the home properly functioning finds the solution of the particular cases. For instance No. 32 has now passed sixteen and is working regularly and earns enough to buy herself pretty clothes. If fortune favors her and she marries a man of good character she may never again appear as a social problem. No. 721 will probably come back to school a little later with a keen desire to make good, just as his brother, who two years ago was a rather difficult boy to handle in school and quit in the same way as #721 has done, returned a year later with a firm resolution to do high school and he is doing it.

There is a third group of children who should be included in the definition of a social problems and that includes all those so handicapped as to impair or prevent their possibilities of success in life. Such children place in the best kind of a home

are special educational or home case problems and if the home does not understand fully, or fails to take proper precautions, they become dependents or delinquents.

There are four sub-divisions of handicapped children;

(1) Those that are physically handicapped permanently or temporarily. Permanent handicap of this kind brings with it the great danger of dependence and the need of special instruction for the children.

The writer was the recipient of a pathetic letter from the mother of a 22 year old woman who had been excluded at twelve from the public school because she was too deaf to receive any benefit from instruction. Instead of sending the girl to an institution where she could acquire some abilities, she was kept at home. Now the young woman wants to earn her own living and she has no training that would enable her to earn it. She is being cared for by her father and mother.

There are children, victims of spinal disease, living in good homes, concerning whose future there is a good deal of worry. One child in the schools of Hopkins twice daily goes pluckily to school and limps home again and is doing good average work. The little girl may or may not become a social problem. The highest probabilities are that she will have an occupation when she is twenty years old.

(2) The second division of the handicapped are those who are mentally handicapped. The lowest grades of these are almost certainly to become dependents. The Morons may furnish dependents. As many or more of the delinquents come from the Moron group.

(3) The third division of handicapped children include those in any environment who show strong tendency to anti-social acts. Among these are wilful truants, the maliciously destructive and those showing tendency to theft or to sex immorality. It is not frequently possible to find children who are just naturally bad. Generally children showing these tendencies come from inefficient or broken homes.

(4) The socially handicapped children are those who are living without the benefit of a good efficient home. These constitute the fourth division

The following attempt at classification is inserted to elaborate and make more definite the foregoing rough grouping:

Handicapped Children:

I. Children Physically Handicapped (Permanently or Temporarily)

A. Deaf only.

B. Dumb only;

C. Cripple-- 1. Crippled by disease (a) nervous
(b) local
2. Crippled by an accident. (a) injury to spine
or nervous system.
(b) local injury.

D. Deaf and dumb.

E. Blind.

F. Blind, deaf and dumb.

G. Victim of Venereal Disease.

H. Victim of Tuberculosis.

II. Children Mentally Handicapped.

A. Pronouncedly Feebleminded.

1. Imbeciles.

2. Idiots.

B. Epileptics.

C. Morons.

III. Children with tendencies of delinquency. (Moral)

A. Truants. 1. Truants in opposition to parental purpose.
2. Truants in accordance with parental purpose.

B. Delinquents 1. Maliciously destructive or disorderly.
2. Showing tendency to theft and unlawful acquisition.
3. Showing tendency to Sex immorality.

C. Unmarried mother-(and fathers)

IV. Children Socially Handicapped.

A. Dependent children.

1. Adopted children.
2. Children placed in private homes.
3. Children in child placing homes.
4. Children unplaced and without homes.

B. Children in Broken Homes.

1. Father dead.
2. Mother dead.
3. Home deserted by father.
4. Home deserted by mother.
5. Father and mother divorced.
6. Father and mother openly immoral.

C. Children neglected or abused.

1. Where neglect is due to poverty.
2. Where abuse and neglect is due to selfishness of parents or step parents.
3. Where neglect is due to disorganization of broken home.

The classification of handicapped children classifies them on the basis of the child's reaction to life. If the point of view is changed from the child to that of society, the following classification, though closely similar to the classification of handicapped children, groups the children in three main classes according to the way in which society can or should care for and protect and assist them.

In this study the term handicapped child therefore means that child whose environmental and physiological or psychological circumstances prevents him from developing as he should, while a problem child is a child who does not function as a normal child member of society.

Social problems are classified as follows:

1. Physically or mentally handicapped. Involving education, custodial care as infants, health work.
 - A. Capable of training and receiving training, from an institution or with assistance.
 - B. Capable of receiving training which has not been provided.
 - C. Those suffering from disease which may be curable and receiving external aid.
 - D. Those suffering disease or defect which is incurable.
 1. Those receiving external aid.
 2. Those needing external aid and not getting it.

- II. Children who do not or cannot coordinate their behaviour to the demands of society. This group comes into contact with the Juvenile Court truant officer. Involves moral guidance.
 - A. Normal and superior children with delinquent tendencies.
 1. Truant.
 2. Maliciously destructive.
 3. Showing tendencies to offenses that would be crimes in an adult.
 4. Showing immoral tendency.
 5. Unmarried mothers (and fathers)
 - B. Dull and lower intelligences who tend to delinquencies.

- III. Children socially handicapped who receive or should receive assistance from some child helping organization or from the State. This involves the dependent child, neglected child, broken homes.

The social problem child today may not have been one yesterday as far as ordinary observation might have determined, and many children who today do not stand out from among the rest

of the children may be problems a year from today. Children cannot be called delinquent until they have been so declared by Juvenile Court, yet some of the children are nuisances in their neighborhood and are guilty of deeds that point to delinquency. Slight truancies may ^{not} be enough to brand a child as a delinquent but they do indicate the direction in which his thoughts are leading him.

Children are possible social problems if they show tendency to delinquency, to malice or immorality in their social reactions.

Children are school problems who are poor in attendance, wilfully or otherwise, continuously, to such an extent as to impair school progress; also those who are over age because of such attendance or because of poor intelligence, and those who ~~are~~ because of lack of will or a perverse will do not make regular progress.

No. 338 is a school problem under the first caption for the reason that his attendance is forty-six days out of a possible one hundred and eighty days and his sister No. 337 is a school problem because she is over age three years. No. 634 is a school problem because ordinary class room teaching during his one hundred eighty days a year ~~has~~ been unable to prevent him from falling steadily behind until at fifteen years of age ~~he~~ is four years over age. He is a subject for the special room. Another boy #85, is a school problem because while his intelligence is normal, he wilfully fails to make preparation for his class work to such a degree that he steadily falls back.

The fact that No. 338 is a school problem when he first appears in the school, that his attendance is less than the school

average attendance, that he is several years over age, must have some direct bearing on the later development of truancy and school failure, perjury to get excused from school and court order. The earlier facts of school problems might have been prognostic of the later facts of social problems.

The fact that No. 634 was steadily falling back of the normal grade for his age, together with tendency to absence, slight at first, and an apparent inability to carry the work in any grade pointed him out as a mental defective; the fact, easily discovered in school, that he utterly lacked initiative, should have placed him prognostically among that portion of mental defectives who must always be dependent. The outcome in No. 634's case was strong tendency to truancy.

In 1918 at the age of thirteen he requested a permit to stop school and go to work. This permit was refused. His attendance following year year was fairly good but during 1919-1920 his attendance dropped to one hundred nine out of one hundred eighty days. In 1920 he was placed in the Special Sub-Normal department. Here his attendance came up to one hundred forty. In 1921 having passed his sixteenth birthday he worked for short periods. In the fall while working for a sawyer he cut off the three fingers of the right hand. Now he is receiving compensation from the employer for his injury and under the direction of the State Department of Re-education we are trying to give the boy the foundation for the trade of sign painter.

These are illustrations that could be multiplied to show how indicative of future situations the school situation may be.

The aim of this thesis is:

- I. To show a direct and rather definite relation between social problem and school problem.
- II. To present a method of procedure which will, by scrutiny of the school records progressively segregate those individuals who are social problems or for whom there is great probability of their being a social problem.

CHAPTER II.
THE DISCOVERY OF CRITERIA FOR DETERMINATION
OF SOCIAL PROBLEM.

A survey of the community's children generally will quickly locate the children physically handicapped, and the school administration ought to be able by means of tests to locate the mentally deficient. With the development of the school nurse's profession very few children suffering from chronic disease will be overlooked.

Moreover this survey ought to single out all children who do not or cannot coordinate with the life of the community, home and school. Those who have come into contact with social agencies of any kind will be the first to go on such a list. In addition, those children not yet in contact with social agencies but showing that there is such a possible or probable contact in the future should also be listed, the administration always bearing in mind, however, that such indications, alone, may be deceiving.

The socially handicapped child can also be located easily.

These classes of social problems can have no sharp line of demarcation between them. It is often true that children who are socially handicapped and physically handicapped are delinquent as well. In fact social or physical handicap or both may result in delinquency and while many children who are suffering from maladjustment to home and community do not develop into the

helpful type of social problem in Sub Group II, it is easy to suppose

that it is a more productive source of that type of Social problem than Sub Group I alone. Of course it is possible for children coming from good homes to develop into the non-coordinating type. Yet the seriousness of those problems coming from homes ranked as thrifty or average, with both parents alive, is not by any means so great as those where the homes are poor and the parentage rankings are low.

Some of the types of social problems will be ever so much more numerous than others. The extreme cases will be few in any survey, the list of those who might become extreme cases is very much larger. In the strict sense of the word a child cannot be classified as a social problem until some agency or institution so declares it. It would be unjust to call a child a delinquent unless the court has so adjudicated the case against him. Yet frequently the child is a problem to somebody long before he is brought to the probationary officer and generally, he is a problem at home, at school, and in the community. As such he is a possible Social Problem. Truancy is easily determined. Dependency of certain kinds is often definitely known. Broken home situations usually come to the care of those who are interested. But definite classing of those guilty of malicious destruction or of sex immorality is impossible without court determination. The children suspected of such tenancy could be reported by the school and by community officers.

It is logical to suppose that a child's behaviour in the community will be of the same nature that his behaviour in school has been. If a child is not fitting in with the community that

that condition will appear wherever the child is. If the child is discovered to be a habitual thief about town, it is reasonable to suppose that this habit may have been in evidence in earlier years, though in a milder form. An immoral child, even less than an adult, cannot hide his immoral tendencies from an observing teacher. Moreover, these tendencies generally appear long before they begin to annoy anybody seriously, and they will be bridged over from other non-coordinating tendencies. For instance, if a child has tendency to theft, observation seems to associate with this, other anti-social acts such as disobedience, evasion of regulations, truancy acts. It has not been proved by general observation that truancy, theft, wilful or habitual disobedience (not impulsive) are tendencies that do not exist in the child alone, without the other. It might be interesting to analyze the behaviour of children in such a way that would show how isolated tendencies are in children's minds and behaviour.

The purpose of this chapter is to evolve those characteristics of social problems that coming within the cognizance of the school authorities would enable one to prognosticate social problems directly from the school records.

A long list of children admitted to the social problems will be scrutinized and from the descriptions descriptive characteristics will be chosen, which can be applied to the entire population of any community for the purpose of locating children who are or who possibly will be social problems.

In the spring of 1921 the Children's committee of the Minnesota State Conference of social work, Miss Caroline M. Crosby,

Chairman, began the study of the problem children in the western portion of the village of Hopkins, being the portion contained in the Independent District No. 19. There were approximately seven hundred fifty children attending the public schools in that district.

The committee secured, through the confidential exchange in Minneapolis, a list of all individuals reported during several years to all of the social welfare agencies working in Hopkins. These lists were supplemented by lists prepared by the teachers in the schools in both districts.

This entire list was carefully considered and those cases that had been closed or had disappeared, together with those which in the opinion of the committee did not seem to be social problems in the true sense of the word, were progressively eliminated. At length the list was reduced to about fifteen families in the entire village. It was then decided to reduce the geographical area of the study to the larger district, which constitutes the main part of the village, thus the preliminary list had been trimmed to one having but ten families.

Three of the families were selected for an intensive study by a sub-committee of Rev. Schwentker, Rev. Kildall, assisted by Miss Owen, who did the social case work.

The list of ten families were then subjected to an analysis to determine those circumstances that seemed most common.

Table I is a presentation of those ten families, under three main subdivisions; parentage, home, and children of school age. The mother and father were treated separately and rated for intelligence on a five point scale in which A-Superior, B-Good,

C-Average, D-Poor, and E-Very Poor. In the same way the parents were rated as parents individually and parentage of the home was scored by averaging the scores individually. The homes were described and rated as poor, average, and good. The children were considered for their traits, placement, attendance, and intelligence quotient.

Formulas were worked out for the families on the basis of possessing the six negative traits-

- a-Mother dead or very inefficient.
- b-Father dead, immoral, or very inefficient.
- c-Home poor.
- d-Child over age.
- e-Attendance poor.
- f-Intelligence low

A family that had all of these negative traits is represented in the fourth main columnar division by the formula abcdef. The No.155 family has the formula d because the only negative trait aside from his being on probation is an over age ness of one semester. This boy has a slight tendency to take things which do not belong to him, which is, we believe, correcting itself. Here is a child which would not have been discovered from the records alone. Confidential reports from teachers would have brought him to the front, however.

The next table II shows the rating of mothers, fathers, and dual parentage.

The parents' homes and social problem where rated, are rated roughly by the five point scale on the following pages. The father and mother are rated separately and the average taken for the parentage rating. The same of the ratings on social problems by the three criteria divided by three gives the social problem

rating of the family.

CRITERION I - PARENTAGE.

A Father or Mother.

A=+2 Father assuming thoroughly comprehending responsibility for the guidance and guardianship of the children in every aspect. It will be evidenced by the attendance upon school sessions and upon religious services, in the provision of food, clothing, supplies for the children, and in the interest the father shows in school progress and in his behavior, in the child's reaction to discipline at school and in his attitude toward adults in general.

B=+1 The father trying to exercise control and direction of the development of the children in every respect but unable to fully comprehend the problem. He is more successful as a parent than one who is indifferent or who takes the moral development of the children for granted, yet not quite so successful as one who has a loftier comprehension of the aims.

C=0 The father interested chiefly in the control and direction of the children for the purpose of furthering their material progress, and that of the family. He knows of the moral demands but makes no attempt to meet them or prepare the children to meet them.

D=-1 The father is indifferent as to his children's progress in financial, moral or mental development, and chiefly concerned in the satisfaction of his own selfish interests. He may insist that the child quit school as soon as old enough to go to work in order to make it more possible for him, the father to dissipate or idle, or he may insist that the child work and earn money to enhance the family or parental supply of cash and for purely selfish reasons. The father is so indifferent to the progress or development of the child as not to provide food, clothing or supplies for school for the child, forcing the child to provide for himself, or neglecting the child so that external assistance must be secured.

In this step would also be included such a parent as is unable because of mental defect to procure sufficient earnings to provide the child with the necessities mentioned above.

E
E=-2 The father is so inferior that his influence is immoral. His life itself is immoral and indifferently he allows the children to come under immoral influences.

BUILDING - HOME

A=+2 Modern, new or in excellent repair.

B=+1 House in good repair with bathroom and furnace or with electricity, water and furnace.

C=0 House in fair repair with gas, water and furnace, or electricity, water and furnace.

D=-1 House with one convenience, in fair condition or with three conveniences in poor repair, or with no conveniences in excellent repair and well located.

E=-2 House with no convenience, and in extremely poor repair.

FURNITURE.

A=+2 All furniture in excellent condition. Diningroom fully equipped with dining table, buffet, china closet, rug, wall pictures, chairs, pictures, linen, all all expressive of culture and good taste.

B=+1

C=0 Diningroom fully equipped with table, rug, wall pictures, chairs, linen, in fair condition. The average home.

D=-1

E=-2 All furniture in poor condition, less than the following minimum list for diningroom, table, chairs, rug, and linen.

SOCIAL PROBLEM RATING SCALE - FAMILY.

CRITERION I - DEPENDENCY.

- at
- A=+2 Not dependent all
- B=+1 Receiving some little aid occasionally.
- C= 0 Receiving assistance largely, but supplementary to income of the family from other sources.
- D=-1 Entirely supported by outside agencies under special statute.
- (a) Mother's allowance.
(b) Compensation for disability.
- E=-2 Entirely supported by social agency or local governing body where special action is required of the agency or body.

CRITERION II DELINQUENCY

A. Duration.

- A=+2 Not delinquent by law.
- B=+1 First offense or temporary.
- C= 0 Delinquent twice.
- D=-1 Delinquent three or more times.
- F=-2 Persistently delinquent.

B. Nature.

- A=+2 Simple truancy or cases where evil intent was not shown.
- B=+1 When the intent was malicious destruction.
- C= 0 Petty theft and equivalent offenses.
- D=-1 Burglary, deliberate theft or similar offense.
- E=-2 Sex delinquency - Serious.

CRITERION III MENTALLY DEFECTIVE.

- A=+2 Normal to superior I Q 95 - up.
- B=+1 Dull to normal
- C= 0 High Grade Moron
- D=-1 Low grade Moron or high grade imbecile.
- E=-2 Lowest grades of feeble minded.

THE HOUSEKEEPING

CRITERION II

- A=+2 Home neat, thrifty, orderly.
- B= +1
- C = 0 House in good condition, somewhat disorderly.
- D= -1
- E= -2 Home unclean, disorderly, crowded, food exposed, refuse lying about.

