

THE UNIVERSITY OF MINNESOTA

GRADUATE SCHOOL

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of
Committee on Examination

This is to certify that we the
undersigned, as a committee of the Graduate
School, have given Clara Elizabeth Dealey
final oral examination for the degree of

Master of Arts

We recommend that the degree of

Master of Arts

be conferred upon the candidate.

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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 Clara Elizabeth Dealey 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.

W. E. Haggerty
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Date _____

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PROBLEM CHILDREN IN THE KINDERGARTEN,
THE FIRST AND SECOND GRADES.

THESIS

Submitted to the Graduate Faculty
of the
University of Minnesota

by

CLARA ELIZABETH DEALEY

In partial fulfillment of the requirements
for the
degree of
MASTER OF ARTS

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Chapter I. Introduction.

"I am sorry for the children!" This is a comment heard not infrequently from persons who have visited school and have watched the children at work. Why should one be "sorry" for children, especially for the younger ones who have just begun school? Apparently this is a difficult question which can not be answered off-hand. There is need for reliable studies of child behavior from educational, psychological and sociological points of view. The scarcity of scientific studies which get at the necessary fundamentals in child study is becoming more and more noticeable. In fact a criticism directed against a recent book of William H. Smith¹ may well be applied to a multitude of articles written about the child, namely, - "... a three hundred and fifty page book. It should have been thirty-five, or better three and a half. The style is prolix, repetitious, kittenish, italicized. It is based on asseveration with very little definite factual material and no documentation. The conclusions are for the most part good, but the argument labored, bromidic, and not always sound."

THE PROBLEM

The present investigation, therefore, attempts thru intensive study to show the fundamental causes and conditions which develop the "problem children" in the kindergarten, the first and the second grades of a public school.

DEFINITIONS

The phrase "problem children", broadly defined, would include all exceptional children, - those above average as well as those below average, children who are "nervous", shy ones, sulkers, truants, delinquents, children in any way troublesome, or difficult.

1. American Journal of Sociology. 1922. p. 528.

or different from the normal, happy child. For the purpose of this study this definition will, however, be narrowed to include only children who may be classified as "backward", "nervous" and "shy".

By backward children is meant those children who are repeaters in the grade or those who are doing very poor work in the grade where they are placed. Nervous children are those who seem to the teacher extremely restless, or those who make involuntary movements of the hands or of other parts of the body. Shy children are those who refrain from joining in the work of the class room spontaneously, who talk in a low tone, or refuse to answer at all when addressed. They are the children who are extremely bashful and retiring in disposition.

SOURCE OF DATA

Data for this study have been procured from 38 children selected from the kindergarten, first and second grades of the Motley School in Minneapolis. In addition to psychological measurements and observations by the writer, information about each child was secured from the teachers, from the school nurse, from the speech defect teacher, and from personal visits to the homes of the children.

METHOD

In making the present study, the method was largely that of measurement, supplemented by personal investigation. Briefly the method includes (1) a study of the literature in the field, (2) the giving of individual Stanford-Binet examinations, (3) the rating of each child by the teachers, (4) the rating of each child by his parents and (5) a visit at the home of each child to ascertain environmental conditions and to study the heredity of each child in so far as this was possible.

STATEMENT OF THE OUTLINE

In presenting the data which this study has brought together, it has proven convenient to organize them under the following heads.

Chapter I Introduction

Chapter II Resumé of Literature in the Field.

Chapter III Materials and Methods of the Study.

Chapter IV Data gathered from the Kindergarten.

Chapter V Data gathered from the first grade.

Chapter VI..... Data gathered from the first grade continued.

Chapter VII Data gathered from the second grade.

Chapter VIII Summary.

Chapter IX Conclusions.

Chapter II. Resumé of the Literature.

Within the past few years persons interested in education of children are beginning to realize that there are definite factors and conditions involved in the interpretation of the behavior of any one child. They no longer are interested in generalizations or theories concerning child psychology; they wish something which will be of practical value to them in their work with children. More recent developments in mental and educational diagnosis show with increasing clarity how a scientific understanding of the causes and conditions underlying human responses makes possible a much better understanding of conditions which make for normal adjustments among children.

THE "GENERAL" TYPE OF STUDY.

Generalized studies are not entirely without value. Often they are important in that they throw light upon the scope and extent of the work before the present-day psychologist of childhood. For instance, in 1909 the Russell Sage Foundation provided for a study of the retardation and elimination of the children of the New York City schools. The reference here is to the well-known study of Ayres' called "Laggards in our Schools". The purpose of this study was essentially to isolate groups of children who are too old chronologically for the grade in which they are placed, exclusive of the subnormal or atypical child. Material for this investigation was obtained from the detailed study of the school records of 20,000 pupils in 15 schools of Manhattan as well as of the records of these same pupils which are filed with the Board of Health.

This kind of information, as can readily be seen, would be a summary of facts with no attention paid to the causes or conditions of these facts. Consequently Ayres' conclusions are general in nature. For instance, he emphasizes the points that "age is the controlling factor in elimination",² and a person who is backward is so primarily because of late school entrance, irregular attendance and loss thru illness. These statements while correct are yet not entirely so. In fact it may be said that they are correct only in a very minor sense because we recognize them simply as general conditions and know nothing about the causes behind them. Furthermore we know that these same conditions do not develop backwardness.

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Other conclusions given by Ayres are as follows.

1. The most important causes of retardation can be removed.
2. The old-fashioned virtues of regularity of attendance and faithfulness are major elements of success.
3. Relatively few children are so defective as to prevent success in the school of life.
4. Children who make the most rapid progress thru the grades are those who start early.
5. Most of the children who start late never graduate. Those who start early are the ones most likely to finish.
6. Our school courses are too difficult for the immature child and too long for the mature one.

, These conclusions are too broad. They are not even entirely correct. They do not serve as practical suggestions to persons interested in remedying the maladaptations of children.

A second illustration of this kind of research may be found⁴ in the study made by Margaret Beard. This is a study of 1351 public school children known to the Minneapolis Associated Chari-

2. Ayres, L.P. Laggards in our schools. p. 15
3. Opus cited.
4. Beard, M.K. The relation between dependency and retardation.

ties between October 16th and March 17th, 1917. The problem was to ascertain whether financial dependence is coexistent with intellectual retardation. In order to obtain a comparative norm, children enrolled between February 19th and March 14th, 1917, in four representative schools of Minneapolis were taken to serve as a group typifying normal conditions of retardation. These four schools, known as the Washington, the Lyndale, the Holland and the Logan schools, were assumed to offer an "average" social status since they were selected from four different sections of the city. "Normal age" was called 6 to 8 years for the first grade, 7 to 9 years for the second grade, etc. 'Retarded pupils' were those over normal age; 'advanced pupils' were those under normal age. So that the school district might be especially typical, all children in 'special rooms' for the defective or delinquent coming from the four districts were included in their own district.⁵ Sources of information were grade record cards, teachers registers, school directories, the child's teacher and the principal's memory.

Results of the study of the children from these four schools showed that 17.8% were retarded, while only 8% were advanced. Miss Beard then studied the retardation among children of the dependent families, these children being approximately between 6 and 16 years of age. A comparative statement of results shows that although 30.94% of children in dependent families are retarded, among children in the norm-group there is only 17.8% of retardation. The author then concludes that "since out of each 100 children of the normal group approximately 18 will be retarded while out of each 100 children of the dependent families approximately 31 will be retarded, and since the average ages in the latter group are 5_m Beard, M.K. The relation between dependency and retardation.P2

markedly higher, therefore dependency has some vital connection
with retardation.⁶ This concludes the study. The author, however,
speaking constructively suggests that the next point in question
is the necessity of locating the causes of retardation e.g. "mal-
nutrition, continual shifting of the family from one locality to
another, late school entrance, bad heredity, lack of intellectual
background".⁷ Further, after noting the causes of a child's re-
tardation she suggests the importance of putting into operation
some sound program which would involve an "attack individually
and socially on the causes of his condition".

Again it is left to the reader's imagination just what method
of procedure and what objectives may be used in this very necessary
analysis of "causes". No practical program of work is suggested
which might remedy conditions so that the mass of poor adjustments
among children may steadily decrease.

A study similar to that of Miss Beard but more inclusive is
that by Joseph K. Van Denburg in which he investigates the causes⁸
of elimination of students in the public secondary schools of
New York City. The study included all the high schools of promi-
nence in New York City and covered a period of several years. The
method used was entirely documentary and questionnaire. All the
data were gained from the high school records and from question-
naires filled out by the students regarding "age? father's business?
father's nationality? what do you intend to do for a living? are
four years of high school necessary? do you intend to stay in high
school four years? older brothers and sisters? what doing? height?"

6. Beard, M.K. The relation between dependency and retardation.

7. Opus cited p. 17

8. Van Denburg, Joseph King Causes of the elimination of students
in public secondary schools of New York City.

weight? serious illness? when? severe headaches? how often? glasses?" One thousand one hundred questionnaires were filled out and of these 1000 were carefully studied.

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Van Denburg summarizes his finding thus: "... we might say that early elimination from high school is favored by a later entering age; by having younger brothers and sisters; by a childhood free from serious illness; by foreign born parentage of Irish Austro-Hungarian, Scotch or Italian stock; by the choice of "business" as an occupation by boys or stenography by girls; by a disbelief in the value of a High School course; by an uncertainty as to the probable length of stay or a determination to leave early."

Obviously this study too lacks a complete and balanced investigation. There is no information at all concerning the mental ability of these children and the information itself, taken from questionnaires, may or may not be accurate.

It is the purpose of the writer to cite these different general studies in the field, not only because of their indirect bearing upon the problem in hand but also because of the different points of view which they illustrate. Naturally each author considers his point of view of signal importance. Ayres' for instance emphasized retardation from the point of view of chronological age. Beard emphasized the social point of view and its relation to retardation. Still another point of view is illustrated in Healy's book called "The individual delinquent". Emphasis in this book is upon the study of the individual, rather than upon generalized facts about the individual. To quote, "The prime motive for our

9. Van Denburg, Joseph King. Causes of the elimination of students in public secondary schools of New York City. p. 114

10. Healy, W. The individual delinquent. p. 16

research into beginnings and causative factors we have ever felt to be the establishment of scientific laws of predictability upon which all sorts of treatment could be rationally planned." .."With the accumulation of data it also stands out clearly that the ascertainment of causative factors in the individual is fundamental not only for the application of practical therapy, but also for the gathering of any statistics and the framing of any classification that can be safely used."

Healy's study summarizes material and impressions obtained over a period of five years in connection with the Juvenile Psychopathic Institute of Chicago. This Institute was organized under private endowment in 1909 for a period of five years. At the close of that time, its success under Healy was assured and the Juvenile Court of Cook County established it as a new department in the Court. Part I of the book includes much general data and conclusions which Healy himself had gathered as a result of long experience with juvenile offenders. Part II takes up a detailed study of delinquents. Results based on a study of 1000 reprobated offenders with especially attention to 823 cases, were carefully studied in order to ascertain the causative factors involved. Of the total number of cases, however, only 660 were considered sufficiently well studied to make valid studies in heredity.

Summary of the causes of delinquency based upon the individual study of 823 cases of boys and girls is given by Healy as follows.¹¹

11. Healy, W. The individual delinquent. pp. 130-131

CAUSES	NUMBER OF CASES including major and minor causes.
1. Mental abnormalities and peculiarities	590
2. Defective home conditions including alcohol	556
3. Mental conflict	73
4. Improper sex experience and habits	192
5. Bad companions	279
6. Abnormal physical conditions including excessive development	273
7. Defects of heredity	502
8. Defective or unsatisfied interests including misuse or non-use of special abilities	109
9. Defective early developmental conditions	214
10. Mental shock	3
11. Deliberate choice	1
12. Sold by parent	1
13. Use of stimulants or narcotics	92
14. Experiences under legal detention	15
15. Educational defects, extreme	20

These causes in themselves are of distinct value since with knowledge of the cause in most cases it is possible to suggest some constructive plan of procedure or of reeducation. Yet even this study is somewhat vague in its practical implications when it comes down to the study of the "problem child".

Still another study which deals with an investigation of the conditions surrounding the delinquent child has been carried out by the Misses Abbott and Breckenridge under the auspices of the Russell Sage Foundation. It is a study of the delinquent wards of the Juvenile Court of Chicago from the time of its establishment in 1899 up to 1909. The chief sources for this material were court files, probation officers' records, interviews with probation officers and investigatory visits to the homes.

Results of this study are given in a series of tables. To illustrate, there is a table showing the chronological age at which the children first appear in court. A classification of the 14,183 boys and girls on this basis shows that the range of chronological age is from 4 years to 18 years, the largest number of juvenile offenders being found between the ages of 12 and 16

12. Breckenridge & Abbott. The delinquent child in the home. p.26

years. In this table it is important to note that there were a few children who were exceptionally young, namely one boy of 4 years, one girl of 5 years, 3 boys and 3 girls of 6 years and 45 boys and 2 girls of 7 years. Modern psychologists do not assume that children are born "delinquent". Therefore it can well be assumed that children who are delinquent at this age are so because of extreme causative factors which might have been prevented. Again the fact that the majority of delinquencies occur between the ages of 12 and 16 suggest that these children have been suffering from some degree of maladjustments during the preadolescent period, and that the summation of these bad habits finds its outlet in some form of antisocial behavior, for which the child has been brought into court. This explanation conforms with a quotation in an article concerning the mental hygiene of normal adolescence, namely, "Adolescence seems to be a crucial point which tests out the wholesomeness of the previous development."

A second table shows the variety of offenses and the percent of boys and girls guilty of each.

Offense	Number		%	
	boys	girls	boys	girls
Stealing	2795	417	50.8	15.0
Incorrigibility	2478	1186	21.7	42.8
Dis. conduct	1851	184	16.2	6.7
Mal. mischief	740	4	6.5	0.2
Vagrancy	265	3	2.3	0.1
Immorality	178	871	1.6	31.4
Dep. charges	90	90	0.8	3.3
Truance	85	1	0.7	0.0
Misc. offenses	159	3	1.4	0.1
Offense not given	....	11	0.0	0.4
	<u>11641</u>	<u>2779</u>	<u>102.0</u>	<u>100.0</u>

13. Taft, Jessie. "Mental Hygiene Problems of Normal Adolescence" p. 742

This table, however, simply shows the "types" of common offenses among children and would prove to be of little diagnostic value.

A third table shows the economic status of the families from which these boys and girls came. The families are classified into groups.¹⁴ Group I includes those termed very poor, that is, those not supported by father because of death, illness or desertion. Group II includes those who are poor but normally self-sustaining. Group III includes families which are fairly comfortable. Group IV includes those which are comfortable.

ECONOMIC GROUP	Number Boys	%	Number Girls	%
Group I	223	38.2	108	68.8
Group II	221	37.9	33	21.0
Group III	124	21.2	12	7.6
Group IV	10	1.7	2	1.3
No Home	6	1.0	2	1.3
	<u>584</u>	<u>100.0</u>	<u>157</u>	<u>100.0</u>

From these various data that are thus gathered and tabulated¹⁵ certain conclusions are drawn.

1. Many of the children suffer from lack of parental care and discipline because parents are strangers in a strange land and cannot foresee the dangers to which the children will be exposed, nor train them to resist temptation.
2. Many have suffered from neglect because of poverty of the family and some have even been sacrificed to undue family thrift.
3. Many were deprived of full parental care as the result of the death or illness of one or both parents, and that in the case of many children this misfortune of orphanage brot other misfortunes in its train.
4. Many delinquent children have been victims of a confused family situation, or of degrading and brutalizing homes.
5. Many have been neglected by the schools and allowed to grow toward maturity without any adequate equipment either of cultural or industrial character, and that in no small number of cases they are without even a fair knowledge of the English language.
6. Thruout the whole story runs the thread of civic neglect by city, lack of intelligent care, lack of wholesome recreation, supervision, adequate training etc.

14. Breckenridge & Abbott. The delinquent child and the home. p.72

15. Ibid. Pages 45-46.

This study was made essentially from the social point of view and ignores psychological aspects. It is also typical of the study which picks out and emphasizes outstanding and general factors which are now largely admitted. Real demand in this field calls for a specific and intensive study combining the psychological investigation with educational and social investigations.

THE MORE SPECIFIC TYPE OF STUDY.

In 1919 Terman published his book on the "Intelligence of School Children", in which he quotes studies of 112 children attending five kindergarten classes in the cities of San Jose and San Mateo, California, and of 1000 first grade pupils.

The kindergarten children were given an individual psychological examination, namely the Stanford-Binet. They were also rated by the teacher on intelligence and on school work. Mental ages ranged from 3 years to 7 years 7 months. The correlation between mental age and quality of school work for 80 children was .43.

In the study of the first grade children supplementary data were secured, including the date of entering school, occupation of father, nationality of each parent, the teachers' estimates of the child's intelligence, the teachers' ratings of quality of work and the teachers' ratings of each child on 24 character traits. In this grade the chronological ages ranged from 5 years 7 months to 11 years, while mental ages were from 3 years to 11 years. Furthermore, a study was made of children having the same mental age but different chronological age. Results showed that the difference between ages was entirely in favor of the younger group. The correlation between intelligence and the rating of

character traits was very high, so that Terman concludes that¹⁶ "knowing only the average rating on the 24 traits, one could roughly predict what the I.Q. would be".¹⁷ Furthermore, "of the 33 retarded children, only 2 had normal mentality as shown by the tests. While there may be contributory causes, low mentality is undoubtedly the chief cause of retardation in these first grade children."

Terman's approach is distinctly psychological since he stresses the importance of native ability as shown by objective measure and indicates the practical value of tests and subjective ratings in terms of work actually done by schoolchildren. On the other hand we are ~~not~~ advised of the social data which are so essential in any interpretation of maladjustments of children. Comparatively speaking, however, the study throws much more light upon the problems of child study than do the partially unscientific and generalized types of investigation.

Illustration of the study which stresses the physical side of the child's development is seen in an analytical study of a group of five and six year old children made by Clara H. Town.¹⁸ This study was conducted under the auspices of the research station studying Child Welfare at the University of Iowa during the year 1918-1919.

Procedure included the application of two revisions of the Binet-Simon tests and various analytical tests such as tests of attention, active imagination and performance tests and an extensive physical examination in connection with which was included

16. Terman, L.M. Intelligence of School Children. p. 61

17. Opus cited. p. 64

18. Town, Clara H. Analytical Study of a group of five and six year old children.

the study of the illnesses and home environmental conditions. The physical examination was given to 53 children. It included general inspection of the body, medical and dental examinations, together with tests for visual, auditory accuracy and pitch discrimination, anthropometrical tests and speech tests.

Results of the physical examination proper showed that not a single child was without need of physical help of some kind, and all but one child were in need of actual medical attention. The speech examination showed numerous defects and resulted in a list of 11 classes of speech defects, such as negligent lisping, infantile speech and inaudibility.

The brief social investigation showed merely that the children came largely from the homes of working men employed in factories, on railroads, in shops, and of a few salesmen and of one professional man.

Results of the Binet-Simon tests showed 25 children at age, 16 above age and 4 below. On the basis of performance tests 3 of 43 children passed at age, 3 were one year below age and 37 ranged from 1 to 8 years over age.

On the basis of these findings the author concludes that mothers require special advice concerning the mental and physical development of their children during the first five years of their lives and that they should pay especial attention to habit formation during these years. To quote, "If educators would succeed in leading the next generation to the success of which it is potentially capable, they must enter the homes and help the young parents in whose care are these first five years. They must study the children during the first year at school and see to it that

19. Ibid, p. 81

those handicapped by physical or mental defects or derangements are provided with the medical and psychological aid they require."

This article is interesting. While it emphasizes the physical aspects of child development it gives also measures or estimates of conditions in other fields and thus presents a comparatively well-rounded study. Yet it does not isolate the important factors in individual cases that need correction; it is not specific about the causes which can account for these numerous defects nor least of all does it suggest methods by which the facts of maladjustment can be brot to the attention of parents, so that they may effect remedial measures.