TABLE NO. I

ANALYSIS OF A LIST OF PROBLEM CHILDREN PREPARED
BY THE CHILDREN'S COMMITTEE OF THE STATE CONFERENCE
OF SOCIAL WORK.

Family	Mother (a)	Father (b)	Home (c)	Children	Over age	attend	IQ	Formul
Identity No. 132	Dead Rating -2	-2	Ungoverned -2 Immoral	789 132 Older sister	0 3 ---	159 155 000	? ? ?	abc def over 16
Identity No. 337	Feeble-minded Rating -2	-2	Disorderly -2 Filthy	338 339 337	4 4½ 3½	73 115 127	? 79 81	abc def
Identity No. 601	Feeble-minded Rating -2	dead -2	untidy disorganized Stepfather	1025 763 601 603 605	2½ 2½ 1 1½ 0	146 125 145 128 148	75 68	abc def
Identity No. 810	Feeble-minded Lowgrade Rating -2	unknown -2	lives with sister	810	2½	127	75	abc def
Identity No. 762	Invalid Selfish Rating -2	Ignorant Steady Rating -0	cheerless untidy R 0	762 315 296	4 1½ 3	00 149 160	? ? 92	abc def
Identity No. 634	Dull life less R-1	Ignorant Idle R-1	poor-un- organized R -1	634	4	109	61	abc def
Identity No. 32	Feeble-minded Antagonistic R -1	slow steady R -1	Rating 0	32 33	2½ 0	150 148	85 97	def
Identity No. 155	Faithful earnest R 1	Rating 1	Neat Rating 1 thrifty	155	½	174	107	d
Identity No. 721	Dead Rating -2	Abusive Erratic Rating -1	Disorganized	721 1102 1103	1 1	177 160	114 117	ac de
Identity No. 376	Rating 1	Rating -1	Overage of laborer Rates -0	376 377	2½ 1	156 170	77 98	

COMMENTS ON LIST COMPILED BY CHILDREN'S COMMITTEE.

FAMILY	OCCASION OR COMPLAINT	REMARKS
132	Three unmarried Mothers.	Father suspected of encouraging immorality. Family came from Glencoe, remained on year and disappeared.
337	Mothers aid Neglect Delinquency	Father died of syphilis (suspicion) Mother an invalid, married twice. Oldest girl married before reaching sixteen.
601	1 unmarried mother and abuse neglect.	Oldest girl U.M. Stepfather brutal, abusive.
810	Dependent	Child separated from mother by law. Mother feeble minded, one brother feeble minded.
762	Adult Delinquency 0	Mother antagonistic to school, mother invalid.
634	Truancy	Delinquent tendency corrected in Special Department. Helpless in ordinary situations;
155	Probationary	Petty theft from his own folks--largely a disciplinary case.
721	Neglect, tendency to delinquency.	Temporary case, father is making a strong fight to keep the home together, conditions improving.
376	Adult delinquency	Temporary case, child insisted on securing work, bureau of labor forced her back to school.

TABLE NUMBER II

RATINGS OF MOTHERS AND FATHERS OF THE SOCIAL PROBLEMS
OF THE COMMITTEES LIST.

	A	B	C	D	E	DEAD	
Mother		1	2	3	2	2	Med.D 1
Father		2	1	3	1	3	Med.D 1
Parental score		1	2	3	4		Med.D 1

Therating given to parents of Social Problems individually and in pairs indicate a strong association of poor parentage with social problems.

In the ten families represented in the list there were twenty children listed. A few children of No. 155 are purposely omitted as these children are not in any sense possible social problems.

TABLE NUMBER III

Overageness of Children in Hopkins Schools.

	$4\frac{1}{2}$	4	$3\frac{1}{2}$	3	$2\frac{1}{2}$	2	$1\frac{1}{2}$	2	$\frac{1}{2}$	0	$-\frac{1}{2}$	-1	$0\frac{1}{2}$	-2	$-2\frac{1}{2}$	3
Committee list	1	3	1	2	5	0	1	5	1	5	1	0	0	0		
1920-1921 652 pupils	2	2	2	11	13	41	44	104	150	223	105	42	7	4	1	1
116-1919-20 att. less than 160 days			5	8	3	10	8	15	17	42	6	2				

The average overageness among the Social Problems is 1.9 years. The average overageness of the entire school during 1920-1921 is .15 years. One hundred and sixteen pupils selected for attendance less than 160.1 days during 1919-20 had a median overageness of .17 years compared to the 1.25 years for the social problem. While the median O.A. is 0 years 20% of these Social Problems have an overageness of $3\frac{1}{2}$ years or more; 50% an overageness of $2\frac{1}{2}$ years or more, and 75% are overage one or more years. During the year 1919-20, 30% of the entire enrollment 1920-21 had an overageness of one half year or more.

Overageness seems to be a pronounced trait for the Social Problem on the list.

TABLE NO. IV

COMPARISON OF ATTENDANCE OF SOCIAL PROBLEMS WITH
ATTENDANCE OF ENTIRE ENROLLMENT 764 during 1919-1920

NO. DAYS ATTENDANCE	NO. PUPILS ATTENDING INDICATED DAYS	NO. SOCIAL PROBLEMS ATTENDING
00)	5	1
10	7	
20	5	
30	16	
40	10	
50	10	
60	8	
70	12	1
80	16	
90	4	
100	9	1
110	10	1
120	20	4
130	27	
140	30	5
150	70	5
160	142	1
170	363	2
	764	21

The average attendance of the social problems is 128.1 compared to the average 151 for the entire enrollment 1919-1920. 33% of the Social Problems have attendance less than 130 days compared to 14% in the enrollment during 1919-1920. Only three of the social problems have attendance better than

the average of the school compared to 505 for the school or 14% of the Social Problems compared to 67% of the school.

DISTRIBUTION OF I.Q.'S

252 Pupils Grades VII to XII

	No. of pupils difficult social Problems	Number of Pupils
50-55	0	1
55-60	0	1
60-65	1	2
65-70	2	5
70-75	2	9
75-80	2	16
80-85	2	15
85-90	1	21
90-95	1	17
95-100	2	13
100-105	1	21
105-110	1	28
110-115	0	31
115-120	0	19
120-125	0	22
125-130	0	15
130-135	0	6
135-140	0	2
140-145	0	5
145-150	0	2
150-155	0	1
	<u>15</u>	<u>252</u>
Median IQ	81	106

The tabulation shows that at least the range of the distribution of Social Problems in I.Q. is smaller than the range for the general population. It also shows that the median is about twenty five points lower than the median of the total enrollment.

Compare the I.Q.'s of the fifteen social problems that have I.Q.'s with that of the 252 Junior Senior High School pupils by the same test. All but two I.Q.'s of social problems are below 100. Six are above 85. The Median I.Q. for the Social Problems is 83. The median for 174 pupils in grades IV to VI inclusive (see later chapter) was 93.6. The median for the 252 pupils in the grades VII to XII inclusive is 106. It is quite apparent that the central tendency for social problems is to a lower I.Q. than that of the general enrollment.

In this table, those children classed as social problems are so classed on one or more of the following bases-

1. Child has been reported to Child caring agencies.
2. Child has been in Court charged with offense and place on probation.
3. Child has been reported to truant officer as persistent truant.
4. Child has committed theft and admitted it, and it has been proved.

The scrutiny of the records and general conditions of the children who are classified as social problems points out the following traits that are characteristic of the social problems studied;- and can be made the basis for a scrutiny of

of the entire school population for the determination of Social problems.

First: In almost every case where a real social problem exists the home situation is unsatisfactory; the mother or father is either dead or feebleminded or invalid, or generally antagonistic to social demands.

Second: The children who are social problems are decidedly more overage than the general school population. There is a difference of nearly two years between the median of the entire enrollment and that of the social problems.

CHAPTER III.

THE ANALYSIS OF THE SCHOOL RECORDS OF THE SCHOOL
POPULATION OF HOPKINS.

Part I Attendance.

It would be a fine thing if we could discover beforehand those children whose purposes and whose lives and home conditions and parental attitudes are causing them or will cause them to lean toward delinquency, and if we would re-direct these young folks and assist them to avoid the rocks toward which they are drifting.

The first step of a child survey in any community is to secure a list of all the known problem children from the records of all of the social work organizations and functions in the locality. This will not include all children who are possible social problems, nor does it even include all of the children who are social problems in reality. Such a list is presented in Table I.

The conditions that appear most common from a study of known social problems presented in the previous chapter, suggest themselves as criteria in the search among the child population for the social problems that exist without the proper people being aware of their existence.

When we use the school records as a basis for the extensive study of the child population we have the following data:

1. The attendance, present and past, of every child of school age known to the authorities. Absence is a negative statement of the same fact that is an important condition associated with social problems.
2. The grade placement or grade position of each child related to his age. If a child is overage it of itself is a negative fact which is associated more strongly with social problems. When a boy is overage two, three or four years in the elementary grades, some unusual circumstance has caused such retardation.

It may be home attitude, it may be attendance or it may be low intelligence that is the basic cause.

3. The mental test scores, mental ages and I.Q.'s of all the children secured by group testing. The overageness of many a child is explainable by a low I.Q. The fact that a child's I.Q. is high and his overageness is great might indicate that an adjustment in grade placement is needed. On the other hand an overage situation may be indicative of home conditions that are distinctly unfavorable to school progress. For this reason I believe that the I.Q. alone is not so important as the grade placement and that the two occasionally vitiate each other as negative facts in determining social problems. For instance hypothetical James has an overageness of two years and I.Q. of 86 and an attendance of 180 days each year. The strong possibility is that he is not at present a social problem and will not be as long as he is placed where he can accomplish something. Of course if the home control of the child is limited, discouragement does set in and the attendance drops. If he is two years behind the grade when he is 13, even though his rate is normal, the difference between his age and that of the other pupils in his class tend to discourage him and the home must give assistance and encouragement and must urge more than if the pupil were normal and normally placed. A very good home will often get excellent educational results with the dull. If the rate is lower than normal his home influence must be that much stronger in order to keep his attendance up to the proper number of days per year.
4. The parentage and completeness and efficiency of the home. This is probably the heart and soul of the whole situation. The discussion in the last chapter seems to point out the preponderance of cases, actual social problems that have either the father or mother or both, dead, feeble-minded, invalid, antagonistic or immoral. Judge Gould of the Juvenile Court states that probably 80% of the children who are brought into Juvenile Court are from "bad homes." The president of the Redwing Industrial School stated a larger per cent for the boys in his care.

The will and guiding influence of the home generally expressed itself in the attendance and progress of the children. The attendance records of the schools will surely point toward the children who are persistent truants and those whose home conditions show great indifference to school. We are not interested in the

attendance per se but we do desire to discover those homes where the attitude does not induce good attendance and effective work. We wish to scrutinize the attendance records because we believe that they indicate the sort of attitude that exists in the homes represented.

In the same way the overageness points to the home and parental policy. If this home policy is positive and directive the overageness will be lower than if the home policy is neutral or negative.

The Intelligence of the children may modify directly the placement. If the I.Q. is low the overage placement may be justified. If I.Q. is high, overage placement needs explanation in connection with instruction or in the home attitude.

Again if I.Q. is low it may and often does express itself in overageness. The maladjustment to school and class increases until discouragement sets in and attendance is reduced. Even truancy can be an effect of a low I.Q.

Other personal attributes modify the results of all individual progress. Persistence will often make up to the possessor for the dullness of the mind. A weak will leaves the dull child floundering in the mire and allows the bright child to dawdle. The health records will point out any physically unfit. The study of parentage and nationality might be another step.

The bringing to light of these conditions will eventually cause the evolution of a list of children with many negative facts against them, such as poor attendance, overageness, poor progress, low mentality, physical defects, disease, foreign born parents, broken homes and so forth. When all that is obtainable from the

school record has been secured, then the homes may be visited by a social worker.

The determination of the will and policy of the Home is the first thing to be done. This can be done more or less accurately by learning how well the children attend school and how successful they are.

If we take all of the pupils who have an absence greater than twenty days per year, the children who are or who in the future, may be social problems, will be included.

The attendance in the schools of Hopkins during the two years 1919-21 are represented by years in Table VI and in Charts I and II. The pupils tabulated here include those who entered the primary grade at mid-year. Many older pupils who needed but half a year to complete the credits for graduation from High School, besides many children transferred to the local school or from it.

The lowest 33% of the 1919-20 enrollment have an attendance less than 160 days. Arbitrarily all pupils having for 1919-20 attendance better than 160 days out of the 180 were called pupils with satisfactory attendance, and attention was directed to the students having less than 160 days.

The attendance the second year was much better than during 1919-20. The average was 10 days better, the median 4 days better. The explanation of the comparative low attendance in 1919-20 is that there was an epidemic of influenza.

No. 339 went to live with a sister in Wright County and was reported in September. The County Supt. was unable to locate the girl until the child had become 16 years of age.

TABLE III

Distribution of pupils in the Hopkins, Minn. Public schools according to the number of days attended during the school years 1919-'20 and 1920-'21.

No. days	No. of pupils attending indicated No. of days	
	1919-'20	and 1920-'21
0	5	15
10	7	8
20	5	5
30	16	7
40	10	4
50	10	3
60	6	1
70	12	14
80	16	22
90	4	1
100	9	7
110	10	6
120	20	8
130	27	16
140	30	22
150	70	35
160	142	102
170	363	492
Total No. Enrolled	764	768
Average	151 days attend.	161 days attend.
Median	168.6 " "	172.15 " "

CHART I.

See TABLE VI

Attendance 1919-1920.

Av. = 151 days

Med. = 168.6 days

25% = 150.14

70% = 174.7

33% or 259 have attended less than 160.1 days.

764 pupils

Days att. 0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180

M

CHART II

1920-21

See Table VII

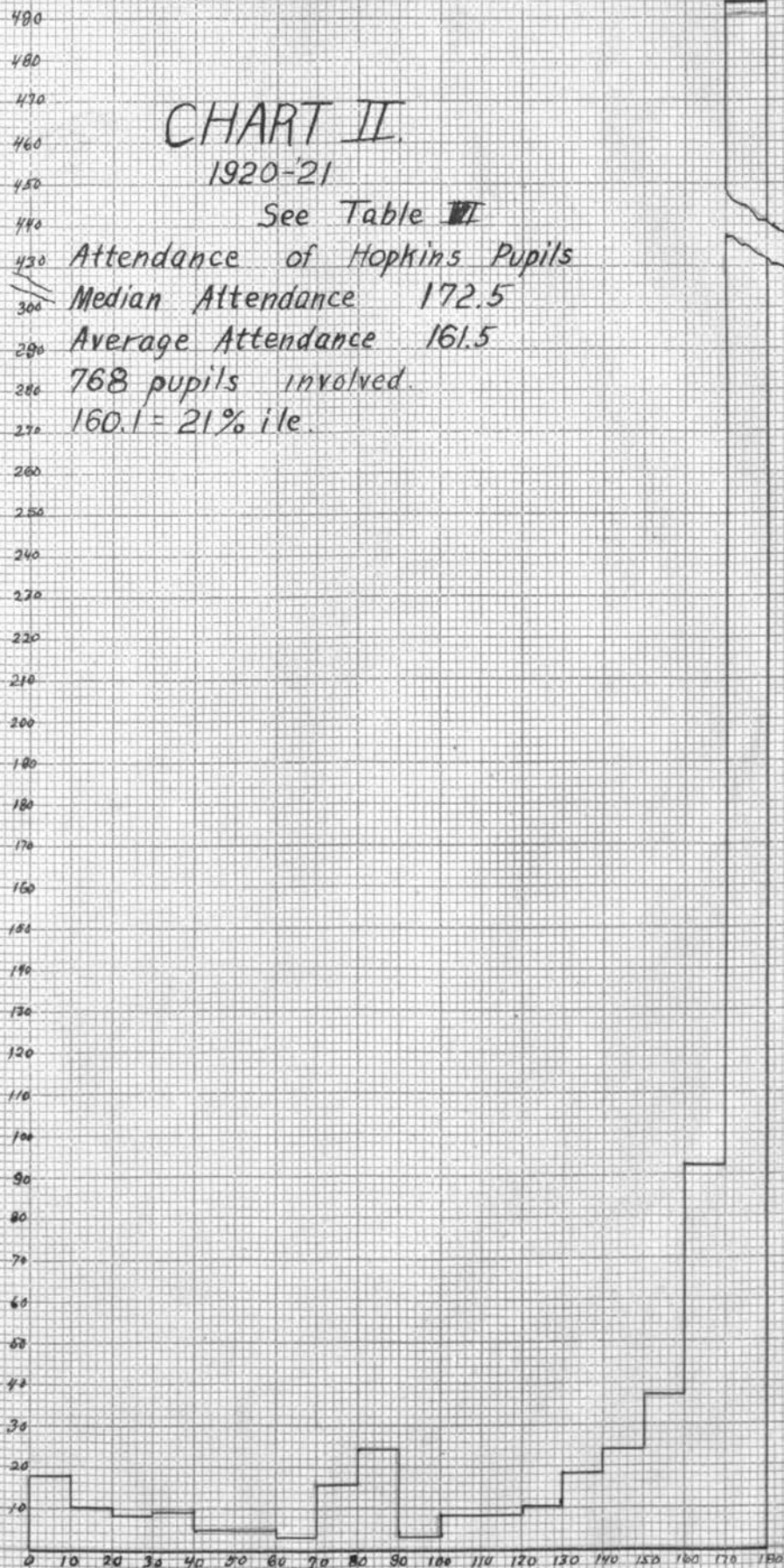
Attendance of Hopkins Pupils

Median Attendance 172.5

Average Attendance 161.5

768 pupils involved.