Somewhat comparable with Miss Town's study are other shorter studies which have appeared during the past two years. These articles usually stress the mental variations in cases of maladjustments among children, or give specific data on home conditions. For instance, an article by Dickson²⁰ emphasizes the value of mental tests for kindergarten children, and presents much the same conclusions as does Terman. Another study by Kohs called "The school as an agency in preventing social liabilities" gives many figures of conditions in schools and institutions of the country. He makes general suggestions regarding improvements which should be made in dealing with feebleminded children, with delinquent children, with dependent children, the psychopathic and the gifted child. Yet the same criticism of "too general" applies here also, for the author gives little of direct value for definite improvements among kindergarten and primary children.

20. Dickson, V.E. Mental tests for all kindergarten children.

One rather complete study has been made of women delinquents²¹ in New York State by Mabel R. Fernald and others. This is a study of women convicted of offenses against the law in New York State. The cases were taken from the New York State Reformatory for women at Bedford Hills, the State Prison for women at Auburn, the New York Magdalen home, the New York County Penitentiary, the New York City Workhouse, and a group of women placed on probation thru the night court for women for the borough of Manhattan and the Bronx.

Psychological examinations were given to these women and in the case of each woman a social investigation was made which included the following facts. (1) Information concerning the delinquency and family history, (2) Causes for the delinquency thru a statement of the girl, (3) information from the mother, father, brothers and sisters, other relatives, husband and children. (4) Further information was gained thru writing to or visiting the source of information, school record, work record etc. (5) Information was gained also from the probation officer, parole officer, detectives, social agencies, landlords or persons living near by.

All these data were carefully compiled and examined and the following conclusions were drawn. "Two lines of influence seem to have a bearing on the problem of delinquency among women, namely, (a) poor economic background with few advantages or opportunities, including such conditions as poor homes, very limited school opportunity, early age at starting work and meager industrial training; and (b) a somewhat inferior mentality." With respect to this latter statement the writer notes that "the difference is

21. Fernald, M. R. et alia. A study of women delinquents in N.Y. State.

slight and the overlapping large." ²²

In this study Doctor Fernald states that "information regarding the physical condition of the women, their emotional organization and the more general characteristics of the personality as a whole; data regarding the general environmental background, including especially the quality and the number of recreational opportunities; facts about the public opinion of the community with reference to moral standards, particularly as these concern sex matters and other factors of equal importance, had to be omitted." ²³

The study remains, however, one of the most complete and detailed of all studies into actual causes and conditions for crime in women.

THE SPECIFIC TYPE OF STUDY.

There has been published during the past year one study which actually deals with the problem of maladjustments among children scientifically and intensively. This is a study by Esther L. Richards of 46 children in School 76 in Baltimore. Of these children 35 were reported as having difficulty in keeping up with their grade. It was found from the Stanford-Binet examination that 16 of the 35 had a mental retardation of from 3 to 6 years. The 19 remaining children were being held back by what she calls "academic" troubles, including shyness, laziness, inattention, day-dreaming etc. The 11 remaining from the total of 46 children were referred for more serious acts or conditions, such as temper,

²². Opus cited. p. 525.

²³. Opus cited.

tantrums, crying spells, twitching, quarrelsomeness, sullenness
24
etc.

Doctor Richards undertook this study for the sole purpose of discovering some of the common adaptive difficulties of childhood that every teacher has to face, and of finding out whether or not these difficulties can be understood and modified for the benefit of child and teacher.

A table giving the summarized data on the 11 children who presented the greatest difficulties is given at the end of the article.²⁵ Of this number 3 were girls and 8 were boys, whose chronological ages ranged from 6 to 13 years. Of these children only one was retarded and one was in an ungraded class. As cited above, the difficulties in this group included twitching, crying spells, temper storms and the like. A statement from the teacher was secured in regard to each child and an attempt (very successful) was made to enlist the support of the mother in helping make the diagnosis. A careful investigation of the onset of these habits and a study of the daily habits of each child were made. Associated facts were obtained in home visits, such as the child's attitude towards the mother, his discipline in the home, character traits of the mother etc. Constructive suggestions were then made, both to the mother and teacher who united to overcome the difficulties noted. Among these modifications were (1) special emphasis on the child's sleeping in a separate room, (2) encouragement of real interests of the child (3) discouragement of poor habits that had developed.

24. Richards, E.L. Adaptive difficulties found in school children
p. 334

25. Ibid. pp. 350-353

Subsequent notes on these children showed much improvement in the attitudes and school adjustment in all but one case, where an unsuccessful attempt had been made to find the root of the trouble and to find some interest which would act as a balancing factor in the child's life.

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Another table shows the children whose apparent backwardness was associated with, if not the disguised expression of, at least some adaptive difficulty. There were 19 children in this group, of whom 8 were girls and 11 boys. In this group appear such difficulties as truancy, lying, stealing and other disciplinary problems. The habit data are much the same as in the other group. There are habits of late bed, sleeping several in a bed, and frequent attendance at movies. The associated facts show many cases of poor home environment, with feeblemindedness, alcoholism and venereal disease playing parts in several of them.

Suggested modifications of the behavior of children in this group varied from the advice to take the child from school to enter into some work, to one case recommended for special class work. In this group, however, the parents in some cases refused their cooperation. In cases where the cooperation was given the children have improved. In the other cases, some of the children have already sunk lower in the social scale.

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Table three is a study of those children who were retarded from 3 to 6 years, a group of 16 children. Here we have many histories of slow talking and walking, of lack of physical and emotional control and bad habits. Many of the children had relatives who were either delinquent and had been committed to some

26. Opus cited. pp. 354-359

27. Opus cited. pp. 360-363

institution, or who were of an obviously defective strain and showing many degenerate characteristics. In one case the report says, "Mother allows child to steal. Oldest child wayward and defective. Baby, club feet and hands deformed." All of the children show lack of responsibility and tendencies to run wild. Subsequent notes on these children showed that the majority had already left school, some for a Catholic school and others to keep house for their parents or to wander around aimlessly, drifting where the daily life happened to lead them. One showed some slight improvement in personal appearance, but no progress either in school or in hand work.

Clearly these tables show the importance of finding out early in the school career the relative mental ability of the children and of solving the difficulties in the light of this and other information. With definitely defective children little can be accomplished. Perhaps the most that can be expected is to train them in some handwork and to see that they are happy and no menace socially. With the other group, however, much can be accomplished, provided the teacher and the parent get into close enough relationship with each child to enable them to understand the individual peculiarities of the child.

Somewhat over a year later Doctor Richards published another ²⁸ article which gave data about 18 children who had been selected from the first grade for special class room work.

In reviewing the data accumulated, one fact seemed to stand out, namely that in practically every case, the peculiar characteristics for which the child was referred could be easily traced to their appearance in the early years of school - the kindergarten

28. Richards, E.L. The elementary school and the individual Child.

the first and second grades. In the majority of cases also the unhealthy habits of improper adaptation began in the home.

The chronological ages of these children ranged from 6 to 10 years and the years of repeating the grade from 1 to 3 years. The results of the Stanford-Binet examination showed that in 2 cases the actual age and the tested age were exactly the same, in 7 cases there was a difference of 1 year, in 7 cases a difference of 2 years, in 1 case a difference of 3 years and 1 case objected strenuously to the examination. Only two weight curves were below normal.

The school records of the members of the group were very similar, showing the same amount of language difficulty and uneven attendance that is found in the average classes thruout the school. The habit data showed a comparatively late bedtime, with two and often three sleeping in one bed, a diet of coffee, buns and soup; movies two nights a week. "Unideal", Doctor Richards remarked, "as these conditions are, it must be remembered that they have not proved a serious handicap to the school progress of hundreds of other boys and girls."

A study of the personality traits of these children, shows that in the group of children whose mental ages were normal one child showed extreme lack of self-confidence, one child was very alert and quick but seemed to have been rushed too fast, and one child was stolid and unimaginative.

Of the children who showed one year's retardation mentally, 2 were lazy, 1 a chronic guesser, 3 easy-going, and careless, 1 very talkative and 1 quiet,- the "under dog" at home. In the group of children 2 years retarded, 3 were chronic guessers, 1 lazy, 4 very

shy and self-conscious, 3 poor attention, 3 very sensitive, 1 sul-
len, 1 talkative, 2 seclusive, 1 excitable, 1 quiet and serious,
no play characteristics, and 1 temper storms. The child who was
3 years retarded was a tubercular suspect who later was transferred
to an open-air class for better hygiene. The traits in this case
were chronic guesser, poor attention and quarrelsome.

"Naturally the mental attitude of a child who has passed
from one teacher to another for a year or two without promotion
is a very interesting study. Some of these children were callous-
ed to ridicule, teasing and loud rebukes, both at school and home.
Ambition and the spirit of rivalry were gone. They were bored
timeservers in the classroom, often organizing mild revolutions
when the teacher's attention was diverted for the moment. Others
covered up a sense of shame at not being promoted by various
reactions attributed to their being 'high-strung and nervous'.
They were exceedingly touchy over the slightest criticism or
teasing, bursting into tears or explosions of cursing at the
most trivial provocation. Still others seemed to have sunk into
an uncommunicative state, never volunteering a remark and rarely
answering a question, but quietly amusing themselves in a way to
escape contact with the environment as much as possible. The
general characteristics of the group and the personal traits of
its individual members were so interwoven that in many instances
it is impossible to say how much of the child's behavior was due
to temperamental idiosyncracies, and how much was a defense me-
chanism developed to meet the school existence."³⁰

These children were put in the special class with a teacher
who was especially qualified. At the end of the year's work

30.

Opus cited. pp. 710-711

results were highly satisfying. Of the group, 10 qualified for third grade, 7 for second grade and only one failed to respond to the special study.

For three years a special worker had devoted her whole time to following up minor ailments, colds etc. and any other factor influencing regular attendance. The result was an attendance record of 96 to 98%. There was, however, no change in the repetition of grades. The same worker then directed a campaign towards the relation between progress in school and the clearing up of tonsils and adenoids. The results after 3 years were that 50% of those operated on showed no difference in their work, 25% showed some improvement, and 25% showed poorer work than before.

A plan to divide the class so that each half of the room rotates between the playground and the classroom, thus giving more chance for work with smaller classes, resulted in a certain amount of gain in the school progress.