160.1 = 21% ile.



Charts number I and II present in tabulated form, the attendance during these two years as tabulated in Table VI. In both years note the large number of pupils with extremely low annual attendance, The 28 in 1919-20 and the 36 in 1920-21 who have attendance 70-90 days are mostly midyear pupils who entered the primary class the last week in January. Very many of the 61 pupils in 1919-20 and 43 in 1920-21 having attendance less than 70 days are children who were transferred to the school late in the Spring, or from Hopkins early in the fall. It would be interesting to know just what becomes of these transient pupils. Many of such children come in as transferred pupils one year and leave by transfer the following year.

This floating population of the school probably contains many educational tragedies. Pupil 132 and his sister located by the committee during 1920-21 as social problems, came to school but nine days during 1921-22. Search for father or children was fruitless. Nobody known to this moment what became of them. Pupil No. 821 attended 40 days 1920-21 and did not return in the fall. The boy's parents are dead and his sister-in-law refused to take care of him for her husband. So the boy went to another part of the State and was reported to be working on a farm. There are without doubt many such cases as these. Let us hope that some central bureau will be developed some day to check up on the boys and girls who disappear, apparently. Many of the overage can lay their overageness to the roving habits of the parents.

Of course there are those who are known to have been in attendance in the place from which they came and who are sure to

attend in the place to which they are transferred.

Because of the difficulty of studying these transients they were eliminated from the list of those having attendance less than 160 days. Also all non-resident high school pupils who dropped out of school. All pupils who finished the eighth grade at mid-year also all who in the high school entered late because only half a year was required to finish high school. Moreover all pupils out because of serious illness were excluded from the lists.

The arbitrary standard of 160.1 days set for 1919-20 was also applied to the year 1920-21. All pupils having attendance less than 160.1 days were tabulated, eliminating those who were out because of reasons above mentioned.

The 1919-20 list of pupils in residence and attending less than 160 days as shown in Table IV.

Table VII.

Attendance of 142 pupils attending 160 days or less during 1919-20.

Days-----	00	40	70	90	100	110	120	130	140	150	Total.
Pupils attending	4	4	4	2	6	8	11	15	27	61	142
Soc. Pr. attending.	2	3	1		2	4	0	3	2	2	19

The lower line of figures presents those social problems discovered by the committee and presented in Table F in Chapter II. The social problems represented in Table VII are listed in List B below. The only recognized social problems that are not included are Nos. 721 and 155 both of whom had good attendance. These social problems are shown in the darkened portion of distribution Chart III.

List B.

Social problems found among pupils attending 160 days or

No.

CHART III.

See Table VI.

1919-1920
Attendance of
142 pupils
E List for
1919-1920
All pupils
resident 1919-'20
attending
0-160 days.

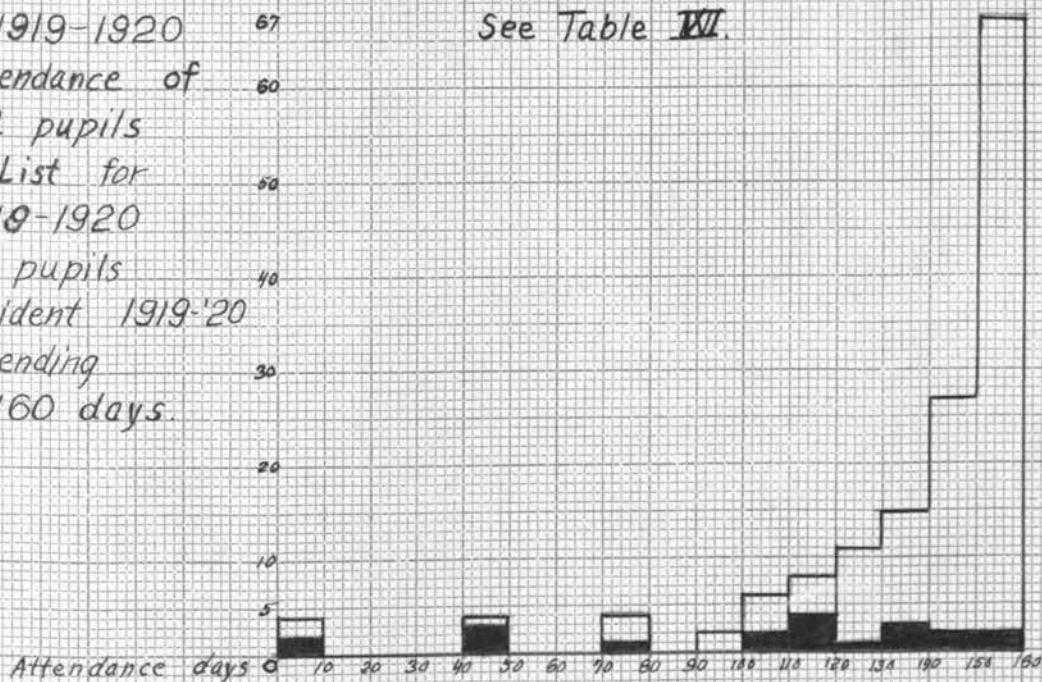
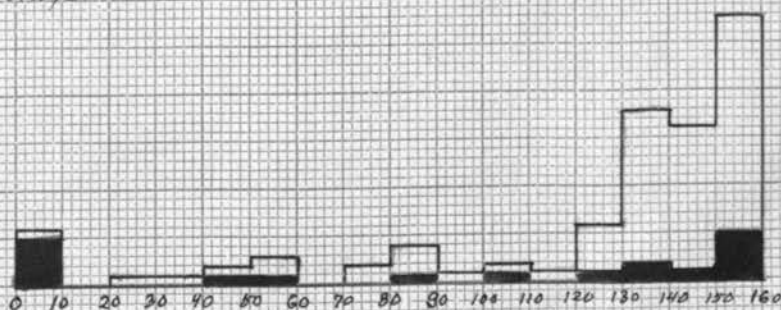


CHART IV.

See Table VIII

1920-1921
Attendance of
91 pupils E List
for 1920-1921
All pupils resident
Attending 0-160 days.



less in 1919-20.

List-Identity--No	No days attendance	--years average	--Identity--No	No days attendance	--years average.
32	105	2	64	145	1½
132	45	2½	315	145	½
321	135	3	337	75	1
338	45	3½	339	100	3
339	115	3½	376	135	2
432	45	1	438	105	3½
438	105	3½	439	45	3½
601	155	1	603	135	1½
605	155	½			
634	95	3			
762	00	3			
763	00	3			

Numbers 321, 364, 432, 438, 439 were not on the committee list but are children who have been reported for truancy or poor home conditions during early 1920-21.

No. 432 is a cripple boy who has been committed to the sanitarium at Lake Phelan. He was discovered thru the school census.

321 is a girl truant 1919-20 who has had a bad history since leaving school. She was overlooked by the committee. She ran away from home, returned, committed forgery, became a prostitute in Minneapolis. She was in a maternity home until very recently.

364 is a persistent truant, a low grade moron, who is now in the special department. Mother rates--1.

There are two pupils listed as social problems by the committee, that had almost perfect attendance and therefore they

did not appear in this distribution table. No 155 was taken to the probation officer by his mother for advice because the boy had stolen from his folks and from others. I doubt if one could call him a Social Problem now. He has a high I. O.-110 and makes due progress in school. The mother says that she has no complaint to make of the boy now.

No. 721 was not in residence in the district, until Spring in 1921. He was editor of the school paper for one semester, is a hustler for the school activities, does fair class work and passes in most of his work. He is impulsive and at times stubborn. His mother being dead, the family was reported several years ago because the girl who was 9-10 years old was doing most of the housework and it was interfering with her development. The girl is now in the high school as well as her other brother. These children all have high I. O.'s and no doubt in two years time will have passed over the troubles that now beset them. 721 is over age $\frac{1}{2}$ year. His brother is one year over age. Probably this is due to many movings.

No. 721's attendance dropped to 44 last year because he got a job in the city. He came back in the spring determined to go through high school.

Children of the types of 155 and 721 if at all serious social problems do not have high attendance and normal or almost normal placement. The existence of these rather mild cases however does suggest the necessity of scanning all information available about the children during 1919-20.

No. 721 was reported regularly at the office for apparent ill health or anaemia and for dropping off in sound sleep in class.

155 was the subject of a great many conferences with the mother and teachers before his being placed on formal probation.

In Table VIII 91 children are present, six of these are in the special department. Among the social problems presented in the lower row of figures, two children 183 and 189 were added because they were discovered to be evading the attendance law. 183 had perfect attendance during 1920-21 and did not return. The girl had serious trouble with her eyes and the oculist treating her recommended that she be not required to study as much as the school work would require. He suggested that she be allowed to attend a Business College where she could take English, Spelling, and Penmanship. The girl is apparently mentally defective, and permission was granted and approved by the inspector for the State department of labor. The girl, several years over age, was happier here and made some progress.

189 was in such poor health that she was permitted to remain at home. There is not a element of doubt but that 189 is feeble minded. She was happier at home because she could do the tasks assigned her. At school she was a failure.

Table VIII.

Attendance of 91 pupils having attendance less than 160 days.

Days--	00	20	30	40	50	70	80	90	100	110	120	130	140	150	Total
Pupils	6	1	1	2	3	2	4	1	2	1	6	18	16	29	91
S. P.	5			1	1		1		1		1	2	1	5	18

List of Reported Social Problems included. above

Pupil No.	Att.	OA.
32	107	2
64	135	2 $\frac{1}{2}$
132	155	3
183	00	3
189	00	1 $\frac{1}{2}$

TABLE IX

Attendance during 1920-'21 and 1919-'20

1920	Attendance in days 1919-'20																1920 Total		
	170	160	150	140	130	120	110	100	90	80	70	60	50	40	30	20		10	0
170	181	72	18	4	2	3	2	2	0	3	4	1	3	2	3	2	2		304
160	22	10	19	9	1	1	0	0				3			1				68
150	5	8	5	3	2	1	1								1				26
140	3	3	2	1	2		1		1					1					14
130	1	1		2		1		1				1							7
120	2		1		2														5
110		1																	1
100	2			1			1												4
90																			
80		1	1																2
70																			
60																			
50																			
40	1																		1
30																			
20	1																		1
10																			
0			1																1
1920-'21 Total	218	97	46	20	9	6	5	3	1	3	4	5	3	3	5	2	2		432

Pupil No.	Att.	OA.
337	84	2
339	56	2
364	155	2
376	145	2
315	00	1
432	00	2
438	135	3
603	154	1
605	154	1
634	155	3
721	45	1
763	00	4
810	125	1

183, 189 are children added because external evidence of Social Problems is present. There are 36 cases out of 142 shown in Table III that reappear in Table V as having an attendance, less than 160.1 days per year 1920-21 among these are the 14 social problems.

32, 64, 132, 315, 337, 339, 364, 376, 432, 438, 603, 605, 634, 763.

Table IX is a correlation table of attendance during two years 1919-20 & 1920-21 and shows the extent to which pupils tend to have the same attendance in succeeding years. The two hundred and eighty five out of the 432 have 160-180 days attendance both years. These are in the upper left quadrant formed by the two average lines.

The 31 cases in the lower right quadrant include all pupils that have low attendance both years. The pupils above mentioned are included in that group. Some unusual circumstances would be necessary to bring about successive absence. Each one of the pupils that are indicated will be studied in connection with the further construction of the 1920-21 list.

Poor attendance in Grades year after year as in the cases of 337, 338 and 339 of itself brands the children as social problems.

Note in the accompanying diagram the progressive absence of the three children.

Table X.

Five years Attendance of Three Social Problems.

Pupil	No. 337 Girl	No. 338 Boy	No. 339 Girl
1916-17	83days	125days	142days
1917-18	165 "	105 "	128 "
1918-19	123 "	26 "	88 "
1919-20	73 "	36 "	100 "
1920-21	84 "	left	56 "
Total	328	292	514
Av.	105	73	103

These children belong to the family presenting the worst social problems of Hopkins.

To this moment two lists have been evolved which contain all but two of the known social problems and which almost certainly contains all of the still undiscovered problems. As the list of those attending less than 160 days does include all of the serious social problems reported by the committee, so we may safely conclude that most of the social problems and possible social problems that exist unknown to the school head will be included in the same list.

CHAPTER III.

THE ANALYSIS OF THE SCHOOL RECORDS OF THE SCHOOL
POPULATION OF HOPKINS.

Part II Overageness.

The next criterion to be applied to the school population is that of the amount of overageness or underageness of the pupils. Table VII~~B~~ gives the distribution of overageness of 768 pupils in attendance during 1920-1921, shown in relation to their annual attendance. To a degree it shows the tendency of pupils having low attendance, to have a correspondingly large overageness. There are 317 pupils who have a placement better than the average and an attendance better than the average and 108 pupils having attendance and overageness each lower than the average.

While the table may indicate some correlation ($r .29$) between overageness and poor attendance, its chief value is in pointing out those pupils that have the two negative facts against them. These are all to be found in the lower right quadrant. The pupils indicated by these figures, all have the formula $d e$ possibly incomplete signifying overage (d) and low in attendance (e). Those in the upper right quadrant have only overageness and the formula d possibly incomplete, while those in the lower left quadrant have only poor attendance and the formula e possibly incomplete.

If it should occur when the next criterion intelligence is applied, that low intelligence is also attached to any one of those counted in either quadrant, the additional letter will be added to the formula. At this point of the exploration we can make up a list of some one hundred-eight pupils having overageness

TABLE VII B

Attendance and Overageness of 768 pupils attending
1920-1921

Years	under	U.A.	U.A.	U.A.	U.A.	U.A.	Normal	O.A.	O.A.	O.A.	O.A.	O.A.	O.A.	O.A.	O.A.	over	Total		
	Age	3	2½	2	1½	1		½	-½	-1	-1½	-2	-2½	-3	-3½	-4		-4½	Age
170			4	5	32	88	148	100	62	24	15	3	2			1	8	492	
160		1	0	0	5	9	25	25	11	10	12	2				2		102	
150						5	9'	6'	5	2'	2	1	1'			4²		35	
140					2	1	3	4	6	1	2²	2				1		22	
130							1	7	1	2	2	1'	1			1		16	
120							1	1	0	1	1	1	4					8	
110								2	1	1			2					6	
100			2				2				1'		1		1			7	
90									1									1	
80	1					1	14	2	1	1			1			1		22	
70							10	3							1			14	
60											1							1	
50					2										1'			3	
40							2	1	1									4	
30							4		2	1								7	
20						1	1		2			1						5	
10							1	1	4		1	1						8	
0					1		3	4	2	2²	2²				1			15	
Total		1	1	4	7	42	105	223	157	103	45	40	12	12	2	2	1	16	768

The pupils indicated in the lower right quadrant have both overageness and poor attendance. The small figures represent social problems reported.

and poor attendance, 276 pupils having overageness and good attendance, 66 having poor attendance and normal placement or better, and finally 317 having good attendance and normal placement or better.

The social problems discovered at the inception of the study by report and confidential exchange, are all in the lower right quadrant with the formula $d e$ excepting two. These two are rather mild cases. In the table, circles indicate social problems.

The records of the school children enumerated in the two lower quadrants were scanned carefully. All pupils with legitimate reasons for absence, transfer pupils, pupils over 16 leaving school or entering late were omitted. 91 pupils are left in this list.

There are in the 1920 lists of pupils of low attendance, 142 names with the formula e . Many of the pupils there listed are doing well in school making regular progress and placed in their grades, while a large proportion are over age.

Table XI shows the overageness of the pupils of this list. It will be noticed that 87 of the 142 are one half year or more and 66 are overage one year or more.

Table XI.

Overageness of 142 children having poor attendance during 1919-1920.

No. Yrs. Overage	$-3\frac{1}{2}$	-3	$-2\frac{1}{2}$	-2	$-1\frac{1}{2}$	-1	$-\frac{1}{2}$	0	$\frac{1}{2}$	1	Total
No. of pupils for each OA.	6	11	6	9	11	23	21	42	9	4	142
No. of Social Problems.	4	6	0	2	2	3	2				19

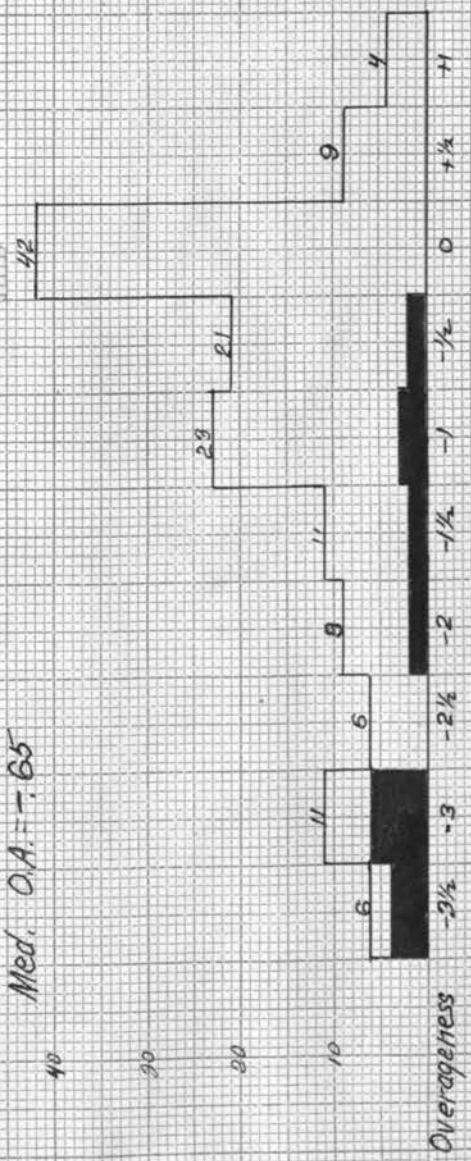
Number 721 is one half over age and Number 155 is one half year over age but are not included in this table or chart

CHART V

1919-1920

See Table XI

Overageiness of 142
 Pupils Res. E List Att: 0-160
 Dark portion Social Problems
 Med. O.A. = -65



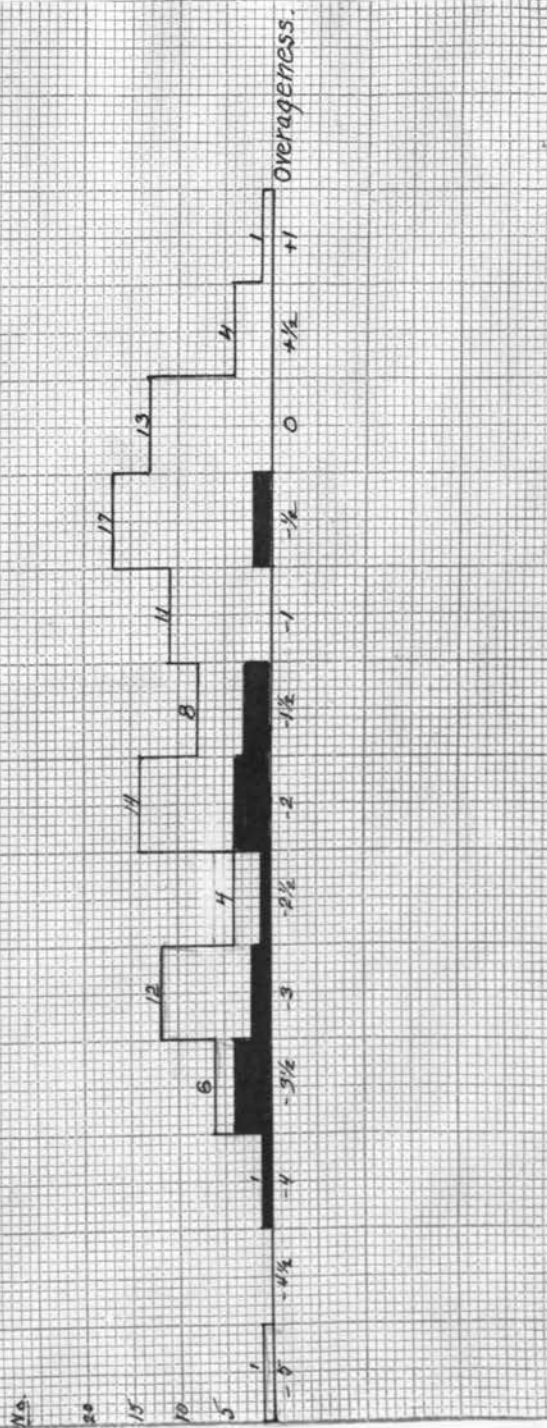
Overageiness

54

CHART VI. 1920-1921

See Table XIV

Overageness of
 91 pupils - Resident E-
 List Att: 0-160
 Dark Portions
 Social Problems



among the social problems as they had almost perfect attendance.

Chart V represents the Table XI with the dark showing the social problems. If all of the pupils who are overage one half year or more were taken, it is most probably true that practically all of the social problems are included in the list.

It is quite apparent that there is a strong tendency for the social problems to be in the lowest part of the distribution for attendance and overageness. In the list of 91 pupils who have poor attendance during 1921-1922, we find the following distribution of overageness:

Of the 142 pupils represented in the Table XI 32 pupils did not return for sufficient reason September 1920 or were transferred early in the term. Of the remainder 36 classified as follows reappear the following year among the list of pupils having poor attendance.

List D---Pupils having low attendance both years.

Identity Number	Number Years Overage	Identity Number	Number Years Overage	Identity Number	Number Years Overage	Identity Number	Number Years Overage
X634	3	X32	2	222	1	643	0
X763	3	615	2	556	1	325	0
263	3	X64	2	546	1	33	0
X339	3	138	2	764	1	324	0
591	3	X376	2	532	1	323	0
X364	3½	644	1½	X605	½	347	0
X438	3½	X603	1½	404	½	345	0
X132	2½	441	1½	440	½	744	1½
303	2½	337	1	579	½	440	½

X means social problem previously discovered.

These 36 pupils are distributed as follows by overageness.

Table XII.

Overageness of 36 pupils having attendance 160 days or less both
in 1920 and 1921 years.

No. of Years overage.	$-3\frac{1}{2}$	-3	$-2\frac{1}{2}$	-2	$-1\frac{1}{2}$	-1	$-\frac{1}{2}$	0	Total
No. of Pupils OA.	2	5	2	5	4	6	5	7	36
No. of Social Problems.	2	3	1	3	1	1	1		12

The formula of all pupils over age in this table would
be dee.

There are 72 pupils remaining that while they were ab-
sent 20 days or more during 1919-1920 had a good attendance dur-
ing 1920-1921. These pupils because of their absence have the
one negative fact against them. They are distributed as follows
as to Overage.

Table XIII.

Overageness of 68 pupils having low attendance during 1919-1920
but not 1920-1921.

No. of Yrs. overage	$-3\frac{1}{2}$	$-2\frac{1}{2}$	-2	$-1\frac{1}{2}$	-1	$-\frac{1}{2}$	0	$\frac{1}{2}$	1	Total
No. of Pupils OA.	1	1	3	3	7	9	35	6	4	69
No. of Social Problems.					1	1				2

All pupils having over age in this distribution would
have the formula d e. Forty-five pupils of this total have the
formula e while 24 have the formula de.

List E of Pupils having low attendance 1919-1920 only.

1 Year Underage	Normally Placed	Normally Placed	Normally Placed	Overage $-\frac{1}{2}$ year	Overage -1 year
Pupil Number	698	61	728	699	265
169	66	68	334	83	243
104	420	701	600	581	814
105	60	636	403	442	802
653	229	604	547	440	Overage $1\frac{1}{2}$
$\frac{1}{2}$ year underage	309	568	637	731	187
Pupil Number	190	254	752	297	518
415	469	705	324	635	Overage 2yrs.
59	42	135	130	131	8
383	642	307	323	Overage-1	45
709	703	6	706	X601	Overage $3\frac{1}{2}$
512	728	173	555	85	761
22				7	

This list E added to the pupils having poor attendance during 1920-1921 comprise the total list of pupils absent 20 days or more at least one year. There would thus be 160 names in the list as then constituted. Table XIV

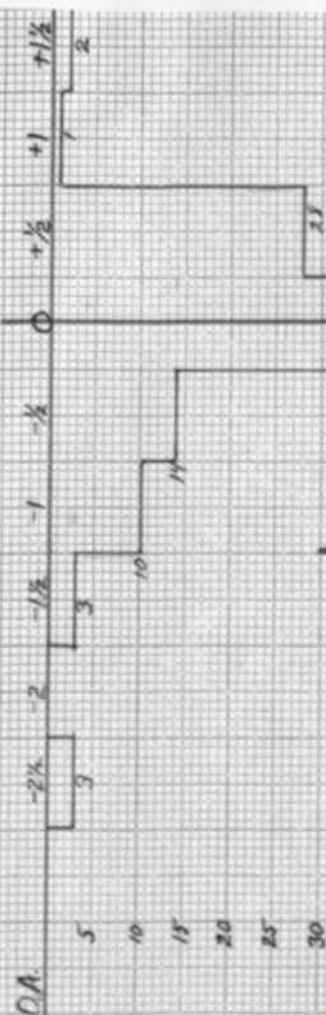
The overageness of ^{these} pupils attending ^{less than 160.1 days} during 1920-1921 is represented in the table following:

Years OA.	-5	-4	$-3\frac{1}{2}$	-3	$-2\frac{1}{2}$	-2	$-1\frac{1}{2}$	-1	$-\frac{1}{2}$	0	$\frac{1}{2}$	1	Total
No. Pupils	1	1	6	12	4	14	8	11	17	13	3	1	91
Soc. Problems		1	4	2	1	4	3	0	2	0	0	0	17

All the pupils represented by that portion of the distribution to the left 0 (approximately the median for the school) have both overageness and low attendance, represented by the formula de. The list of these pupils is shown on Table X.

CHART VII.

Overageness of 92 pupils having perfect attendance of 180da
M=0



Compared to
Overageness of 91 pupils attending
0-160 days

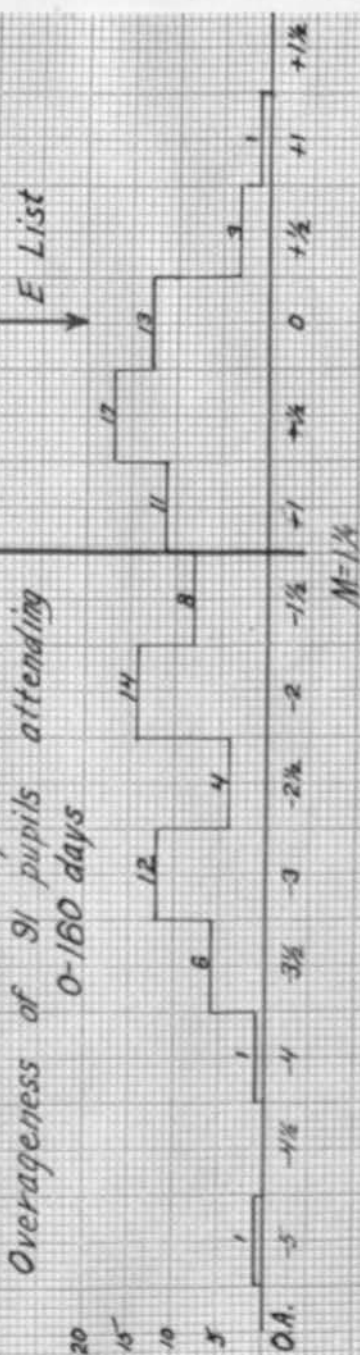
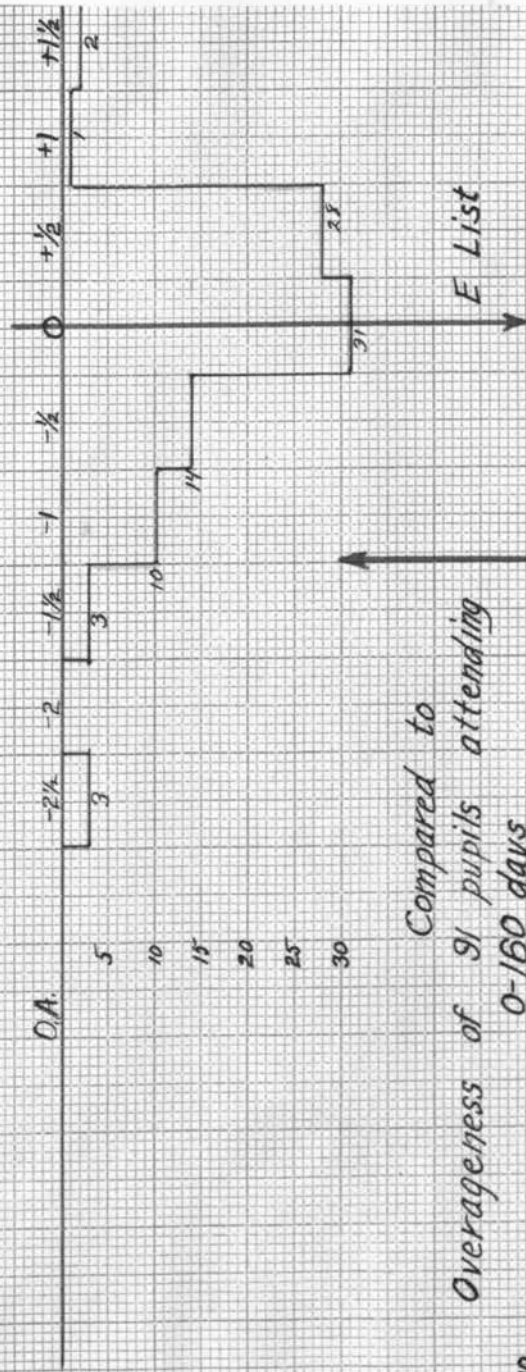
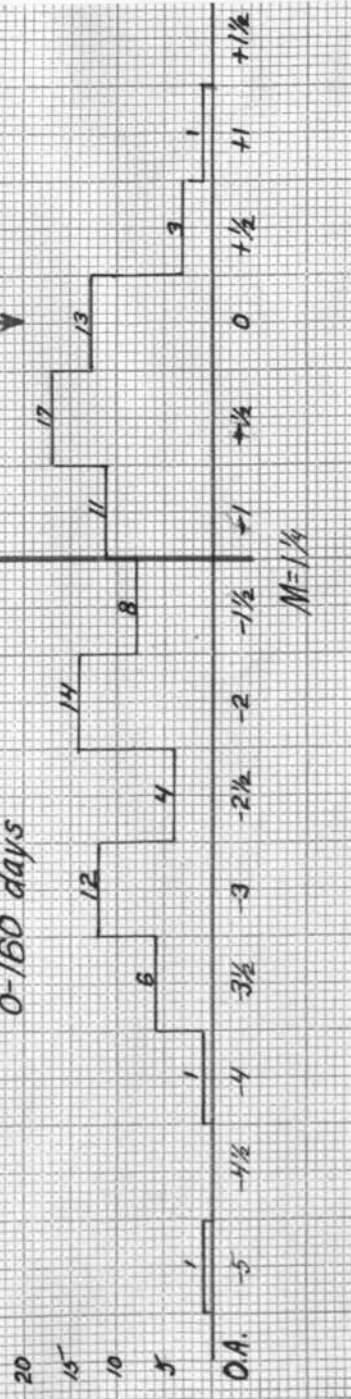


CHART VII.

Overageness of 92 pupils having perfect attendance of 180da
M=0



Compared to
Overageness of 91 pupils attending
0-160 days



The stronger tendency of overageness to be associated with poor attendance is shown in Chart VII when the distribution of overageness of 91 pupils who have poor attendance is compared with the distribution of overageness of 92 pupils having absolutely perfect attendance.

Table XV consists of two lists, parallel in three double columns. The first list is a list of 68 pupils enrolled or in residence 1920-1921, who had attendance less than 160.1 days and overageness of one-half year or more. It is called the *d e* list, *d* signifies overage and *e* poor attendance. In all there are 68 pupils having the formula *de*.

Of the original *de* list in Table XV there are 19 social problems which have been reported, 10 of these have the total formula at this point in the exploration *dee* and nine have the formula *de*.

The probabilities are strong that others in the *eee* list are social problems or near-social problems. It is also probable that some of the *de* list will be found to be social problems.

Table XV.

All pupils having d e formula either year.

68 pupils having d e formula.

S. P. Social Problem. D.E.List. d e overageness and low attendance.

68 pupils 1920-1921.

Att.		Att.		Att.
150-160		140-150		130-140
Pupil No.		Pupil No.		Pupil No.
234		149		147
348		401		302
579	d e e	402		304
605	S.P. d e e	884		323 d e e
896		441 d e e		440
404		743		842
546	d e e	802		532
643	d e e	376 S.P.		1001
764		556 d e e		64 d e e S.P.
603	S.P.	644		471
706		786		438 d e e S.P.
159		741		Att.
620		634 d e e S.P.		120-130
138	d e e	5 d e		PupilsNo.
233				810 S.P.
132	d e e S.P.			780
264				54
364	d e e S. P.			263 d e e
744				303 d e e
				835

Table XV (continued)

Att.		Att.	
110-120		40-50	
Pupil No.		Pupil No.	
589		721	d e S.P.
Att.		439	d e S.P.
100-110		Att.	
Pupil No.		30-40	
32	d e e S.P.	Pupil No.	
591		821	
Att.		315	d e S.P.
80-90		615	
Pupil No.		432	d e S.P.
800		183	d e S.P.
337	d e e S.P.	763	d e S.P.
811		189	d e S.P.

Att.	20 Pupils from List E 1919-1920.		
70-80	Att.	Att.	Att.
Pupil No.	150-160	150-160	139-140
170	7	761	45
858	243	187	442
Att.	265	Att.	581
50-60	297	140-150	Att.
838	518	8	110-120
1003	601	83	131
339	d e e S.P.	635	Att. 150-160
Att.	733	614	602
		699	85
		731	

Table XVI.

List developed from attendance and overage.