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"In view of these facts", Doctor Richards concludes, "It would seem that the success obtained with the experimental class was due not so much to the extra time spent on them as to the fact that this time was devoted to a study of individual needs of these children." "A year of school training directed by an understanding of these characteristics has resulted in restandardization of the data with the Stanford-Binet tests in June 1921 that run parallel with the academic progress of these children. The 7 children who showed a difference of two years and over between their chronological ages and mental ages according to intelligence tests made in March 1920, now show a mental level that coincides with their actual physical age."

31. Opus cited. p. 717

32

"This statement which seems rather to contradict our usual idea of mental age ratings", Doctor Richards explains on the grounds that "the same psychobiological characteristics of shyness indolence, fear, sensitiveness, daydreaming etc. acted as conflicting factors in the Stanford-Binet tests, obscuring the native capacity to such an extent that a difference of from one to three years appeared between the child's actual age and the tested age." It must still be a question, however, in the minds of some mental examiners whether or not proper rapport during the tests was obtained in the first place. A difference of from "one to three years" would seem to invalidate a good many of the so-called "objective ratings" secured from the Binet.

33

"From a pedagogical standpoint", Dr. Richards feels that the remedy would seem to lie not in the ultra-standardization of curricula, and the infusion of more interests and activities in the program, but in creating opportunities for the teacher and the child to understand one another." Smaller classes and a closer supervision of first and second grade teaching would be one step in that direction. We must see to it that the child really gets a good start in the first and second grades.

Clearly then Doctor Richards has gone far below the surface in her study and has brot to light many of the real causes for the existence of the "problem child" - in general, the lack of understanding between child and teacher and child and parent. It is then the task of investigators to offer additional and equally convincing data so that the problem of maladjustments of children may be better understood and handled. Emphasis will then shift from the child who is seriously retarded mentally to the child

32. Opus cited. p. 717

33. Opus cited. p. 718

who is more susceptible to constructive advice and progress. It is important to give every opportunity possible to children who potentially should become valuable assets of the community.

Chapter III. Materials and Methods of the Study.

The "problem children" were selected entirely by the teachers, usually by the regular teachers but in a few cases by the speech defect teacher. Each teacher was given a card bearing the headings Backward, Nervous, Shy. Under each of these headings she wrote the names of those children whom she considered "misfits" in these ways.

In the Kindergarten 10 children were listed, 6 of whom were listed as backward and 4 as nervous.

Two teachers have charge of the children in the first grade, one having the 1c group, and the other the 1b and 1a groups. These two teachers worked together in making out the lists. The ratings of each child, on the other hand, were done entirely by the teacher of 1c who had a more intimate knowledge of the children. In the 1c group 8 children were listed, 3 of whom were called backward, 3 nervous and 2 somewhat nervous and causing trouble. In the 1b and 1a groups there were 8 children, 4 of whom were listed as backward and 4 as nervous. This last group included 3 children whom the speech defect teacher regarded as problems.

The second grade also was taught by two teachers, but as only one child was designated by one of the teachers, this factor is not important. The group as a whole included 12 children, of whom 4 were listed as backward and 8 as nervous. It contained 5 children recommended by the speech defect teacher for further study.

The total number of children, therefore, with which this study is concerned is 38.

In general, the method of procedure in this study is based

upon the writer's belief that no adequate interpretation of a child's behavior is possible without a synthetic knowledge of the psychological, educational and sociological factors involved. In brief, outline of procedure is as follows. An index of mental capacity was obtained by the Stanford-Binet examination. These examinations were given by the writer in a small room on the third floor of the school building. No one was present except the examiner. Most of the examinations were given during the month of January, tho for certain reasons a few had to be postponed till the beginning of February. Extreme care was taken to get in close rapport with each child so that the intelligence quotient would prove a highly reliable index of mental capacity. In tabulating the mental ages of the children there is probably a slight error, since the ages had to be brought up to a common point - namely by adding one or two months in some cases. The error is probably small, however, and would change the results little if any.

In order to obtain information about educational status, grade placement, school progress, marks and attitude towards the school work were discussed with the teacher.

A list of character traits was selected and ratings both by the teacher and the parent obtained on each trait in order that the child's behavior profile might be more clearly understood. The character traits rated were as follows: sense of humor, power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, leadership, personal appearance, cheerfulness, cooperation, courage, dependability, verbal expression, obedience, popularity among fellows, evenness of temper, general intelligence. "General intelligence" was taken to mean skill in meeting new situations, not necessarily

achievement in school work. Blanks were prepared upon which the teacher and the parent could rate each child. The rating was done on a scale of five -- 1, very superior; 2, superior; 3, average; 4, inferior; 5, very inferior.

Social conditions,--the personal history of each child, hereditary factors and conditions of living were ascertained in a visit to the home by the writer and thru private interview with the parent or guardian. As much social history as possible was also secured thru talks with the regular teacher and the speech defect teacher.

All information available regarding the physical condition of each child was obtained from the school records. This was supplemented by statements from the mothers regarding the physical development of the children.

In the case of several children some of the social and hereditary history was already at hand, for instance, children in the special class for speech defect who had already been studied in certain measure by the teacher of the class and about whom an interview with mothers had been held whenever mothers complied with the teacher's request for an interview.

Finally, since this paper is considered in the light of an intensive study of individual children, all information about each child is written out in detail. Interpretation of results and statement of causes instrumental in the development of each "problem child" are noted with constructive suggestions concerning future procedure. Summarizing paragraphs are given so as to unify the entire study.

Chapter IV. The Kindergarten.

Doctor Frederick J. Farnell remarked once that since an ounce of prevention was worth a pound of cure, therefore "we should begin with the child, and should have trained observers in the kindergartens who would aid in the regulation, the classification and the placement of the children." With the same point of view the writer has begun this study of the "problem" or "misfit" child in the kindergarten and has ended it in the second grade.

As finally listed and studied, there were 10 children from the kindergarten, 6 of whom were listed as "backward" and 4 as "nervous". Of the so-called backward children 5 had a slight speech defect and 2 were extremely shy, while 1 child had the habit of running away after school and remaining away sometimes until evening. The children listed as "nervous" included 3 children with speech defects and 1 child who caused trouble by prying constantly into everything that went on in the class, whether or not he was supposed to be doing some definite piece of work. The remaining child was very shy and timid. Obviously then, on the basis of this brief description the study becomes complicated and broad.

Of the 6 children listed as backward, 4 gained a score of less than .90 I.Q. and but one other child, listed as nervous, falls below this I.Q. The lowest case tested had an I.Q. of .73. Two children listed as backward had I.Q.s of over 1.00, 1 with an I.Q. of 1.14 and the other of 1.05, the former a queer, shy child and the latter the child with the slight speech defect. The children listed as nervous who had the speech defect showed I.Q.s of .75 and .91. As shown in Table I this group of I.Q.s

does not concentrate in any particular section of the distribution curve. (See page 32).

Table II (See page 32) shows the relation between the teacher's classification of the children under the three general headings and the I.Q.s.

The chronological ages of these children range from 5 years 1 month to 6 years 1 month, but only 3 cases are below 5 years 9 months. The range of chronological ages is fairly constant, due to the fact that heretofore the children had been passed on each quarter into the first grade when they reached the age of 6 years in order to make room for the new children who would arrive with the opening of each new quarter.

The mental ages of these children ranged from 4 years to 6 years 9 months, a range of almost 3 years, showing that while certain of the children were mentally capable of doing good la work, 60% were below a mental age of 6 years and some of these were not ready even for the work of the kindergarten. The following tabulation shows the number of cases at each mental age.

<u>Mental age</u>	<u>Number</u>	<u>Mental age</u>	<u>Number</u>
4-0...4-5	3	5-6...5-11	1
4-6...4-11	2	6-0...6-5	3
5-0...5-5	0	6-6...6-11	1

The nationalities of these children as shown by the birth-place of the fathers are as follows: Scandinavian 5, United States of America 4, and Czecho-slovakian 1. In all cases, however, English was spoken in the family and the children spoke English with no trace of accent.

The occupations of the fathers show a great variety, namely, janitor at the State University, railway postal clerk, student in training at Aberdeen Hospital Army Compensation, Federal Board

Range of I.Q.s	No.	Range of I.Q.s	No.
.70-.74	1	.95-.99	0
.75-.79	2	1.00-1.04	0
.80-.84	1	1.05-1.09	2
.85-.89	1	1.10-1.14	1
.90-.94	1	1.15-1.19	1

Table I. Distribution of I.Q.s in the Kindergarten.

Nervous	1			1			1		1	
Backward	1	1	1	1			1	1		
I.Q.	.70	.75	.80	.85	.90	.95	1.00	1.05	1.10	1.15
	.74	.79	.84	.89	.94	.99	1.04	1.09	1.14	1.19
Total	1	2	1	1	1	0	0	2	1	1

Table II. Comparison of teachers' listing and I.Q.s of children.

student at the State University, pressman, laborer, streetcar conductor and fireman. In two cases the fathers were dead.

Much general information can be given of any group, which while not unimportant in a statistical study, in the case of a study of individuals finds no place except as of value in surveying the relative conditions of the different groups studied. It is the purpose of the writer to state in as much detail as possible the actual conditions under which each one of these children is living, as found on personal investigation. The children will be discussed in the order of their achievements in the Stanford-Binet examinations, the child having the lowest I.Q. coming first.

E.A. (Backward) Girl.

Teacher's comment. Attention wanders; tries very hard; is often very late getting home from school; wanders around playing with other children and examining everything; has stayed away till six p.m. Child is very affectionate, has no sense of humor and has taken some small things belonging to the kindergarten, apparently just out of curiosity.

Teacher's rating. Average in persistent effort, social adaptability, personal appearance, cheerfulness, co-operation, courage, obedience, popularity among fellows, and evenness of temper. Inferior in sense of humor, power to give sustained attention, initiative, grasp of subject matter, accuracy, leadership, dependability, verbal expression and general intelligence.

Stanford-Binet. C. A. 5 years 9 months
M.A. 4 years 3 months
I. Q. .73

This child reacted well during the test. She seemed very young and said that she was four instead of five years. She could not count even up to five and wanted to draw and make pictures all the

time. A very serious child and uncommunicative; has the air of thinking constantly of other things.