No.	Over age.	Att. 1919-20.	Att. 1920-21.
138	2½	147	154
233	1½	161	159 Left at 16.
1001	2½	Non-res.	138
54	2½	110	122
64	4	141	138 Left
263	3	158	121 Sick-Rheumatism.
835	3		127 Truancy
32	2	114	107 Truancy-reported.
644	3	112	140 Truancy
376	3	134	147 Reported case
589	3	165	116 Truancy
591	4	142	104 Mental Defective.
763	4	Missed in the census and enforcement of Att.	
432	4	45	Committed to Lake Phelan.
159	2	165	153 Very dull.
620	2	172	151 Serious school problem.
337	2	73	84 Reported case.
1002	2	Sick mother-Mother died.	
556	2	149	148 Truancy-Sick mother.
339	3	100	56 Reported case.
603	1½	131	164 Reported case.
706	1½	127	157
843	1½	Transfer	138
810	1½	Jordan, Minn.	127 Reported case

Table XVI (continued)

No.	Over age.	Att. 1919-20.	Att. 1920-21.
315	1 $\frac{1}{2}$	146ex.	Epileptic. Reported case.
441	1 $\frac{1}{2}$	154	143 Gained $\frac{1}{2}$ year.
741	1 $\frac{1}{2}$	175	150
103	1 $\frac{1}{2}$	164	144
404	1	155	151
546	2	135 Transfer	150
764	1	123	153
643	1	146	158
721	1	177	44 Reported case.
743	1	173	150
323	1	129	139
234	1	177	153
896	1		160
348	1 $\frac{1}{2}$	167	159
579	1 $\frac{1}{2}$	147	156
605	1 $\frac{1}{2}$	152	154 Reported case.
440	1 $\frac{1}{2}$	122	140
147	1 $\frac{1}{2}$	175	139 Excused for sick- ness.
149	1 $\frac{1}{2}$	172	142 " " "

Table XVI (continued)

No.	Over age.	Special department.	
		Att. 1919-20.	Att. 1920-21.
761	2½	154	166
364		117	158
787	1	Glencoe	145
744	1½	133	151
264	1	162	155
132	2½	37	155 Disappeared. Reported case.
438	3½	108	137 Sick mother.
634	4	96	142 Re-education. Reported case.
786	1		145
733	2	153	161
45	2	137	173
8	2	155	166
276	1½	150	170
518	1½	154	161
602	1	151	176
614	1	147	161
243	1	157	174
265	1	160	162

From Table XV and from the list of pupils having the formula $d e$, in the year 1919-1920 though they had a good attendance in 1920-1921, a list of all pupils having the formula $d e$ was evolved which is presented in tabular form in Table XVI. This list will next have the next criterion, that of intelligence applied to it. Only two pupils overage $\frac{1}{2}$ were retained from the other lists.

At this point the list consists of 92 pupils including the half year over age. 68 are from the 1920-21 low attendance list, 23 from the 1919-20 list. 28 of the 68 1920-21 pupils had low attendance both years.

These ninety-two pupils all have at least two negative facts against them and still more closely include those children who are social problems.

CHAPTER III.

Part III.

INTELLIGENCE.

We have a list consisting in full of ninety two names, sixty four of whom at this point have the two negative facts low attendance for one year only and overageness against them, and twenty eight with low attendance during 1919-20 and 1920-21 both besides an overageness. The negative factor formula for the sixty four first mentioned is d-e. The formula for the twenty eight others is d-e-e.

It was shown in the last chapter that 12 of the 28 d-e-e group are recognized social problems. See List D and Table XII. Moreover but one of the hitherto recognized social problems in attendance is not in either list. There is considerable doubt as to this one. 55 being a social problem.

The next criterion to be applied to the pupils in the search for those children that might be maladjusted in school, or in school and community is the measure of intelligence. Two series of group tests were given to all of the pupils in the schools of Hopkins.

In the upper grades and in the High School, the Otis Advanced Group Test, Form A was given to every pupil. This was followed by the Terman Test, Form A.

In the grades IV to VI inclusive, the Illinois and the Otis Advanced were given. In the lower grades, the Dearborn and Otis Primary Test was given.

The I.Q's were computed from the scores of these tests and averaged for each pupil. The results of these tests are shown

in Tables XVII, XVIIIA, XVIIIIB and XIX.

Table XVIII shows that the median I.Q. for the school is 102. The pupils in the lowest 25% surely includes all of the mental defective in the school, and this list of mental defectives includes many of the social problems. Yet mental defect does not always accompany social problems.

Table XVII.

Distribution of Intelligence Quotients for the Entire Schools--Hopkins. Based on two group Tests.

I. Q.s	No. of Pupils Enrolled	No. of Soc. P.	I. Q.s	No. of Pupils Enrolled	No. of Soc. P.
150-155	2		85-90	66	3
145-150	3		80-85	40	1
140-145	2		75-80	35	2
135-140	58		70-75	12	0
130-135	9		65-70	7	1
125-130	18		60-65	4	1
120-125	31		55-60	2	
115-120	56	3	50-55	0	
110-115	94	0	45-50	1	
105-110	191	1	40-45	1	
100-105	107	2			
95-100	92	1			
90-95	77	1			
N.--755					
Median--101.9					
25% ile--91.3					
10% ile--81.					

Table XVIII A

Distribution Table of I.Q.s of Grades I to III by Grades.

I.Q.	I.Q.	B1.	A1.	B2.	A2.	B3.	A3.	Total	
150	155	0	0	0	0	0	1	1	The lowest
145	150	1						1	25% of each class
135	140					1		1	include the pu-
130	135	2	1					3	pils who are dull-
125	130	1		3			3	7	borderlined or
120	125	2	3	4	1	3	1	14	feebleminded.
115	120	5	7	6	3	2	3	26	The pupils under
110	115	2	7	3	5	1	0	18	96 in the First
105	110	1	5	11	3	3	2	25	to Third group
100	105	8	6	11	5	5	9	44	approximate
95	100	3	9	9	3	6	7	37	roughly the 25%
90	95	7	1	6	2	6	3	25	ile.
85	90	4	2	2	2	2	1	13	Arbitrarily 90
80	85	0	0	1	0	1	3	5	is the dividing
75	80				1			1	line.
70	75		1					1	
65	70			1				0	
60	65			1				1	
55	60								
50	55								
45	50	0	1					1	
40	45		1					1	
Number		36	44	57	25	30	32	225	
Median		102.5	106	104.3	104.5	100	101.1	103.	
25% ile		93.5	97.8	97.2	97	93.8	95.7	96	

Table XVIII B

Distribution table of I.Q.s of Grades IV to VI inclusive by grades.

I.Q.s	B4.	A4.	B5.	A5.	B6.	A6.	Total
150-155	1						1
145-150	1						1
140-145	1						1
135-140	1						1
130-135	3					1	4
125-130	1	2					3
120-125	1	2	0	0	1	3	7
115-120	5	0	2	2	0	3	12
110-115	1	0	3	0	4	3	11
105-110	4	3	2	2	5	1	17
100-105	1	6	6	3	7	11	24
95-100	5	3	3	4	3	4	22
90-95	4	4	3	6	1	8	26
85-90	1	3	1	2	4	4	15
80-85	1	3	1	0	4	5	14
75-80	3	1	1			1	6
70-75				2	3		5
65-70	2				1		3
60-65				1	1		2
No.	35	27	22	22	34	34	174
Median	100.	94.1	96.6	90	95	89.4	93.6 $72\frac{1}{2}$
25% ile	87	84.5	89.1	85.4	79.4	83	84.5 2

Table XIX.

Distributions of average I.Q.'s for Grades VII to XII. 1921.

	VII	VIII	IX	X	XI	XII	Total
145	0		1				1
140			1				1
135	1			2			3
130			3	1	1		5
125	1	2	2	3	0		8
120	1	2	5	3	3		14
115	3	5	3	6	6		23
110	35	7	11	20	10	6	64
105	4	6	11	3	7	14	55
100	10	8	13	4	5	6	46
95	7	6	8	3	3	4	31
90	5	4	5	7	6	3	30
85	4	9	8	5	1		27
80	2	6	7	3	2		20
75	3	6	7	4			20
70	1	1	2	1			5
65	1	1					2
60	0	0					0

N.--365

25% ile 84.65

Otis Form A and Terman A used.

Median--92.9

All pupils in Grades VII to XII who have I.Q.'s below 85 will be considered individually. Many of the low I.Q.'s in Grades IX and X are of pupils now resident who should be eliminated.

Table XX represents a condensed list of those pupils having low I.Q. and overageness of one or more years. The low I.Q. may merely explain the overageness without adding another factor. That is in many cases the overageness merely expresses the same facts as low I.Q., namely that the pupil has an inferior intelligence. The presence of high I.Q. with overageness is inconsistent, but one naturally expects a low I.Q. with overageness.

If there are any mental defectives or social problems that have the cause of the condition in low mentality, the great probability is that they will be found in the lower 25% of the distribution of I.Q.'s. Because of the possibility that the tests may not give corresponding I.Q.'s, it was thought best to take the lowest twenty-five percentile of the distribution of the average I.Q.'s of each pair of tests. As a result ninety pupils of the lower Sixtgrades were listed and each one considered with regard to attendance and overageness. If the progress of the pupil and his attendance were normal, these names would be eliminated. It is interesting to note that all the low I.Q.'s pupils who were old enough for school attendance during 1920-21, and who had an overageness of 0 only one, Number 325 had an attendance lower than the approximate normal of attendance, 160 days. No. 325 very clearly belongs in the list for careful consideration. In the list, of those low I.Q.'s with overage one half year, only two pupils Number 149 and 348 appear. In the one year average low I.Q. pupils list, three pupils have low attendance. In the remainder of the list three more names with the three conditions, overage, low attendance and low I.Q. appear.

In Table XX Number 86 O.A. 1 $\frac{1}{2}$, 1039, 1035, 1034 are transfer pupils who attended in other schools.

1043, 1044, 1045 are new also. The low I.Q.'s here are doubtless due to language difficulty as these girls arrived in Hopkins from Poland in August 1921 and are learning the English Language. See Table XX.

The High School pupils who are not residents were excluded from the study as not being children of the community.

Tables XX, XXI, and XXII present the pupils who are over-age, arranged according to Intelligence Quotient. It will be noticed that there are pupils who are overage and who have high I.Q.'s. These are school problems if the I.Q. remains in its present place on retesting. These pupils should be given a Binet Test and special study be made of the pupil and his environment with a view to advancing him gradually to his proper place if it is possible.

In the formulas in these Tables m--normal intelligence and the formula d e m overage, low in attendance one year and having normal I.Q. The formula d e e m--overage poor attendance during both 1919-20 and 1920-21. D e f means overage, low in attendance one year and low in intelligence.

There are in Table XX:

4 pupils	with formula	d e m.
1 pupil	" "	d e e m.
3 pupils	" "	d e f.
1 pupil	" "	d e e f.

In Table XXI there are:

5 pupils	with formula	d e m.
2 "	" "	d e e m.
4 "	" "	d e f.
3 "	" "	d e e f.

Numbers 764 d e e f, 337 d e e f and 810 d e f are

social problems.

In Table XXII there are:

7	pupils	with	formula	d e m.
2	"	"	"	d e e m.
3	"	"	"	d e f.
2	"	"	"	d e e f.

Table XX.

Distribution of all over age pupils as to I.Q.

Grades I to III inclusive.

I.Q.s above 90.

Identity Number.	Intelligence Quotient.	No. Years Over age.	No. Days Attendance		Negative fact for- mula.	Remark
			1919-20	1920-21		
194	110-115	1	168	150	d e m	Mid Primary
397	105-110	1		89		Mid Primary
425	105-110	1	89	179		Primary
685	105-110	1	50	168		Trans.
800	105-110	1		87		Mid Primary
1047	105-110	1				Primary
586	100-105	1	171	168		
883	100-105	1½		179		Primary
545	95-100	1½	140	178	d e m	
222	95-100	1	150	180	d e m	
650	95-100	1	167	175		
3	95-100	1	80	174		Primary
775	95-100	1½		82		Primary
840	95-100	1		34		Transfer
1050	95-100	1				Primary
1051	95-100	1				Primary
1052	95-100	1				Primary
613	90-95	1	168	180		
476	90-95	1½	176	180		
581	90-95	1	156	163	d e m	
706	90-95	1½	127	157	d e e m	

Table XX (continued)

Distribution of all over age pupils as to I.Q.

Grades I to III inclusive.

I.Q. Below 90.

Identity Number	Intelligence Quotient	No. Years Over age.	No. days Attendance		Negative fact for- mula	Remark
			1919-20	1920-21		
573	85-90	2	179	179	d f	
625	85-90	2	169	178	d f	
390	85-90	2	167	167	d f	
869	85-90	1½		89	d f	Primary
683	85-90	1	90	177	d f	Primary
323	85-90	1	129	139	d e e f	
334	80-85	1	146	175	d e f	
292	80-85	2	178	177	d f	
1051	80-85	1½		180	d f	Primary
1043	80-85	3			d f	Transfer
1040	75-80	1½			d f	Transfer
265	75-80	2	160	162	d e f	
1034	75-80	2½			d f	
1049	70-75	2			d f	

Table XXI.

Distribution of Overage Children in Grades IV to VI Inclusive as to Intelligence.

I.Q. above 90						
Identity Number	Intelligence Quotient	Number years overage	Attendance in days 1919-20--1920-21			
743	105-110	1	173	150		
177	95-100	1	169	180		
532	" "	1	122	139	d e e m	
175	" "	1½	165	180		
844	" "	1½		34	transf	
546	90-95	1	135		d e m transf	
843	" "	1½		138	d e m primary	
433	" "	1	171		d m transf	
296	" "	1½	160	161	d e m	
Below 90 I.Q.						
69	85-90	1	180	179	d m	
87	" "	1	140	168	d e m	
71	" "	1		163	d m	
243	" "	1	157	174	d e m	
750	" "	1	169	171	d m	
788	80-85	2		169	d f transf	
577	" "	2	163	167	d f	
517	" "	1	176	178	d f	
764	" "	1	123	153	d e e f	
404	" "	1	155	151	d e e f	
553	70-75	1	105	176	d e f	
122	" "	1	180	170	d f	

Table XXI Continued.

Distribution of Overage Children in Grades IV to VI Inclusive as to Intelligence.

Below 90 I.Q.

Identity Number	Intelligence Quotient	Number years overage	Attendance in days 1919-20--1920-21		
289	70-75	1	176	177	d f
427	" "	1½	22	175	d f transf
X337	" "	2	73	84	d e e f
753	65-70	1½	180	180	d f
574	" "	1½	180	179	d f
X810	" "	1½		127	d e f
276	60-65	2	144	170	d e f
X 54	" "	2½	170	122	d e f

Table XXII.

Distribution of over age pupils as to I.Q. in grades
VII to XII.

Identity Number	Intelligence Quotient	Years Over age	No. Days Attendance		Negative Remark Fact for- mula	Remark
			1919-1920	1920-21		
561	¹ 128	1	37	177		Trans.
441	113	1	154	143	d e e m	
666	113	1	170	176		
139	108	1				Trans.
766	108	1		179		
126	108	1	177	173		
140	108	1	163	180	d e m	
514	108	1	177	173		
320	108	1	38	169		Trans.
803	108	1		174 $\frac{1}{2}$		
807	108	1 $\frac{1}{2}$		180		
429	108	1 $\frac{1}{2}$	175	178		
43	108	2	178	174		
672	108	2 $\frac{1}{2}$	176	170		
860	108	1 $\frac{1}{2}$		177		
312	103	1	178	180		
161	103	1	174	179		
251	103	1	180	180		
656	103	1	179	178		
125	103	1	180	179		
443	103	2	169	167		
852	103	1		177		
491	103	1	178	179		

Table XXII (continued)

Distribution of over age pupils as to I.Q. in grades
VII to XII.

Identity Number	Intelligence Quotient	Years Over age	No. Days Attendance		Negative fact for- mula	Remark
			1919-20	1920-21		
236	103	1½	174	180		
490	103	1½	171	179		
741	103	1½	175	150	d e m	
396	103	2½	178	170		
138	103	2½	147	154	d e e m	
102	98	1	170	172		
426	98	1	175	179		
351	98	1½	172	177		
614	98	1½	147	161	d e m	
834	98	2		170		
27	98	2		179		
356	98	2	171	179		
687	98	2	69	167		Transfer
526	98	1	177	180		
236	98	1	162	172		
91	93	2½	174	Elgin		
81	93	1	177	180		
82	93	1	178	179		
7	93	1	159	170		
602	93	1	150	176		
798	93	1		113		
293	93	1	176	180		
359	93	1	172	178		

Table XXII (continued)

Distribution of over age pupils as to I.Q. in grades
VII to XII.

Identity Number.	Intelligence Quotient.	Years Over age.	No. Days Attendance		Negative fact for- mula.	Remark
			1919-20	1920-21		
616	93	1	149	169		
299	93	1½	180	179		
608	93	1½	173	169		
675	93	2	175	176		
398	93	2	167	172		
103	93	2	164	144		
8	93	2	155	166		
Below 90 I.Q.						
738	88	1½	172	178		
298	88	1	180	179		
117	88	1	178	180		
317	88	1½	177	174		
603	88	1½	131	154	d e e f	
247	88	2	177	176		
180	83	1	176	177		
578	83	1	174	180		
21	83	1	177	178		
817	83	1		177		
70	83	1½	179	178		
80	83	2	171	180		
728	83	2	150	166	d e f	
165	83	2	177	163		

Table XXII (concluded)

Identity Number	Intelligence Quotient	No. Yrs. Overage.	Attendance No. Days		Negative fact formula.
			1919-20	1920-21	
473	78	1½	173	178	d f
572	78	2½	180	179	d f
754	78	1	166	171	d f
711	78	1	166	171	d f
458	78	1½	177	165	d f
560	78	1½	30T	173	d f
406	78	1½	176	161	d f
38	78	1½	177	176	d f
631	78	2	177	176	d f
118	78	2	178	179	d f
831	78	2	Non. Res.	162	d f
556	78	2	149	148	d e e f
707	78	2½	162	165	d f
632	78	3	178	176	d f
582	78	1½	164	166	d f
610	73	1	180	172	d f
447	73	1½	176	177	d f
825	73	1½	Non. Res.	175	d f
159	68	2	165	153	d e f
472	68	3	168	171	d f
508	63		178	180	d f
X 634			96	142	d e e f

X signifies social problem.

Table XXI is a Table X with the intelligence criterion applied. The second, fourth and sixth columns include all of the d e f cases in the school considering 1920-21 list only. The supplementary list at the lower right corner contains sixteen names of pupils with the formula d e e f against them.

The 91 pupils in the E list of 1920-21 is thus broken up into five groups:

I.	20	pupils	have	the	formula	e	or	ef	or	em.
II.	23	"	"	"	"	dee				
III.	29	"	"	"	"	d e f				
IV.	5	"	"	"	"	d e e				
V.	16	"	"	"	"	d e e f				

Of the e group there are no social problems.

"	"	d e	"	"	"	3	"	"
"	"	d e e	"	"	is	1	"	"
"	"	d e f	"	"	are	6	"	"
"	"	d e e f	"	"	"	9	"	"

All of which have been reported cases before June 1921. The probabilities are strong that more of the d e e f group are social problems also of the d e f group.

In the same way the list of 23 pupils having d e formula in Table XIII and List D are broken up into those having d e f formula and those having d e formula.

Table XXIII.

List of pupils having both Overage and Low Attendance.

Identity Number	Attendance in days 150-160 D e f	Identity Number	Attendance in days 110-120 D e f
234		589	
348	348	-----	
579			Attendance 100-110
605 S. P.	605	32 S. P.	32
896		591	591
404	404	-----	
546			Attendance 80-90
643	643		
764	764		
603 S. P.	603	800	
706	706	337 S. P.	337
159	159	811	811
620	620	-----	
138			Attendance 70-80
233	233		
132 S. P.		170	
264	264	858	858
364 S. P.	364	-----	
744	744		Attendance 50-60

	Attendance 140-150	838	
149	149	1003 S. P.	
401		339	339

Table XXIII Continued.

Identity Number	Attendance 140-150	Identity Number	Attendance
d e	d e f	d e	d e f
402			
884			Attendance 40-50
441		721 S. P.	
743		439 S. P.	
802	802		Attendance 30-40
376 S. P.	376		
556	556	821	821
644	644		Attendance 00-10
786	786		
741 S. P.		315 S. P.	315
634	634	615	615
		432 S. P.	
Attendance 130-140		183 S. P.	183
		763	763
147	147	189 S. P.	189
302		68 pupils having d e formula. 45 pupils have formula d e f.	
304		The following were absent 20 days or more during last year and are overage.	
323	323	Formula d e e f	
440	440	605 S. P.	263
842		404	303
532		603 S. P.	32 S. P.
1001	1001	744	591
64 S. P.	64	556	337 S. P.
471	471	634 S. P.	339 S. P.
438 S. P.	438	64 S. P.	615

Table XXIII Continued.

Identity Number d e	Attendance 120-130 d e f	Identity Number	Attendance Formula d e e f
810 S. P.	810	438 S. P.	703
780	780		
54	54		
263	263		
303	303		
835	835		

From the tables of I.Q.'s a list has been prepared containing names of all pupils having the negative facts overageness and low intelligence against them, who have been previously added ^{not} to the list.

The extremely low I.Q.'s and extreme overageness are significant of some maladjustment. If low I.Q. accompanies large overageness then the maladjustment is mental only. If the I.Q. is low and placement is normal or better, the maladjustment is educational. If the I. Q. is high and the placement is low the maladjustment may be educational and it would have to be adjusted by more rapid promotion or the maladjustment is social because the overageness must be found in the home and its attitude.

Table XXV,

List of possible cases developed from the combination of I.Q. and overage. Note the formula in the last column indicating the classification of each case.

Attendance better than 160.1 both years.

Pupil	Attendance 1919-20	Attendance 1920-21	I.Q.	O.A.	Formula
165	177	163	67	2	d f
289	176	177	72	1	d f
473	173	178	77	1½	d f
572	180	179	78	2½	d f
573	179	179	88	2	d f
571	180	179	70	1½	d f
582	164	166	77	1½	d f
707	163	165	77	2½	d f
577	163	167	83	2	d f
765	180	180	68	1½	d f
788	Non. Res.	169	83	2	d f
1013	Entered Sept. 1921		62	½	d f
1034	Entered Sept. 1921		80	2	d f
1043	Entered Sept. 1921		83	3	d f
1045	Entered Sept. 1921		43	10	d f
1049	Entered Sept. 1921		75	2½	d f
1044	Entered Sept. 1921		46	7	d f

Table XXVI includes names of all pupils who have three negative school facts against them and the other children members of the same families. All eliminations made from previous lists were because of names being already on the Committee list, because of departure from the community, because the child has reached the

age of sixteen and ceased to attend school.

In addition to those having three factors against them, those having two in an excessive degree were added, such as 1045, 1042, 1044, 1034, 342 who had low I.Q.'s and large overageness.

Table XXVI.

List of pupils with formula d f (extreme cases), arranged by families.

571 572 574 573

One brother Special Department admittedly slow R.

589 1043

Truant, not found till spring K.S. Talked only Bohemian Sept. 1921 E.S.

705 706 709 707 Foreign

1045 1044 1049

Polish, arrived in America August 1921.

758 Special Department.

757

760 In High School, faithful.

165 Brother S.P.

473 Has become truant, 1921-22. S.P.

577 Sister of 589

765 Illegitimate child. Special Department.

788

247

1013 Committed to Special Department.

1034 Apparently Subnormal.

Table XXVI includes only pupils with extremely low I.Q.'s or extreme overageness. All the d f, d e, e f, and e lists were

examined to find extreme cases, that might possibly develop into social problems. Pupils of large oversageness who inspite of low I.Q. are progressing slowly but surely are not included here. Non-residents were purposely omitted.

This table is the summation of all the cases found in the previous tables, leaving out all previously found social problems.

There are 10 cases formula d e e f.

There are 18 cases formula d e f.

There are 4 cases formula d e e m.

There is 1 case formula e e f.

Table XXVII.

d e e f List.

Number	O.A.	Attendance 1919-20	Attendance 1919-20	L.Q.
263	3	158	121	70
303	3	138	128	70
323	1	129	139	87
404	1	155	151	84
440	$\frac{1}{2}$	122	122	90
556	2	149	148	79
591	3	142	104	70
615	2	00	000	90
728	2	150	166	85
744	2	133	151	S.D.
764	1	123	153	81
e e f List.				
324	0	143	135	59

Table XXVII (continued)

d e f List.

No.	Overage	Attendance 1919-20	Attendance 1920-21	I.Q.
54	$2\frac{1}{2}$	170	122	63
147	$\frac{1}{2}$	175	139	72
149	$\frac{1}{2}$	172	155	73
159	2	165	153	70
233	$1\frac{1}{2}$	161	159	70
264	1	162	155	73
348	$\frac{1}{2}$	167	159	81
471	3	136		76
620	2	172	151	70
643	1	146	158	88
644	3	112	140	
780	2		128	84
786	$1\frac{1}{2}$		145	79
811	5		89	70
835	3		127	53
858	$3\frac{1}{2}$		77	61
1001	$2\frac{1}{2}$	170	153	72
1024	$2\frac{1}{2}$	144	170	64

d e e m List.

706	$1\frac{1}{2}$	127	157	91
546	2	135	150	94
441	$1\frac{1}{2}$	154	143	111
138	$2\frac{1}{2}$	147	154	101

The home conditions of this list of pupils will be the basis of the final selection of those children who are social problems or possible future social problems.

In this chapter we have discovered first all of the pupils with a low attendance. Then we segregated all of those pupils of this low attendance list that were overage. In the next step we segregated still further those pupils of the low attendance overage list who have low intelligence quotients. It is of interest to note that at each stage of the segregation we always found the known social problems among the constricted list. For instance the first constricted list of pupils having the formula e for overage contained 19 social problems. Then we constricted the list still further by taking only those pupils who were overage and of low attendance. The social problems are in this list with the formula d e. When we apply the next criterion we found the list constricted still further. By consideration of intelligence we found that this list with the formula d e f still contained most of these social problems.

The pupils who have three or more negative facts charged against them are suspected of some maladjustment. Many of the pupils whose names appear among the four-fact and three-fact groups are considered social problems. These facts will be borne out by visitation.

Chapter IV.

SOCIAL PROBLEMS FOUND IN A TYPICAL COMMUNITY.

The following list of pupils is arranged in order of sequence by families. The list includes all those separated out in Chapter III as likely to include the social problems. Not all of the list are by any means even possible social problems. It is the list that was made the basis of visitation.

The following descriptions are brief outlines of the results of the visitation:

Pupil Number 54 (d e f) I.Q. 63. Rating Father 0 Mother -1 Home 0. Home is a small neat house. The Mother is passive. There is no social problem. The mother promises much that she does not deliver.

Pupils Numbers 147 (d e f) 149 (d e f) live with their widowed mother. The absence was excused, so formula should be d f not a social problem.

Pupil Number 159 (d e f) is very inferior in intellect. Home rating 0, mother 0, father 0, not a social problem.

Number 234 (d e m) overage only $\frac{1}{2}$ year. Only one truancy attempt which was checked.

Numbers 263, 264, 761 have a tendency to absence without cause. 761 and 263 are in the Special Department. 264 had the rheumatism so bad that she could not leave her bed until she was sixteen, after which she secured work. Home untidy and disorganized. Children kept out of school for insufficient reasons. Home rating 0.

Number 303 (d e e) Girl's father died, mother married again then mother died and stepfather married again. The girl

was very unhappy in this home and was removed. Social Problem.
Ratings not available.

Numbers 323 (d e e f), 324 (e e f), 325 (e e f) live in a crude tar paper shack on the outskirts of the village. The father is indifferent--the family is the object of charity.

Number 556 (d e e f) comes from a home where the mother is a rheumatic invalid. As each girl in the family reached the age of fourteen she was needed to take care of the Mother. 556 is the youngest and dullest of all of the four sisters. The two older sisters were married several years ago to two brothers. They bought a roadster of brilliant hue and for several years attended the dances at many of the neighboring towns along the river where they were known as the "rainbow division" because of the bright artificial tints imparted to their faces. A neighbor girl who became an unmarried mother was a companion of these girls on their journeys. One of the older married girls has now settled down to take care of her four children. 556 would like to keep on at school but feels that she has more than she can do, to do the house work and study. The mother can hardly leave her chair.

Numbers 572, 573, 574 are all over age and have extremely low I.Q. The parents are thrifty and prosperous. They realize the children "cannot learn" and are worried about them, especially the boys. 572 was in the Special Department and was taken out because of disciplinary difficulty. At present he is an unclassified student in the Junior High School, striving to do seventh grade arithmetic and literature, but making the most progress in the school shop.

Number 348 (d e f) over age $\frac{1}{2}$ year. Attendance 167-159. No complaint.

Number 404 and her brother 403 live in a dainty, neat little doll house of a home. 404 has poor eyes and is backward in school. The mother died when 404 was four years old. Two years later the father married again. The stepmother kept 404 out of school from thirty to forty days a year. She was possessed of the idea that 404 was subnormal. A mental examination at the University established an I.Q. about normal. The overageness here was doubtless due to the excessive absence. The stepmother has left the family and the father who is a good reliable man promises that his little girl shall come to school regularly. Home 1 Father 1 Mother -2.

Numbers 471 (d e f), 472 (d f), 835 (d e e f) came to Hopkins from Bohemia seven or eight years ago. 835 was reported by her parents as residing at her sister's in the country during 1919-1920. She returned in 1920 and attended most of the year. The extremely low I.Q. and slowness of progress may be largely due to the language. Special teachers are needed for foreign born children when they enter the American School. 472 remained in school until he had become almost seventeen and then he left because he seemed to make little progress. He is drawing a man's wage at the factory. 473, $15\frac{1}{2}$ years, is absent at this writing and declares she will not come back. It is cruel to force attendance upon the girl when the present organization cannot do more for her. The mother attends the Americanization Class (night) regularly and is learning the English language. These are social problems.

Numbers 615 and 616 kept house for their father and mother during the mother's protracted illness. The mother was so bad that the doctor gave the child a note permitting her to stay at home. Some one was needed there and no other procedure seemed possible but to let 615 stay at home. The mother finally died. The father intended to keep the girl out. 615 wanted to go to school but not in the seventh grade. There were but six months left before her sixteenth birthday. 615 returned to school as an unclassified student, taking quality of work equal to the average Freshman, until her sixteenth birthday came. Then the father refusing to buy new spring clothes for 615, she quit and went to work.

Number 91's mother has been dead a long time. Her father does not make any attempt to support her. He boards in one part of town and the girl fifteen years old works for her board in a private home. 91 likes company and a good time. Her teachers and the lady for whom she works try to guide her as best they can.

Number 620 (d e f) was a disciplinary problem both in school and the home. The father was so brutal that his disciplinary efforts were defeated. Boy is now working for his board in Minneapolis and going to West High School.

Numbers 643 (d e e f) and 644 (d e e(?)). These boys wanted to go to work. This desire was the basis of their truancy. No social problem is evident on visitation.

Numbers 706 (d f), 707 (d f), 709 (d e f). These pupils are very slow. Folks are law abiding. Married in Bohemia.

Numbers 728 (d e f) and 764 (d e e f) are well behaved children. They are absent for trivial reasons. The home is a filthy hovel poorly ventilated, rarely cleaned. The mother is weak, yielding, lifeless. The father was a saloon bum before liquor was contraband. Since July 1919 this family has improved. The oldest boy is in High School but is absent a good deal. No doubt if the home were clean the children would be in better health. The only offense chargeable against the children is excessive absence. Social problem exists.

Number 744 (d e e f) was in the Special Department and is now an unclassified student. He has a strong tendency to evade. Attendance ^{is} low.

Numbers 758 (d f) and 760 (d f) are pupils from a family that had a truancy case which was checked. 758 is in the Special Department and was involved in petty theft. This was adjusted by private conference. The children are all well behaved children. The theft was committed at the suggestion of another girl in this list, 264. Parents use Bohemian language at home.

Numbers 786 (d e f), 788 (d f), and 1013 (d f) came to Hopkins from a neighboring town in the Spring of 1920. The parents are both ill and ill-natured with their neighbors. It was necessary for the Village Council to provide fuel, groceries, and clothing for this family last winter. The children are untidy, careless, idle and make little progress. Social problems exist here. The neighborhood regards the adults as insane. Two of the children are in the special department. The family is on the Associated Charities list.

Number 1034 (d f) overage 2 years. I.Q. 80 is so apparently of low mentally that she was given the Binet test receiving an L.Q. of 78. She is failing in her school work. She is a new arrival in Hopkins.

Number 811 (d 5 e 89 f ? arrived in this country during 1920-21 at the age of fifteen. As soon as he reached sixteen he went to work. He attends Americanization Class regularly. Three children 1044, 1045, and 1049 are recent arrivals from Poland and the language difficulty explains the overageness. The Oldest brother not in this list has acquired fair command of English and has done good HighSSchool work. Number 1043 arrived in Hopkins from a school where the English language was use in the school room only, while Bohemian was used exclusively on the playground and in the community. Hence his maladjustment.

Number 591 (d e e f) if the only son of parents of extremely careless ways of living. They have taught him to use tobacco purposely. The boy is suspected of immorality. He made little progress during the last four years.

Number 765 is in the Special Department, an illegitimate child, cared for by his grandmother.

Number 592 (d f) is also an illegitimate child care for by his grand parents. He is in the Special Department.

Number 673 (d f) has an extremely low mentality. His I.Q. is 54. Anything is likely to happen to him. He was in the special department until he was sixteen.

Number 508 (d f) is a simple boy. I.Q. 63. He was in the Special Department. Now does most of his work in the Manual Training shop.

The existence of several negative school factors such as attendance--overageness and low I.Q.--may be associated with any sort of parental and home conditions. On the other hand the low rating of home and parentage is more apt to result in the low placement (or overage), poor attendance to be accompanied by a low I.Q. If the attendance is decidedly low for the year and legitimate reasons are not back of the absences, one is certain to find the truancy tendency and the delinquent home. Great overageness frequently points to unfavorable home conditions. It seems from the consideration of most of the cases that the factor of attendance has the greatest weight in pointing toward home conditions or to social problems.

In the tabulation the names of pupils on the list developed at the close of the third chapter are shown with a graphic representation of the presence or absence of the negative factors.