Home environment. Lives downstairs in one family house which is occupied by two families; about five rooms; house not very neat, tho possibly because the mother had been away all morning, and smelled very badly. The family, Swedish, consisted of father, mother, small sister and baby brother.

The father is a short man, quiet and not at all nervous. Mother said he was perfectly well and strong. The mother is tall and rather plain looking, fairly neatly dressed; seemed to be about low average mentality; uneducated and talks broken English. Both she and her husband were born in Sweden. She is much interested in her children and is ambitious for them.

The younger sister is 2 years of age and says only a few words as yet. The mother says she seems brighter than her sister, that she has very decided views on things, more temper and more stubbornness; is said to be in good health.

The baby brother, 10 months old, is at present in a hospital getting over a series of convulsions he had. The mother doesn't know what caused them as she says he had been perfectly well up to the time the convulsions occurred. She says he is very bright and already says as many words as his two-year old sister.

Heredity. Nothing could be found out about the heredity, except that the mother says that both her family and her husband's family are and have been strong and well. The parents of both parents are still living in Sweden.

Early history of the child and physical condition. The birth was normal, full term; breast fed; weight 6 pounds and a few ounces. The child walked at 14 months, but did not talk until

over two years of age; even now she talks "baby talk". Child is short but well built and healthy-looking. She had measles at 3 years but aside from that has had no diseases. This winter she developed adenoids and diseased tonsils which should be removed and which cause her many colds.

Habits. She was an only child for 4 years, during which time her parents spoiled her completely. When her younger sister came the child became very jealous of her and has always disliked her, taking every chance to hurt her. She gets home from school late because she stays along the way to play with children. There are no children near her home with whom she can play. She is cheerful usually, rather lazy, preferring to spend her time cutting out things and drawing pictures to doing real work. Sleeps well; no night terrors; is not afraid of the dark and goes to bed early. The whole family sleeps in one room.

Comparison of teacher's ratings with parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	4	4
2. Power of sustained attention ..	4	3
3. Persistent effort	3	4
4. Initiative	4	4
5. Grasp of subject matter	4	3
6. Accuracy	4	3
7. Social adaptability	3	3
8. Leadership	4	4
9. Personal appearance	3	3
10. Cheerfulness	3	3
11. Co-operation	3	3
12. Courage	3	3
13. Dependability	4	4
14. Verbal expression	4	3
15. Obedience	3	4
16. Popularity among fellows	3	3
17. Evenness of temper	3	3
18. General intelligence	4	3

General comment. The fundamental difficulty here is low mentality. The girl will probably have a good deal of trouble in

school work because her parents are too ambitious for her. Also the child is apparently nearly ruined thru her early training and her attitude towards the younger child. She is improving much, however, thru contact with other children and the discipline that she gets in the school.

R.M. (Nervous). Speech defect. Boy.

Teacher's comment. Very stubborn and shy; wont do anything if anybody is looking at him; speaks very fast; wants to do well, but is afraid people will laugh at him. At the same time he is a sort of "Charley Chaplin" and likes to show off and act funny; is mean; slaps the other children.

Teacher's rating. Average in sense of humor, personal appearance, cheerfulness, courage, dependability, obedience, popularity among fellows and general intelligence. Inferior in power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, leadership, co-operation, verbal expression and evenness of temper.

Stanford-Binet.

C. A.	5 years 3 months
M.A.	4 years
I. Q.	.75

Reaction to test good; very shy child and babyish; seems affectionate and co-operative. Stutters and is in special class for speech defect.

Home environment. Lives in one-family house on a main thoroughfare; house fairly neat and attractive, piano, good furniture. Yard not well kept. The family consists of his mother, father, three sisters of 13, 11 and 9 years of age. A twin brother to this boy died soon after birth. Both the father and the mother were born in this country.

The father is in very poor health, is a most stubborn and obstinate man, quiet and queer. The mother also is in poor health and is very nervous and sensitive; talks rapidly and not intelligently; probably is not of high mentality.

The sisters are normal according to the mother, tho slightly slow in school due in the case of the youngest to the fact that she stuttered badly until recently.

Heredity. Nothing was known by the mother concerning her husband's family. In her own family, the father was brutal and a drunkard and the mother had a goitre. Her twin sister stutters and her younger brother is extremely nervous.

Early history of the child and physical condition. Birth was full term; weight 6 pounds at birth; bottle fed. He said a few words only until he was between 3 and 4 years of age and his stutter and lisp began at this time. He walked at 16 months. Child is small but well built and healthy looking. He has a history of measles at one year, whooping cough about the same time, chicken pox at 2 years and small pox at 4 years.

Habits. Sleeps with older sister, sleeps well and has no night terrors. No sex hygiene. Does not obey well, cries easily, is very sensitive. Child is greatly afraid of the police. His memory is poor and he is not at all observant.

Comparison of teacher's ratings with parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ..	4	3
3. Persistent effort	4	4
4. Initiative	4	2
5. Grasp of subject matter	4	3
6. Accuracy	4	3
7. Social adaptability	4	3
8. Leadership	4	4

9. Personal appearance	3	....	3
10. Cheerfulness	3	....	2
11. Co-operation	4	....	3
12. Courage	3	....	4
13. Dependability	3	....	3
14. Verbal expression	4	....	4
15. Obedience	3	....	4
16. Popularity among fellows	3	....	3
17. Evenness of temper	4	....	4
18. General intelligence	3	....	3

General conclusions. The main difficulty with this child seems to be that he has a heritage of "nerves" and having no chance to overcome his tendencies in this direction has become partially spoiled. In such environment there seems to be little hope of changing conditions. Mention was made of sending him to farm of his mother's sister-in-law who used to teach school and who is said to be a calm, quiet type of person. It was advised that he be sent there with a view to overcoming his nervous tendencies and speech difficulty, apparently due to nerves, thru the life in the open air and good food that he would receive.

F.O. (Backward). Boy.

Teacher's comment. Very backward. Mother is said to be a moron. Family is being helped by the school; father is dead. Child is always dirty; not steady on his feet always.

Teacher's rating. Average in sense of humor, grasp of subject matter, social adaptability, leadership, personal appearance, co-operation, courage, dependability, obedience. Inferior in power to give sustained attention, persistent effort, initiative, accuracy, verbal expression, general intelligence. Superior in cheerfulness, popularity among fellows and evenness of temper.

Stanford-Binet. C. A. 5 years 7 months
M. A. 4 years 5 months
I. Q. .79

Reaction to test good. Basal age was 3 years. Very suggestible. Child would be attractive if properly cared for. Very dirty; says mother is away all day and his brother cares for him.

Home environment. Lives upstairs in apartment-like house; rooms are usually very dirty and uncared for since the mother is away working from early morning till late at night sometimes. The family consists of the mother and three older brothers. Norwegian is largely spoken in the home.

The father of these children died in the insane asylum at Rochester. The mother is a rather low-grade moron, having an I.Q. of .52. She is trying to keep the family together tho and so works all day, scrubbing floors and cleaning in a bakery. She is also drawing a small sum as Mothers' Pension. She is a small, rather pleasant looking woman, but extremely simple and with absolutely no idea of planning ahead and spending money properly. For example, a year ago she had a position in which she earned thirty dollars a week, so she bought a piano on the installment plan and began having one of the boys take piano lessons at a dollar an hour! She seems to be fairly strong and has endured all sorts of privations so that the children might have whatever they happened to desire.

The oldest boy graduated from the 8th grade and is now working as delivery boy at a small grocery store near by. He is now 18 years of age. The next two boys of 12 and 10 years respectively were put in a special class and removed from the home. The 9 year old boy is now in the second grade in school (see P.O. in the study of the second grade) , and the 7 year old boy is in the first grade (see A.O. in the study of the first grade).

Heredity. There was nothing that could be found out about the history of this family. The mother refused even to tell that her husband died in Rochester. Strong pride seems to be present in her.

Early history of the child and physical condition. Nothing was known of the early history of this child. The mother herself is of too low grade to remember such points. Apparently the child has been fairly well, excepting a few children's diseases - quite remarkable, considering the haphazard way in which he eats and lives.

Habits. Since the mother is away all day the children must shift for themselves. Hence they are growing up just as they please; they run wild and amuse themselves; they eat as they please and do as they please. This is a particularly loud and boisterous child, much more lively than his brothers. He is very lazy at home and does no work at all, nor is he at all co-operative. He is very careless and thotless always. He is usually cheerful and has little sign of temper.

Comparison of teacher's ratings and parent's ratings.

(N.B. The second rating in this case is an approximate rating given by the woman who lives downstairs in the house in which they live, since the mother was incapable of rating him).

TRAITS	T.	R.	P.	R.
1. Sense of humor	3	....	3	3
2. Power of sustained attention .	4	....	5	5
3. Persistent effort	4	....	5	5
4. Initiative	4	....	5	5
5. Grasp of subject matter	3	....	4	4
6. Accuracy	4	....	5	5
7. Social adaptability	3	....	3	3
8. Leadership	3	....	4	4
9. Personal appearance	3	....	5	5
10. Cheerfulness	2	....	3	3
11. Co-operation	3	....	4	4
12. Courage	3	....	3	3

- 13. Dependability 3 5
- 14. Verbal expression 4 4
- 15. Obedience 3 4
- 16. Popularity among fellows 2 3
- 17. Evenness of temper 2 3
- 18. General intelligence 4 4

General comment. This is a typical case of the child of low grade intelligence whose family is of about the same grade as he and who is growing up with no training and discipline whatsoever except such as he gets in school. Under such conditions and in such an environment his case is almost hopeless. His loud, boisterous attitude does not lead one to believe that he would develop into the type of person who is too lazy and shiftless to do anything good and bad. Presumably he is destined to cost the State some money. A changed environment and early vocational training seem to be the only means of helping him.

K. H. (Backward). Girl.

Teacher's comment. Child is very slow and stolid, extremely shy; much better this year and joins in games with the other children somewhat. Her sister is just her opposite, nervous and "jumpy".

Teacher's rating. Average in power to give sustained attention, persistent effort, accuracy, personal appearance, co-operation, courage, obedience, popularity among fellows, evenness of temper, general intelligence. Inferior in sense of humor, initiative, grasp of subject matter, social adaptability, leadership, cheerfulness, dependability, verbal expression.