The presence of physical handicap is also a strong determinative factor. 432 had a large overageness and a low attendance and the other negative factor is physical handicap. This boy is suffering from a spinal disease and is committed to the Home for Cripples at Lake Phelan.

The following pupils have six or seven factors against them:

472	abcdef	764	abcdef	591	abcdeef
786	abcdef	728	abcdef	615	abcdeef
835	abcdef	556	abcdef	744	acdeef
				728	abcdef

Those who have five factors against them aside from the factor g which indicates case reported to some agency:

91	abcdf	1013	abcdf	835	abcdf
303	abcde	472	abcdf	471	abcdf
788	abcdf	263	acdef	1024	abcdf

Number 1024 (d f) has an I.Q. 64 Binet and looks it. She is in the special class and should be in an institution. The mother is insane and the child boards with a relative. The complete formula for each of the cases described is as follows:

The summary of pupils under consideration:			Rating
263 - 264 - 761	acdef	S.P.	0
54	adef		2
556	abedef	S.P.	-1
303	abedee	S.P.	-1
574 - 573 - 572	df		2
404	adef	S.P.	-1
440	deef		1
835 - 472 - 471	abcdef	S.P.	1
615	abedeef	S.P.	-1
91	abcdf	S.P.	-1
1024	abcdf	S.P.	-1
620	bdef		-1
643 - 644	acdeef		-0
706 - 707 - 709	df def		1
728 - 764	abcdef	S.P.	-1
744	acdeef	S.P.	-1
758 - 760	df	S.P.	2
786 - 788 - 1013	abcdef abcdf abcdf		-1
1034	df		2
591	abc deef		-1
765	abe df		-1
592	ab df		-1
508	df		1

The Social Problems discovered by the Committee should here be described.

810 has no known father and her mother is immoral and feeble-minded. She was taken from her mother by court proceedings

and is now living with a sister.

432 is a crippled boy committed to the Hospital for Crippled Children at Lake Phalen.

321 has been described before. She comes of good parents and has a good average home. She has committed forgery and is immoral.

183, 189, and 744 were described in a previous chapter.

721, his brother and sister are in High School. The mother has been dead several years and the father is trying to keep the family together. The children are all highly intelligent. The presence of a real mother would straighten out the boys. The family was an Associated Charities case for neglect. 721 after dropping out for a term returned to school in the spring of 1921 and is doing good average work. The brother has left school discouraged because he is not passing. If he had a mother to guide him, the boy probably would be doing passing work. 721 believes that his brother will do just as he did, return again. There have been suspicions of delinquency.

601, 603, and 605 live in Barefoot Valley, a part of Hopkins, cut off from the rest of the resident section by a railway embankment. The father was drowned in 1914, leaving nine or ten children. The two youngest were twins, six months old. The mother was allowed a mother's aid the next year. In 1917 a big brute of a man came to board with the family. He is tall, thin, stooped, face heavy, usually unshaven, eyes brown, one of which is blind. In November 1917, the Juvenile Court was informed that the mother had married the boarder. A baby came in five months after the marriage. The stepfather began to make trouble soon

after he got the legal right to direct things. Among other brutalities he beat his wife, struck the children, used filthy language, refused to buy clothing for the children. Meantime 602 had left home to work for her board in Minneapolis. A year or so later she became a mother out of wedlock and came home to live. Now the stepfather became more abusive than ever. 602 had to fight to protect her mother and sisters. Conditions became daily more horrible. The mother gave birth to twins, one of whom died because of the father's brutality. The Children's Committee of the State Conference suggested to the Children's Protective Society that something must be done. The stepfather was arrested, found guilty of assault and battery and bound over to keep the peace. Suit for divorce was instituted. The C.P.S. secured a place where 601, the third girl could work for her board and go to school. She is now attending the Girls' Vocational School. In March 1922 she swore a warrant against a young man, conductor on the Hopkins' Line for statutory offense. The family is a serious social problem.

438 and 439 came to Hopkins four years ago from Norwood. 439, the older of the two, was an illusive pupil. The mother is an invalid and claimed she needed 439 to take care of her. When he reached sixteen years of age, the struggle to keep him in school ended. Then 438, who is in the Special Department, was needed by the mother. This past winter 439 died of a complication of diseases, meningitis probably being the immediate cause. 438 seems to be the only one who can take care of the mother, who is extremely nervous. Associated Charities case.

Numbers 315 and 782 live in a poorly furnished, rather dilapidated house. The mother is an invalid, very selfish, and has kept one child after another out of school to care for her. She had a doctor's certificate that she needed 782 an older sister to care for her during 1919-1920. 315 went to school during 1919-1920 but she is epileptic and has a doctor's permit to remain at home.

Number 634 is a feeble-minded boy, seventeen years old. For one year he was in the Special Department. He showed strong tendency to delinquency. Last fall as he was sixteen he did not return but secured a position working with a power saw. It was not many days before he had sawed off three fingers of his right hand and part of the palm. The State Department of Labor secured compensation for him and the State Department of Education through its bureau of Re-education of injured men, made an attempt to train him for a job. He is trying to make signs by means of a correspondence course provided by the State. The discouraging feature is the boy's low I.Q. He has to be watched to see that he goes to the proper place at the proper time. The Boy Scouts have a boy delegated to go by his house when he has been absent and urge him to go to school.

Numbers 132 and 789 are younger children in a home where the three older girls have become unmarried mothers. The family came to Hopkins from Glencoe in 1920 and disappeared utterly in September 1921.

Numbers 337 and her sister 339 have been difficult school problems and social problems, first, because their attendance is extremely low. The father is dead, the mother is feeble

minded and an invalid. The home is filthy, a disgrace. 339 went to Wright County to live with her married sister there and was not discovered by the school authorities there until after a long search, by which time she had passed sixteen. The woman's brother and brother-in-law are good reliable people whose children attend school regularly. This family is so inefficient that it seems as if the children (there is a brother in the first grade also) should be removed from its influence.

Number 32 insisted on staying out of school and was brought back and attended to the end of the year. The mother is antagonistic. The girl is sullen and disinterested. She is happy now at work at a factory in Minneapolis where she earns enough to buy her pretty clothes.

Number 376 is another girl who stayed out of school to work and who was brought back. The father made several appeals for permission. Then 376 got a job without permission. The State Department of Labor and Industries stepped in and she attended school until she was sixteen.

Number 155, several years ago, developed a habit of taking things not his own. His mother, worried, came for advice. The suggestion was made that the boy be taken to the Probation officer. Since that conference the boy has not apparently given any cause for complaint.

These social problems discovered by the Committee at the beginning of the study added to the social problems discovered by exploration, constitute a list of about forty social problems, enumerated as follows:

Identity Numbers	Identity Numbers	
263 - 264 - 561	810	R
556	601 - 603 - 605	R
303	183	R
404	364	R
471 - 472 - 835	189	
615	170	R
91	64	R
1024	337 - 338 - 339	R
728 - 764 -1001	438 -439	R
786 - 788 -1013	315 -762	R
591	131 -132	R
765	32	R
	721	R

R signifies Reported Case.

The study has evolved a list of social problems. It has utilized the list of social problems presented by the Committee on Children of the State Conference of Social Workers in April 1921. Several additional social problems appeared automatically as social problems by direct report or official action. A large number of cases that would not have been seen by a casual onlooker have been sought out by the exploratory method and segregated in a small group its members having many of the traits

common to the recognized problem child. The homes represented by the children in this small group have been visited to determine if possible the home situation and attitude. On the basis of the family's and children's reactions to the demands of society, each child has been considered and, basing decisions on the facts thus brought out by the visitor, the children have been classified as social problems, or as a possible social problem, or else eliminated from the list as a problem child.

CHAPTER V.

THE DISCOVERY OF SOCIAL PROBLEMS IN A TYPICAL
AGRICULTURAL TOWN.

It was thought desirable to see what the application of the same method of investigation of school population as used in Hopkins would bring out in a community where the occupations are largely related to agriculture in contrast with Hopkins where the major occupations are connected with manufacturing.

Clearwater, located in Wright County and including in its school area a small portion of Stearns County across the Clear River, is a typical rural village where the residents are either directly interested in agriculture or are engaged in occupations of service for the neighborhood, of supply, of necessities, and of assembling raw agricultural products for transportation to the larger centers.

Clearwater has a public school with the twelve grades organized. The children are largely native American--many of them coming of New England ancestry.

The attendance was scrutinized first. The 1921 attendance report, for the Wright County portion of the district, included 125 names. This report is presented in tabular form on the next page. There are approximately thirty pupils who had a low attendance during 1920-1921.

This total list of poor attendants minus those who were transferred to or from the district during the year (having regular attendance) was then scrutinized for overageness.

DISTRIBUTION OF ATTENDANCE.

Table A.

Attendance of 123 pupils attending Clearwater Public School 1920-1921.

No. Days Attendance	No. Pupils attending Indicated No. of days.	Median 163 Average 146.8 25%ile 143.5 30 pupils below average which is near the 25%ile.
170	38	The overage pupils in this placement distribution of poor attendants were then considered for their intelligence. All those of low I.Q. taken from this list, five pupils, constitute Sub List I which includes only those who had the three negative facts against them. They are known by the Identification Numbers, C 2, C 3, C 4, and C 5.
160	34	
150	17	
140	5	
130	6	
120	2	
110	2	
100	3	
90	0	
80	1	
70	5	
60	1	
50	3	
40	3	
00	3	
Total	123	

C 2 and C 3 are constant truants. The home does not exert any directive influence to keep the children going. The father is away from home. If the parents were impressed with the importance of school work the difficulty of non-attendance would not exist. This is a mild social problem.

C 4 is in poor health, makes little effort in school. He will possibly (if not probably) be a truant when he is in a higher grade. If the parents were indifferent in his case his attendance would doubtless be lower.

C 5 is inclined to truancy and misbehavior in school which is backed by an antagonistic father. His teacher is working with him very earnestly. His attendance and behavior have improved. He does not make progress intellectually. It is doubtful whether he will go to High School though he says he wants to. The only interest he seems to have is horses. He has been a social problem and probably will be such again.

Sub List II contains pupils who did not reappear in the school during 1920-1921 and, concerning whom, the overageness and intelligence rating could not be secured.

Sub List I.

Pupils having three negative facts, Low attendance, Overageness, and low I.Q.

Identity Number	Attendance No. Days.	Years Overage	I.Q.	Grade
C 2	110	1½	83	VII
C 3	147	2	80	V
C 4	159	1½	74	IV
C 5	153	3½	77	VI

Sub.List II.

Pupils having poor attendance during 1920-1921 for whom there is no test record for 1921-1922.

Identity Number	Attendance
C 6	128
C 7	48
C 8	74
C 9	117

C 6 eleven years old is in grade IV and is 2 years overage. He does not attend regularly because he does not like school. The father is indifferent. He has an older brother in the ninth grade. See Sub List IV. This is an social problem. The boy is apparently able to carry school work.

C 7 had to leave school last year because of sickness. She is now in a Tuberculosis Sanatorium in Colorado.

C 8 did not return to school after he had been apprehended for burglary of a store in the community. The matter was hushed up and the boy joined the army. He was a social problem.

C 9 was a Senior in High School who would have graduated in June 1921 but she was very suddenly married, hence her low attendance. This is not a social problem.

Group tests were given in the school to determine the intelligence ratings of the pupils.

The Terman Group Test was given to all the in Grades VII to XII.

Table B.

I.Q.	Terman Test		Clearwater			Total	
	Grade XII	Grade XI	Grade X	Grade IX	Grade VIII		Grade VII
120				1	1	2	
115				0	1	1	
110				1	2	3	
105	1	2		3	1	1	8
100	1	2	2	0	0	3	8
95	1	2	1	2	3	3	12
90	1	4	0	3	1	1	10
85	1	1	1	3	2	1	9
80		1	1	0	1	1	4
75				2	0	2	4
70				3	3	0	6
65					1	1	2
							69

Median 94.5

Table C.

Distribution of I.Q.'s for Clearwater children.

I.Q.	Terman	Dearborn	Illinois	Total
140		1	1	2
135		0	0	0
130		0	0	0
125		2	2	4
120	2	0	1	3
115	1	1	2	4
110	3	1	4	8
105	8	3	1	12
100	8	3	2	13
95	12	6	4	22
90	10	5	1	16
85	9	2	2	13
80	4	1	1	6
75	4		4	8
70	6		2	8
65	2		1	3
60				
55				
50				
45				
40				

	69	25	29	123
Median	94.5	98.8	100	96.5
1st. Quartile	85.3	93.25	85	

Table D.

Distribution of Overageness of 119 Clearwater children.

Placement Underage	Number of Pupils
2 years	3
1½ years	1
1 year	6
½ year	9
In Normal Grade	44
Overage	
½ year	12
1 year	18
1½ year	11
2 years	8
2½ years	2
3 years	3
3½ years	1
4 years	1
5 years	1
6 years	2

119

Median placement is .04 underage.

Average placement is .9 overage.

The list of pupils who are overage was scrutinized with regard to intelligence. There are 47 overage one or more years. These were taken as the first restricted list where absence was not considered. One year overage was made the division point, rather than ½ year overage because the promotions are made annually in Clearwater and a half year overage is more than often apt to be due to the general admission of children in September.

This restricted list of forty-eight children range in intelligence from 44 I.Q. to 118 I.Q. with the central tendency of the list at about 83.

Table E.

Distribution of pupils in Clearwater overage 1 year or more according to I.Q.

I.Q.	Number of Pupils.	Those pupils with a markedly low I.Q. and a large overageness are included in Sub List III for immediate scrutiny, reserving the remainder of the list which would have to be studied in connection with attendance records not available at the time.
115-120	1	
110-115	2	
105-110	1	
100-105	1	
95-100	6	
90-95	4	
85-90	7	
80-85	6	All pupils who were attending regularly and who in the judgment of the teachers did not suggest any social difficulty were excepted from the list, also those already in Sub Lists I or II.
75-80	8	
70-75	8	
65-70	2	
40-45	1	
	----- 47	

Median 83.3

Sub List III.

Pupils having marked overage and very low I.Q.

Identity Number	I.Q.	Years overage
10	72	3
18	81	2½
21	81	3
13	70	6
11	72	2
15	69	4
14	69	5
20	44	6

The children that were extremely low in I. Q. and had a large overageness were interviewed. The visitor conferred with the teachers and with the parents of one family.

C 10 is evidently a feeble-minded boy. He works steadily at his desk but retains little.

C 13, 14, 16, 18, and 19 were socially all right except that they do not readily progress. They all work faithfully. They are attending regularly inspite of the fact that they are not compelled to do so by law. C 15 also is merely a poor student.

C 20 and C 21 are both feeble-minded. C 20 cannot utter words distinctly. He sits in the Fourth grade and cannot do the work even though he is nearly 16 years of age. He has the look of a high grade Mongolian idiot. He is a burden to the teachers. The county nurse suggested to the father that the boy should be sent to an institution but the suggestion was not accepted.

C 21 is ostensibly in the Sophomore year of the High School and cannot do the work. She stammers when called upon to recite. Her father requested that she be not required to recite but she cannot write a connected sentence.

All the other children in the entire group of overage may have the explanation of their overage in their low I.Q. but there is no evidence of social problem.

The application of the explanatory method of study to Clearwater brought to light the following social problems:

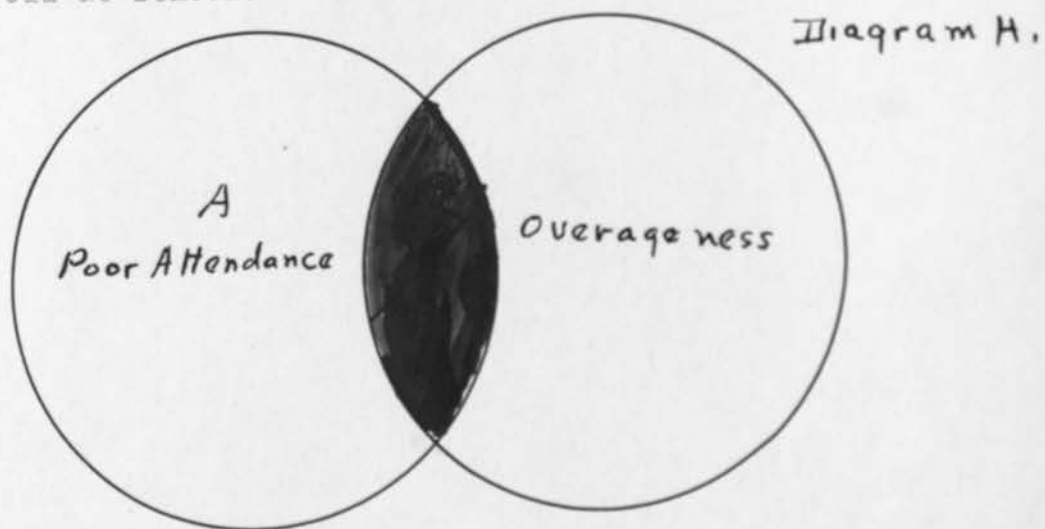
- C 1 Truant
- C 2 Truant
- C 5 Truant and delinquent.
- C 8 Boy guilty of burglary.
- C 10 Feeble-minded boy-----Moron
- C 20 Apparent Mongolian Idiot
- C 21 Feeble-minded girl----Moron

There is not enough information available about the pupils in Sub List II to enable one to say whether any possible social problems exist other than these. If the lists could be subjected to careful scrutiny by the school head and checked by personal visitation, the possible problems would be located.