Stanford-Binet. C. A. 5 years 1 month
 M. A. 4 years 2 months
 I. Q. .82

A most interesting child; co-operated and became quite talkative, particularly about her baby sister. Passed 3 tests under the 5

year old tests but none under the 6 year old tests.

Home environment. Lives in one-family house, neat and clean; good but plain, substantial furniture. Family consists of father, mother and three sisters of 6, 3 and 1 years. Both parents were born in the United States.

The father is a cheerful, jolly man and studies much of the time he is at home. He is a Federal Board student taking Dairying at the Agricultural College, University of Minnesota. When he reads he concentrates to such an extent that he hears nothing that is going on around him until he is touched and spoken to. The mother is short, dark and pleasant looking. She appeared intelligent and tries to read and study up on the proper methods for bringing up children. She is somewhat nervous because of the children; said she never used to be nervous at all. Her voice is rather loud but not unpleasant. She says she used to be so shy she wouldn't stay with any one not in her family.

The oldest sister is exactly this child's opposite. She is continually talking and can't hold still a minute. Her attention is poor and also the power of persistent effort. She is not doing very good work in school. The 3 year old child seems very bright. She is the regular "tom-boy" type, continually upsetting things, enjoying the outdoors and in fine physical condition. The baby looks more like K. H. She has tiny eyes and drooping eyelids. She talks very little as yet and is more quiet than active. With the exception of the oldest child all are apparently in good health. (See M.H. under the first grade pupils for description of this older sister).

Heredity. No evidence could be found in this family to indicate any hereditary weakness. The mother said that both her family and her husband's family are strong and well and have always been so.

Early history and physical condition of the child. Birth was full term and the mother was well before the birth; weight at birth 5 pounds. She began to talk and walk between 18 and 20 months then came down with meningitis which retarded her much. She had to learn to talk and walk all over again after this sickness. Even now she talks very indistinctly making many substitutions; she is also somewhat unsteady on her feet - falls over if the slightest thing touches her. The nerve in her left eye is also paralyzed, so that she cannot open this eyelid wide; her eyes, particularly the left one, look half closed. Heart is weak and she is nervous; has adenoids and tonsils that are bad.

Habits. Talks very little; usually cheerful and happy; concentrates on everything she does, so that she doesn't pay any attention to what is going on around her. Everything she does has to be just so right and proper. Child is asocial, does not like to play with other children and does not like to be outdoors at all for any length of time. Eats well and is not finicky about her food; sleeps well; has no bad dreams and goes to bed early. Resembles mother more in appearance, father more in disposition.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	4	4
2. Power of sustained attention ...	3	2
3. Persistent effort	3	2
4. Initiative	4	3
5. Grasp of subject matter	4	3
6. Accuracy	3	3
7. Social adaptability	4	4
8. Leadership	4	5
9. Personal appearance	3	1
10. Cheerfulness	4	3
11. Cooperation	3	3
12. Courage	3	3
13. Dependability	4	3
14. Verbal expression	4	3

15. Obedience	3	....	3
16. Popularity among fellows	3	....	4
17. Evenness of temper	3	....	3
18. General intelligence	3	....	3

General Comments. This child seems to have been much retarded by the disease which she had in her early childhood. She has good habits of concentration and effort and may gradually improve. Her asocial habits act also as a hindrance and should be heartily discouraged. Her physical condition also needs remedying and improving.

Shy
H. W. (Backward). Girl.

Teacher's comment. Very shy, doesn't enter into things at all. Does things or tries to do things when no one is looking, but if she sees anyone looking stops at once and begins to turn and twist around. A later statement says that she is getting slightly better but is still remarkably shy.

Teacher's rating. Average in accuracy, personal appearance, cheerfulness, co-operation, courage, obedience and evenness of temper. Inferior in sense of humor, power to give sustained attention, persistent effort, initiative, grasp of subject matter, social adaptability, leadership, dependability, verbal expression, popularity among fellows, general intelligence.

Stanford-Binet. C. A. 5 years 9 months
M. A. 4 years 11 months
I. Q. .85

Reaction to test poor, the sister says she enjoyed the test really. Refused entirely to co-operate. Refused to speak until pressed almost to the point of exasperation. Took two different periods to give her the complete scale, and even then the results may not be as high as her actual ability. Child is very erratic. Apparently child doesn't know how to be friendly. Very peculiar.

Home environment. The child lives downstairs in a one-family house which houses many other families on the other floor, however. The rooms were fairly clean and showed care. The family consists of grandfather, father, mother and older sister. The father and mother were born in the United States but have lived for the last years in Canada on a farm, until this fall when they came to the city so as to give the children a chance to go to school. The grandfather is strong looking and seems of a pleasant disposition. He cares for the children during the day when the parents are working. The father is tall and jolly looking. He has always been well, and is not at all nervous. He is slow in his talking but seems intelligent and anxious to do the best things for his children. He has always lived on a farm and has developed a fine physique. The mother is tall but thin and rather the nervous invalid type, tho she talks to the children quietly and nicely. She said that she always has been quiet and rather shy, and not very well. She is working now every day in a Sandwich shop so is away a good deal. She was very plainly but neatly dressed and seemed refined in her manners. The sister is a fine all-round child, extremely bright and quick (See G. W. in the second grade).

Heredity. Nothing could be learned of the heredity aside from the fact that the father's family is the strong, jolly, cheerful type of family with few sicknesses, while the mother's family is the nervous, sickly type of family.

Early history and physical condition of the child. The child was born full term and normally. The mother was in fair health before the birth; weight at birth $7\frac{1}{4}$ pounds. She walked at about 16 months and talked at about $2\frac{1}{2}$ years. As a baby she was always well and has always been strong. She was a very whiney baby how-

ever and cried easily.

Habits. The child eats and sleeps well and goes to bed early. She is slightly afraid of the dark but of nothing else. She has always been shy, due perhaps, the parents think, to the fact that she lived on a farm away from other persons and saw few strangers. At home she is talkative, too much so sometimes, and is somewhat obstinate. She is rather lazy and lets her sister do all the work unless told to do it. She obeys fairly well but doesn't like to do it; is probably babied too much.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	4	....	3	
2. Power of sustained attention ..	4	....	4	
3. Persistent effort	4	....	4	
4. Initiative	4	....	4	
5. Grasp of subject matter	4	....	4	
6. Accuracy	3	....	4	
7. Social adaptability	4	....	4	
8. Leadership	4	....	3	
9. Personal appearance	3	....	4	
10. Cheerfulness	3	....	3	
11. Cooperation	3	....	3	
12. Courage	3	....	3	
13. Dependability	4	....	4	
14. Verbal expression	4	....	3	
15. Obedience	3	....	3	
16. Popularity among fellows	4	....	4	
17. Evenness of temper	3	....	3	
18. General intelligence	4	....	3	

General comment. This child is rather a problem. There seems to be no reason for her shyness at school aside from the fact that she is not used to people. However, her sister who had lived in the same place is her exact opposite in almost all ways. At home she is entirely different from what she is at school, yet at the same time she says she likes school and talks about it a lot. The only evident solution seems to be to put her with children just as much as possible and at the same time make her get over her baby ways and whining habits.

I. S. (Nervous. Speech defect). Girl.

Teacher's comment. Bright, little girl always in the center of things. Has speech defect that holds her back. Child was very shy and also had a bad temper. She is getting over that fast tho

Teacher's rating. Average in power to give sustained attention, initiative, grasp of subject matter, accuracy, social adaptability, leadership, personal appearance, co-operation, obedience, popularity among fellows. Inferior in sense of humor, cheerfulness, evenness of temper. Very inferior in verbal expression. Superior in persistent effort, courage, dependability and general intelligence.

Stanford-Binet. C. A. 6 years 1 month
M. A. 5 years 10 months
I. Q. .96

Reaction to test good. Rather shy, but when acquainted is very affectionate and loving. Speech defect is not bad, but retards her ability to express herself freely; lisps.

Home environment. Child is living with a young aunt and uncle. The house is a one-family house serving as a home for two families. It is small but kept up well and rather attractive. Her aunt is young and has a small baby so this child gets rather little attention. Her own family consists of a father, three brothers and a sister. The mother died two years ago of the flu.

The father is Swedish, a small man, quiet, easygoing. He was quite old before he learned to talk and has very poor speech now. His health is fair. The mother was always in good health and her speech was good.

The brothers are 15, 8 and 4 years of age. All have very poor speech. The oldest boy couldn't be understood at all until he was 7 years old, the 8 year old lisps, the youngest talks pretty

well for his age. The sister of 10 years has good speech. Almost all of these children are enuresis cases. They are all being cared for in other homes.

Heredity. No information was available on the heredity of this child.

Early history and physical condition. Child was full term baby, breast fed. She was always well and strong. She did not walk or talk till over a year, - in fact the aunt did not know when she did begin. She lisps now quite badly and it is rather hard to understand much of what she says.

Habits. Child sleeps alone in the dark and has no bad dreams. She has good food and is not very finicky. She has had no sex hygiene. Is a very affectionate child, but often stubborn. When she first came to the kindergarten she had a violent temper, but she has largely gotten over that now; she has for the most part a happy temperament and is most lovable.

Comparison of teacher's ratings with aunt's ratings.

TRAITS	T. R.	A. R.
1. Sense of humor	4	3
2. Power of sustained attention	3	3
3. Persistent effort	2	3
4. Initiative	3	2
5. Grasp of subject matter	3	3
6. Accuracy	3	3
7. Social adaptability	3	2
8. Leadership	3	3
9. Personal appearance	3	3
10. Cheerfulness	4	2
11. Co-operation	3	3
12. Courage	2	3
13. Dependability	2	2
14. Verbal expression	5	4
15. Obedience	3	3
16. Popularity among fellows	3	3
17. Evenness of temper	4	4
18. General intelligence	2	3

General comment. Apparently this child comes from a hereditary strain which is weak as far as some of its members are concerned, for instance, the speech defect. However the child is very attractive, quick and bright and if her temper and general training can be improved she should do good work in school.

D. E. (Backward. Speech defect). Girl.

Teacher's comment. Not very well adapted; doesn't do very good work. Is boisterous. Slight speech defect. Improving.

Teacher's rating. Average in power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, personal appearance, courage, dependability, popularity among fellows, evenness of temper, general intelligence. Inferior in leadership. Superior in sense of humor cheerfulness, co-operation, verbal expression, obedience.

Stanford-Binet. C. A. 5 years 11 months
M. A. 6 years 3 months
I. Q. 1.05

Reaction to the test good. Child was most co-operative and talkative; seemed quite mature and old for her age. Says "I don't know" often but when encouraged gave right answer. Seemed somewhat nervous, kept making marks on paper. Exceedingly polite, saying "Yes Ma'am" almost always.

Home environment. Home was six-room flat over a store. No place for the children to play. Home well kept and neat; was merely a rented place as family have been moving around a lot from place to place; have sold all they ever had. The family consists of father, mother and sisters, 4 and 3 years of age. Both of these younger children have very poor speech. Both parents were born in this country.

The father is the "ne'er do well", drifting around from place to place. Served as nurse during Spanish war; is now getting army compensation for stomach trouble he claims to have acquired in the war; is getting training at Aberdeen Hospital. Not at all the nervous type; does no work; lies in bed all morning according to the child.

The mother is a short, quite stout woman, poorly dressed and looked as if she cried a lot; very talkative; seems to be trying to put on a good front and do her best. Doesn't understand much about children. Went one year to normal school. Is an exceedingly nervous woman, but tries to be cheerful; has had a nervous breakdown.

Heredity. The mother knew little about the father's family tho she said that she knew there was no nervousness there. Her sister on the other hand had a very severe goitre and the whole family seems to be rather nervous. Mother was very proud of the fact that her relatives had been in the educational field. Her sister and brother-in-law had worked in this field - the sister taught and the brother was head of some Bureau of Education out West. She herself taught somewhat also.

Early history and physical condition. Child was born at 7 months and was bottle fed; weight only 3 pounds at birth. At 10 months she said several words, and she walked at 13 months. By the end of the first year she weighed 14 pounds. At 13 months she had congestion of the lungs, measles at 3, whooping cough at 2½. General muscular coordinations are poor. She appears perfectly well and strong now however and is rarely sick.

Habits. The child was spoiled greatly as a small baby and has since developed a strong jealousy of her younger sisters

since she idolizes her father and he neglects her to pay attention to them. She is a very affectionate child also but the family has decided that she is too old to be petted so are trying to cure her of wanting to be petted. The child misses this much and resents it in the other children; probably acts in boisterous and loud manner to attract attention to herself. Child sleeps with her sister; sleeps well and no dreams. Is somewhat stubborn and careless of her general appearance her mother says. Does not obey well.

Comparison of teacher's rating with parent's rating.

TRAITS	T. R.	P. R.
1. Sense of humor	2	2
2 Power of sustained attention ...	3	3
3. Persistent effort	3	3
4. Initiative	3	2
5. Grasp of subject matter	3	2
6. Accuracy	3	1
7. Social adaptability	3	1
8. Leadership	4	1
9. Personal appearance	3	3
10. Cheerfulness	2	3
11. Co-operation	3	4
12. Courage	3	3
13. Dependability	2	2
14. Verbal expression	2	3
15. Obedience	3	2
16. Popularity among fellows	3	2
17. Evenness of temper	3	4
18. General intelligence	3	1

General comment. This child seems to be merely the result of the behavior of parents who dont realize what effect their attitude has upon the child. As a consequence, the child is greatly antagonized towards her sisters and avails herself of every opportunity to bring herself before the notice of her family and her associates. With a slight display of affection and a strengthening of parental authority in a pleasant way, this child should develop into a normal, fine little girl.

J. M. (Nervous). Boy.

Teacher's comment. Very nervous; always in the midst of things; wants to do everything and leave other children out; causes much trouble in this way. Very restless; always on the go.

Teacher's rating. Average in sense of humor, initiative, grasp of subject matter, social adaptability, leadership, personal appearance, cheerfulness, co-operation, courage, obedience, popularity among fellows, evenness of temper, general intelligence. Inferior in power to give sustained attention, persistent effort, accuracy, dependability, verbal expression.

Stanford-Binet. C. A. 5 years 9 months
M. A. 6 years 2 months
I. Q. 1.05

Reaction to the test good! Child is quick to grasp and eager to do everything. Very restless and moving constantly. Much interested in the questions asked.

Home environment. Lives upstairs in two-family house. House was fairly neat and clean but should be better. Surroundings fair. The family consists of a grandmother, mother and sister and stepfather, a Bohemian family.

The grandmother who is the father's mother is a Christian Scientist and very pronounced in her views. She has a hot temper easily aroused.

The father died some years ago, before this child was born, of what was called rheumatism. It seemed likely that there were other complications also.

The mother is an attractive young looking woman, clean and dresses well; very healthy looking and not at all nervous; has married again. The sister apparently is normal and is doing well in school.

Heredity. The father's mother, as noted above, is hot tempered and narrow minded. His father died some time ago of "rheumatism" just as his son did. Apparently no great nervousness was present in the family.

The mother said that her family had no special troubles. They were not nervous and according to her were of well and strong stock.

Early history and physical condition. Birth was normal, full term and child weighed $10\frac{3}{4}$ pounds at birth. The mother was in fair health before his birth. He walked at 13 months and talked at 16 months. Has been in good health always, aside from the fact that he eats all the time and so upsets his digestive system. The parents had been married 6 to 7 years when the child was born.

Habits. Father died before the child was born so that the mother had to go out to work as soon as she could leave the baby. The grandmother took care of him therefore all during his infancy and young childhood and she spoiled him entirely; let him do just as he wanted always; no discipline. Consequently he has developed as he has. His eating habits are very poor; he sleeps well and isn't afraid at all. He talks baby talk badly due to lack of training. His mother doesn't know why he is nervous; it is probably due in part at least to his eating. Child likes to make things e.g. aeroplanes etc. from paper and from wood. Seems quite skillful in this kind of work. Fights with boys constantly.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	3	....	3	
2. Power of sustained attention .	4	....	4	
3. Persistent effort	4	....	2	
4. Initiative	3	....	1	
5. Grasp of subject matter	3	....	3	
6. Accuracy	4	....	3	

7. Social adaptability	3	....	4
8. Leadership	3	....	5
9. Personal appearance	3	....	3
10. Cheerfulness	3	....	2
11. Co-operation	3	....	2
12. Courage	3	....	1
13. Dependability	4	....	2
14. Verbal expression	4	....	3
15. Obedience	3	....	2
16. Popularity among fellows	3	....	2
17. Evenness of temper	3	....	3
18. General intelligence	3	....	3

General comment. Apparently this child also is the result of poor home environment. Allowed his own way from infancy up and living with a woman who was herself hot-tempered and bigoted, it is a wonder that the child doesn't find it even harder than he does to get along with other children. The remedy lies entirely in proper training at once. Given that he ought to develop well, for in many ways he has the characteristics of a leader.

C. J. (Backward and shy). Boy.

Teacher's comment. A queer child. Can't stick at any one thing long. Shy; sometimes nervous. Very awkward in his movements.

Teacher's rating. Average in sense of humor, power to give sustained attention, grasp of subject matter, social adaptability, personal appearance, cheerfulness, co-operation, courage, dependability, obedience, popularity among fellows, evenness of temper, general intelligence, inferior in persistent effort, initiative, accuracy, leadership, verbal expression.

Stanford-Binet. C. A. 5 years 6 months
M. A. 6 years 4 months
I. Q. 1.14

Reaction to test good. Bright and attractive but delicate looking and somewhat shy at first; later talkative.

Home environment. Lives in small one-family house kept fairly clean. The family consists of father, mother, two sisters and two brothers. The father is Swedish. He is extremely nervous; can't hold still at all; wants to be continually on the move. Isn't very well but has been working right along. The mother is a large pleasant looking woman and seems to be intelligent. She has never been sick she says.

The children seem to be very bright in several cases and slightly dull in others. The oldest boy about 14 is extremely nervous, just "like his father", and is retarded in school. The sisters are bright and are planning on continuing their schooling after graduation if it is possible from the financial point of view. All of the children have apparently had "all the children's diseases" and several of them have had scarlet fever and diphtheria. The mother seems to accept this as necessary and unavoidable.

Heredity. On the mother's side the stock is apparently strong and vigorous. On the father's side, however, is a distinct degenerate strain. One of his brothers was epileptic and feeble-minded, so feeble-minded that he could never even start school. He died at 14 years. All the members of his family including himself are very nervous and restless and have always been so.

Early history and physical condition. The child was born full term, normal birth and weight 10 pounds. The mother was in fine health before the birth of the child and during his babyhood. The child did not talk until over two years of age, but walked at about one year. He has had the measles and whooping cough and pneumonia a short time ago. For the most part he has been well however.

Habits. The child is the baby of the family and so has little to do in the home and is possibly slightly spoiled. He wants to play all the time at home. Sleeps well and goes to bed early; is afraid of the dark and has no bad dreams. Has poor speech and is slightly shy. The mother says all the children are shy, some more than others. He eats well, wants to eat all the time in fact; obeys pretty well.

Comparison of teacher's rating with parent's rating.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ..	3	4
3. Persistent effort	4	4
4. Initiative	4	3
5. Grasp of subject matter	3	3
6. Accuracy	4	3
7. Social adaptability	3	3
8. Leadership	4	3
9. Personal appearance	3	4
10. Cheerfulness	3	3
11. Co-operation	3	3
12. Courage	3	3
13. Dependability	3	3
14. Verbal expression	4	3
15. Obedience	3	3
16. Popularity among fellows	3	3
17. Evenness of temper	3	3
18. General intelligence	3	3

General comment. This is the case of an intelligent child with bad heredity, to which perhaps some of his restless tendencies may be traced. However, he is very intelligent and proper training should correct his bad habits. He needs also some speech training and is to be put in a special speech defect class. His shyness is disappearing and his slowness of movement and queer traits may disappear with that. He is a tall child and stands out above the other children in his room, which fact may make him slightly self-conscious.

M. E. (Nervous and shy). Girl.

Teacher's comment. Bright but very shy and somewhat nervous. Mother anxious to do all possible for child. Eight years difference between her brother and her so she had no young brothers or sisters to play with. Very pleasant and nice child.