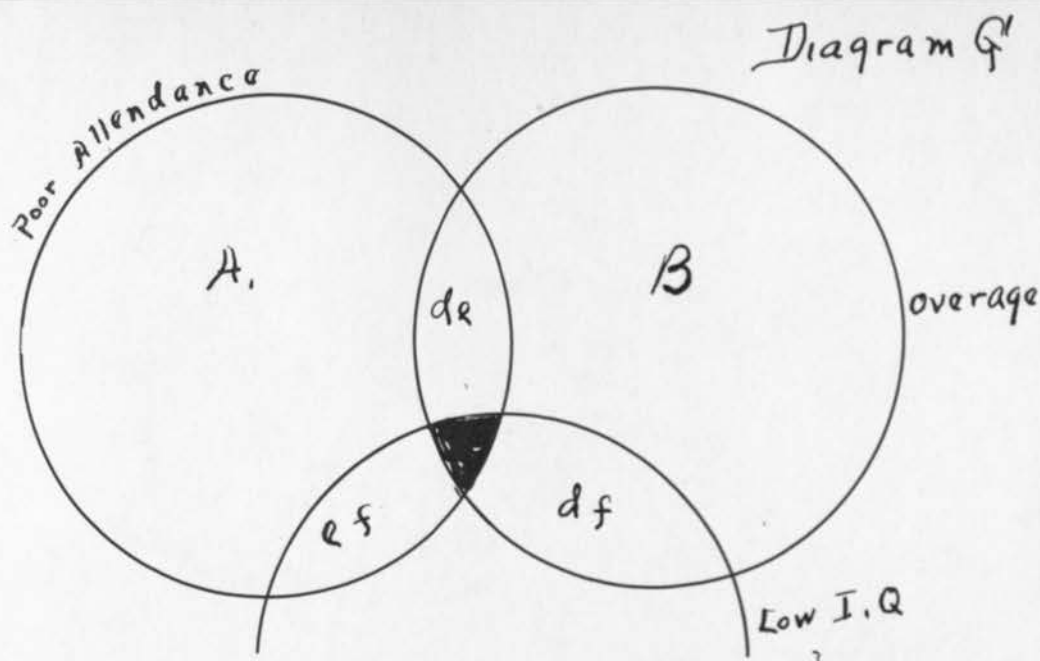
CHAPTER VI.

SUMMARY AND CONCLUSION.

The procedure of the analysis of school population of any community should begin with the study of the attendance, followed by a study of overageness. Those overage and having poor attendance constitute the first constricted list of children not doing well at school. This is illustrated in the diagram H.



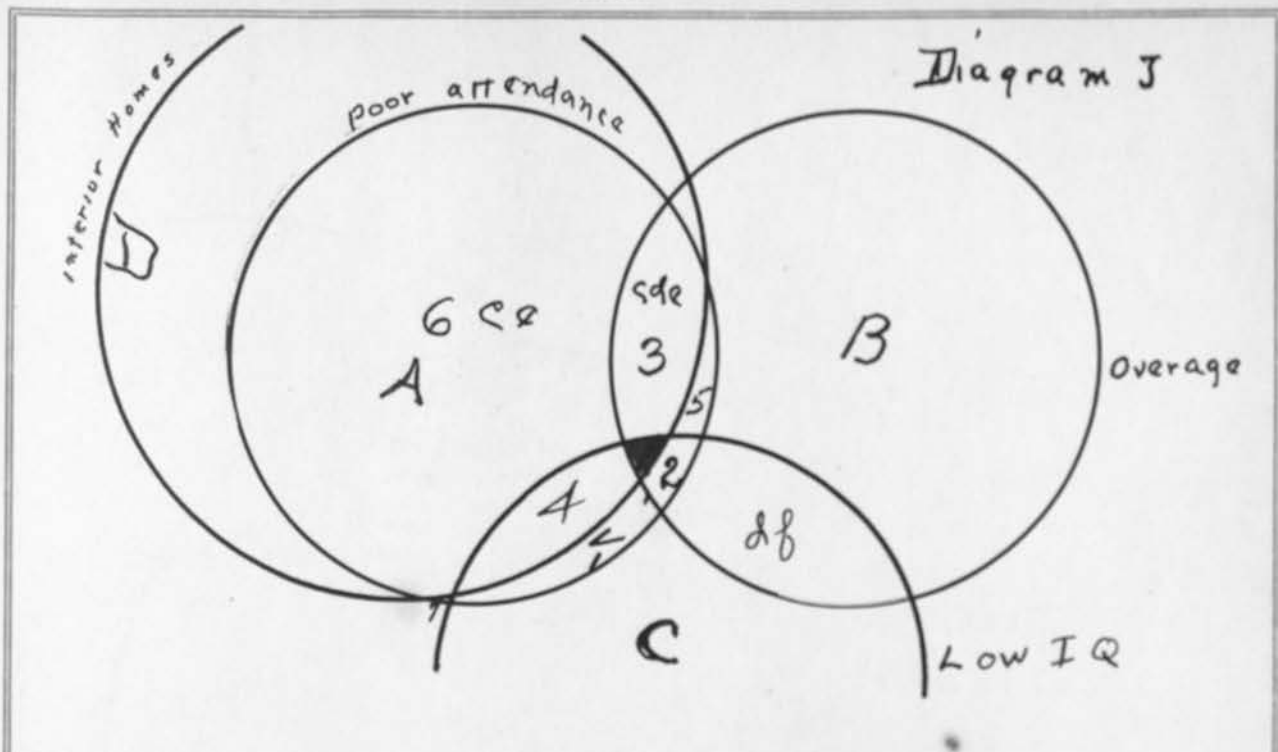
Suppose the total number of pupils having a low attendance be continued in the circle A and the circle B may be supposed to contain all of the overage pupils in the school. Then the area covered by the overlapping of the two circles represents the list of 68 pupils who have both overageness and poor attendance. Next the intelligence of the school is studied and list of pupils of low intelligence is developed. This is the basis of the next constriction which may be represented in Diagram G.



The circle C represents all of the pupils having low intelligence and this overlap the two circles representing poor attendance and average. As a result, there is now a smaller number of pupils represented by the black area bounded by arcs of the three circles in which all the pupils there would have the three negative facts absence, average, and low I. Q.

There will be four constricted lists now. First, those pupils having poor attendance, overageness, and low I. Q., second, those pupils having poor attendance and overageness combined, and third, those having low I. Q. and overageness alone combined, fourth, those who have low I. Q. and poor attendance combined. This will be represented in diagram H.2. The area bounded by the arcs of the three circles being the three fact group.

After this the application of a list of poor homes in the same way would constrict the list still further as represented in diagram in which circle D representing the list of the inferior homes of the community overlaps the other circles and reduces the size of the final list.



There are now seven distinct combination areas bounded by the arcs of the four circles.

I. The central area No. 1. (black) which represents those pupils having four negative facts.

II. Three areas--bounded by the arcs of three circles--in area #2 which represents the list of all pupils having only overageness, absence, and low I. Q. without inferior home conditions.

Area 3 which represents the list of all pupils having inferior home and overageness and absence only.

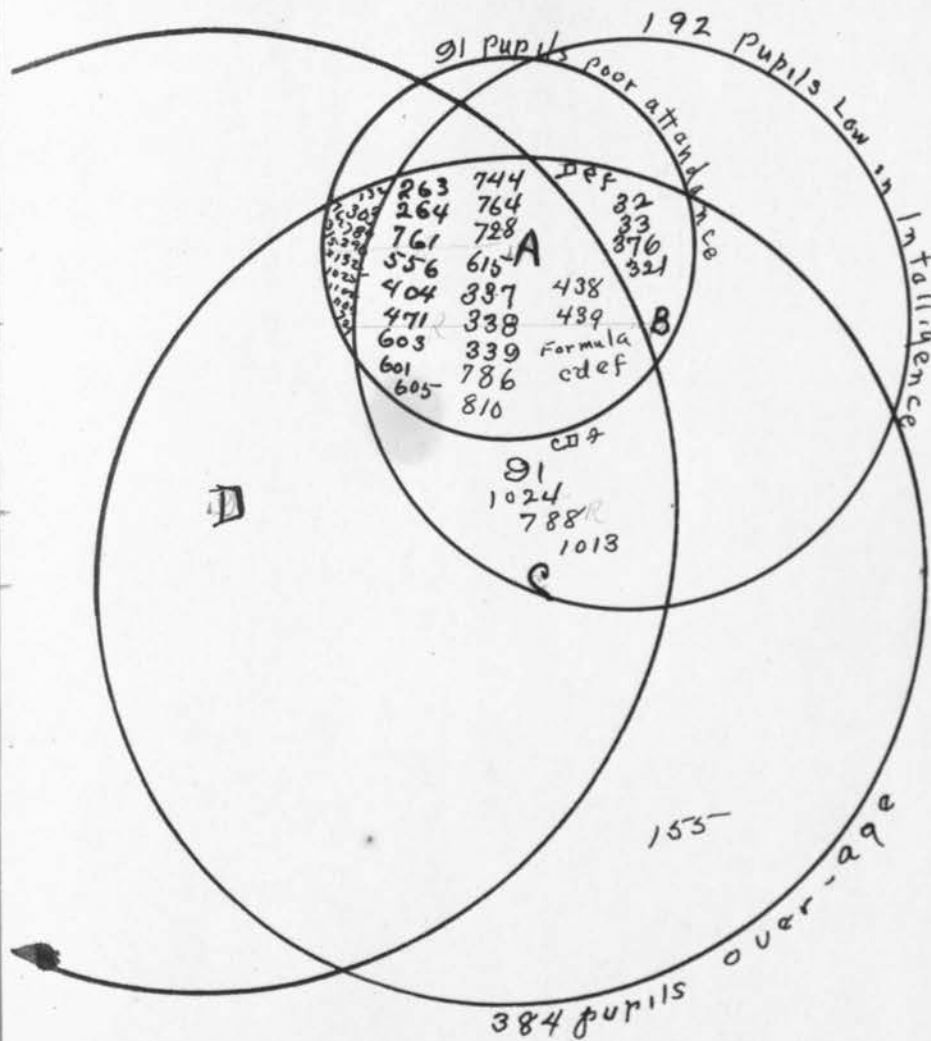
Area 4 which represents the list of all pupils having inferior home, overageness, and low intelligence, only.

III. Three areas in each of which two negative factors are involved.

Area 5 which represents the list of all pupils who have absence and low I. Q. only.

Area 6 representing those that have inferior homes and low attendance only.

CHART K.



Segregation of Social Problems in
 Hopkins from the records.

Area 7 representing those that have inferior homes and overagelessness only.

There are 40 social problems brought out by this survey; twenty were located through the aid of the confidential exchange and twenty were located by the exploratory method described.

Of these 40 social problems 20 or 50% of the list of social problems are found in Area I.

4 or 10% are found in Area II.

11 or 27% are found in Area III.

4 or 10% of the social problems are found in Area IV.

None are found in Area V.

None are found in Area VI.

None are found in Area VII.

But one is found outside of these seven areas.

This means that 50% of the social problems of Hopkins have four negative factors against them, represented by c d e f only. 47% have two negative factors against each pupil included of which 27% have the formula c d e signifying inferior homes and overagelessness and absence of twenty days or more only.

As corrolaries it is also true that 77% of the social problems all have at least the formula c d e above explained also that 60% have formual d e f at least.

SUMMARY OF RESULTS.

founded by--The Study.

Out of 764 pupils enrolled 1919-20 and 768 enrolled 1920-21 40 social problems have been found- with the following

distribution.

Distribution of Social Problems found.

	formula	Number of cases	% of No. of Soc. Problems.
I.	c d e f	20	50%
II.	d e f	4	10%
III.	c d e	11	27%
IV.	c d f	4	10%
With only one negative fact l			2½%

This is presented diagrammatically in Chart K:

In considering the conditions characteristic of these social problems and near social problems, observation seems to point to the home as the primary condition. I. Q. or intelligence is probably a fundamental condition for some individuals, but for this study attendance is a better diagnostic characteristic; while intelligence and overageness have about the same value.

Attendance and overageness however must be rather the expression of home and individual attitude combined with intelligence in varying proportions. Home conditions are so complex that it is impossible to analyze them further here. The protection and education of these social problems meet with many difficulties which will be here enumerated.

The mentally defective who becomes overage early in his school career frequently attends school quite regularly until he is fourteen. Discouragement does not overwhelm him as yet, and quite often pupils who are overage from two to three years keep up their attendance until they become fourteen or fifteen years of age at which time there is a definite drop in the attendance. The special department does help to some degree and it postpones the difficulty. If attendance were the only thing to be considered as worthy of seeking, better attendance would be secured for these defectives and borderline cases by allowing them to make progress even if it is only apparent. In other words when a boy is fifteen, no matter how defective, he does not belong below the seventh grade, but should be promoted at a slower rate than the normal pupil to satisfy his pride which is one of the most important elements in his development. On the other hand the lower grades have nothing more to offer a fourteen or fifteen year old boy that could not be given him in the seventh or eighth grade, where boys and girls can get industrial training of various forms. If boys are put in the Special Department, they acquire some abilities which they in general do not use under our present industrial system. Sub-normal children associating with normal children their own age are rated more or less accurately by their classmates

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so there is probably little danger of injury to the normal student, and most probably there would be the advantage of personal satisfaction on the part of the defective. A secondary difficulty that arises in the Special Department is the public attitude toward it, especially in a small town. It is practically impossible to avoid having the Special Department called the Dummy Room by the children. I would favor a special teacher in the Junior High School who would not act as an assembly room supervisor as the special teacher does now, but who would act as the personal advisor and guardian of all sub-normal children who have shown inability to do the regular academic work. Such a guide would check the personal habits and behavior of the group, advise the industrial teachers as to the direction the industrial work should take for individuals and conduct classes in such academic subjects as these unclassified children are capable of handling. Then those defectives would stay in school until they were at least sixteen and many would stay until they were much older. There would not be so much danger of their acquiring the pool room habit. Another difficulty of course is in providing for an occupation. The defective seems to need special care even after he is out of school.

Another difficulty that stands out in both the grades and High School is the importance of mental attitude and personal habits. A home that is hostile to the school generally does not send children who succeed. This is partly due to the fact that the hostility expresses itself in the children's behavior and application. If the parent believes in education and the local institution the child's attitude is generally the same. The explanation of the misbehavior of many children can be found in

the fact that the parents are not in sympathy with the public school system, that they do not believe in education and have a personal feeling of resentment against the school authorities. A form of this situation exists in those families where the children are motherless or fatherless and the remaining parent is too busy to care much about schooling. With no consistent home attitude toward the school and the child disorganized by the absence of the most important agent in his life, develops a vacillating, impulsive, changing attitude. The best solution of such school problems would be the provision of a substitute mother or father, something on the plan of the big Sister, big Brother movement.

A third difficulty that occurs is largely a technical one. Frequently the pupils whom we find by mental test to be low, have progressed with or near their grade, largely due to a persistence that makes up for lack of inherent ability, and on the other hand, pupils that have high I. Q.'s frequently don't succeed, which may be due to the home and mental attitude, or may be due to the utter absence of any power of persisting in a disagreeable task. These inconsistencies emphasize the necessity of considering every individual in the school separately.

Another difficulty that is met particularly by the school visitor is the lack of comprehension of school ideals or of the possibilities and dangers of the children, especially among the foreign born population. This probably accounts for many of the unmarried mother situations existing over the country.

The fifth difficulty to be enumerated is the difficulty of educating the foreign born newcomers. Children with no

knowledge of America and no experience with those things that the average American child knows about, needs instruction more specific, more concrete and more individual than can be given in large or even average size classes. Foreign born children should have special teachers who will arouse the most intense interest possible in the children, who will try to develop imagination and an actual living vocabulary. 471, 472, and 473, in the list of the first of this chapter attended regularly until they became fourteen or fifteen and then became truant. These people have been in this country ten years. The vocabulary that they have to use in school is beyond them. Their low I. Q.'s are no doubt due to language difficulty. 601, 603, and 605 were born here but their parents used the Bohemian language exclusively and the vocabulary of the children is now very meager and will expand too late to be of any school service. 706, 707, and 709 are other examples of that sort. The four Polish children who came to Hopkins in August 1921 have had to have personal attention during the entire year, from their grade room teacher. All the children with a language difficulty should receive direct personal attention.

The sixth difficulty is the matter of law enforcement. There have been several mothers so sick that some of the children were kept home to take care of them. Technically these children are not allowed to stay out and the present law provides that the Board of County Commissioners can provide for care in such cases. It is conceivable that a sick woman would be very averse to having a stranger employed by the county come into the home to take care of her. Some of them would rather die than submit to a stranger's

care. This particular difficulty is one of the most knotty questions that attendance officers have to deal with.

The study or survey of the child population of any community brings out strongly the importance of the work of a school visitor. The efficient school visitor can act as a sort of liason officer to bring the school and the home into close co-operation, to eliminate misunderstandings and to secure adjustment for the mal-adjusted child.