Teacher's rating. Average in sense of humor, accuracy, social adaptability, leadership, cheerfulness, courage, popularity among fellows, evenness of temper. Superior in power to give sustained attention, persistent effort, initiative, grasp of subject matter, personal appearance, co-operation, dependability, verbal expression, obedience, and general intelligence.

Stanford-Binet. C. A. 6 years
M.A . 6 years 9 months
I. Q. 1.15

Reaction to test very good. Didn't seem very shy; talked fluently and later told about all the pictures in the room, her toys and her family. Seemed somewhat nervous, particularly when standing out in the kindergarten room; was continually moving. Passed two tests in Year VIII series.

Home environment. Lives downstairs in attractive two-family house. Rooms were very well kept and show attractive decoration. The family consists of father, mother and brother of 14 years.

The father is average height, usually quiet and calm but with a strong temper when it is aroused. Is not at all nervous and is well physically. He was born in Sweden.

The mother is short and slightly stout. She had a peculiar rash on her face. Was very cordial and talked most intelligently. She says she is somewhat nervous herself tho she doesn't know why. Seems to have a tendency to slide over things too much.

The brother is a fine tall, goodlooking boy, already in the

second year of East High School. He was not at all shy and talked very easily and well. Apparently is doing excellent work in school.

Heredity. There was nothing in the condition of either family that might cause nervousness or other trouble in this child, according to the mother. Both families were strong and well with no signs of nervousness whatsoever.

Early history of the child and physical condition. Birth was normal and full term; weight 5 pounds. Child has been in perfectly good health always aside from cold and mother can not understand why she looks so delicate. She eats and sleeps well and is all right. Child walked about 14 months and talked about 18 months.

Habits. Child is very shy with strangers, tho always has mixed with people a lot. Has gone everywhere with her mother. Has a violent temper but controls it well and gets over temper fits quickly. Mother can't understand the shyness and thinks the discipline she will get in the first grade will do her much good. Child has a very vivid imagination, so vivid that she believes what she imagines and tells the stories as truths. Her older brother teases her a good deal and she resents this. Isn't afraid of the dark and always sleeps well with no dreams.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ..	2	2
3. Persistent effort	2	4
4. Initiative	2	3
5. Grasp of subject matter	2	1
6. Accuracy	3	4
7. Social adaptability	3	3
8. Leadership	3	4
9. Personal appearance	2	4
10. Cheerfulness	3	3

11. Co-operation	2	....	3
12. Courage	3	....	5
13. Dependability	2	....	4
14. Verbal expression	2	....	2
15. Obedience	2	....	3
16. Popularity among fellows	3	....	3
17. Evenness of temper	3	....	4
18. General intelligence.....	2	....	3

General comment. Probably more than anything else this child needs contact with children of her own age, a thing that she has always missed. She has fine intelligence, a vivid imagination and good concentration. She should develop well if she gets the proper encouragement and discipline. There is a possibility of her family making fun of her imagination to such an extent that she will resent it.

SUMMARY OF CONDITIONS FOUND IN THE KINDERGARTEN.

I. The Heredity.

In 3 cases mental backwardness existed, in 4 cases there was a history of "nerves" or lack of emotional balance. Insanity or epilepsy was present in 2 cases, alcoholism in 1 case and goitre in 2 cases.

II. Environment.

A. Foreign families. In 1 case the family was foreign, unschooled and non-English speaking; in 4 cases the family was foreign, unschooled, but English speaking and in 1 case the family was foreign but English speaking and educated.

B. American families. In 3 cases the families were decidedly unschooled and in 1 case educated.

C. Child not living with parents. One case was found where the child was living with an aunt.

D. Position of child in family. In 6 cases the child was the youngest child in the family. In 3 cases the child was the only

boy or the only girl in a family of children; in 2 cases the child was the oldest of the children and in 2 cases some other position was held.

E. Treatment of the child in the family. Ignorance as to proper methods of training and lack of understanding of the child were present each in 5 cases. In 6 cases too much attention was given the child and in 2 cases the child was neglected.

F. Treatment of the child in the schoolroom. In 4 cases children were believed dull by the teacher, while in 2 cases she believed a child to be extremely bright. In only 3 cases were the children somewhat disliked by their schoolmates.

G. General characteristics. In 8 of these cases speech defect of some kind was present, either baby talk, substitution of letters, lisping or actual stuttering. Seven of the children were extremely timid, 6 were very affectionate, 4 were talkative, 6 nervous and restless and 5 were sensitive; 2 were very jealous, 3 were stubborn and 2 were over bold.

H. Economic condition. Five of these families were poor, 2 very poor, 2 average and 1 above average.

III. Physical condition.

A. General health. In 6 cases the health of the children was fair, in 1 case poor and in 3 cases excellent.

B. Serious illness and diseases. In 4 cases the children had been ill very seriously.

IV. NUMBER OF CHILDREN OF EACH SEX IN THE GROUP.

In the kindergarten there were 4 boys and 6 girls which comprised the group studied.

In closing this chapter on the kindergarten children, the following comment made by their teacher seems significant:

"I surely do appreciate all you and the speech defect class teacher have done for me this year. Always up to this time I have had no one at all to assist me and help me in deciding what to do with the children. It is so hard to know what to do often. There is little work in the kindergarten that actually shows the ability of the children in the first place, and in the second place we have had to promote the children from the kindergarten into the first grade even when we knew they were not at all ready for it, simply in order to make room for the next group of children. This year I feel that the children are really classified and understood much better, and it makes me feel so much happier and satisfied with the teaching."

Chapter V. The First Grade.

With entrance into the first grade the child becomes definitely a school child, subject to the discipline and methods of study that characterize the school work up thru the eighth grade. Rather suddenly he must give up his baby ways and change from the carefree and unrestrained baby behavior to "grown up" childhood. To some children the change seems to require little effort and apparently has little effect upon the dispositions of the children. To others, it is a difficult adaptation and requires much sympathetic insight and study on the part of adults to cooperate with the child and to give him a good start.

34

The following paragraph from Terman's "Intelligence of School Children" emphasizes this point well.

"The first grade is the most critical in the school system. It is the place above all others where the raw material with which the school is to work should be correctly evaluated. Success or failure for the child's school career hangs often upon his success or failure in the first grade. *** It is in the first grade that retardation scores its worst record. In the average city approximately a fourth of the pupils fail of promotion at the end of the first year."

It would seem, therefore that the main purpose of education in the first grade is to see that initial adjustments to the school life are properly made and that the secondary purpose is to introduce the children to the preliminary fundamentals on which the educational structure is to be built.

As finally listed and studied, there were 16 children in the first grade who had some trouble or other in their school work. This number can not be said to include all the children who are in need of adjustment. The 16 children were in two different rooms,

34. Terman, L.M. Intelligence of School Children". p. 42.

the first room having the children in 1c and 1b and the second room those in 1a and 2c. As noted before, the two teachers made out the lists of children to be examined, while the ratings were made entirely by the teacher of the beginning sections who had had the children over a longer period. Of these children 7 were listed as "backward" and 9 as "nervous" with other complications.

Table III (See page 64) gives the distribution of I.Q.s according to the Stanford-Binet examination. Again there is an approximation of the normal distribution curve despite the small number of cases. A comparison of the results of the Stanford-Binet examination and the original listing of the children by the teachers is given in Table IV (See page 64). It is noteworthy that of those children listed as backward, only 1 was below average as determined by Terman's classification of "normal" from .90-1.10 I. Q. Of the remaining 6 children who were classified as backward, 1 is low average, 3 are high average and 2 are superior! Of those children classified as "nervous" or having some allied trouble, 2 are low average in intelligence, 3 average, 2 high average and 2 belong to the most superior of these children.

The chronological ages when brought up to a common point of time, the date of the last test given in this grade, show a range from 6 years 2 months to 9 years 5 months, a range of over 3 years. The following tabulation gives the array of ages.

<u>C. A.</u>	<u>Number</u>
6 yrs.....6 yrs. 5 mos.	2
6 yrs. 6 mos..6 yrs. 11 mos.	5
7 yrs.....7 yrs. 5 mos.....	5
7 yrs. 6 mos..7 yrs. 11 mos.....	3
8 yrs.....8 yrs. 5 mos.....	0
8 yrs. 6 mos..8 yrs. 11 mos.....	0
9 yrs. ....9 yrs..5 mos.....	1

Range of I.Q.s	Number of cases.	Range of I.Q.s	Number of cases.
.85-.89	1	1.05-1.09	3
.90-.94	1	1.10-1.14	1
.95-.99	2	1.15-1.19	1
1.00-1.04	5	1.20-1.24	2

Table III. Distribution of I.Q.s in the First Grade.

Nervous			2	3	2			2
Backward	1	1		2	1	1	1	
I.Q.	.85	.90	.95	1.00	1.05	1.10	1.15	1.20
	.89	.94	.99	1.04	1.09	1.14	1.19	1.24
Total	1	1	2	5	3	1	1	2

Table IV. Comparison of teacher's listing and I.Q.s.

The mental ages, also brought up to a common point of time for referencé, show a range from 6 years 1 month to 9 years, a range of just about 3 years. Judging by this showing then, certain children are barely ready for the first grade, while others are mentally capable of doing fourth grade work.

<u>Mental age</u>		<u>Number</u>
6 years	to 6 years 5 months	..... 2
6 years 6 months	to 6 years 11 months	..... 3
7 years	to 7 years 5 months	..... 2
7 years 6 months	to 7 years 11 months	..... 4
8 years	to 8 years 5 months	..... 3
8 years 6 months	to 8 years 11 months	..... 1
9 years	to 9 years 5 months	..... 1

The nationalities of these children, as determined by the birthplace of their fathers, are as follows: Czecho-slovakian 3, United States 7, French 1, German 1, Russian 1, Scandinavian 3. In all but three cases the parents spoke English well and used it largely in the family. In these three cases, however, the mother tongue was used entirely and English was little if at all understood.

The occupations of the fathers show a fairly wide range but most of them belong to the unskilled or semi-skilled classes, namely, laborers 3, machinist 2, painter 2, carpenter 1, student and the following 1 - driver for oil company, foreman in factory, printer, salesman, insurance salesman; one father is divorced from his wife and one father is dead.

Following the procedure in Chapter IV, this Chapter presents in detail studies of the children in the first grade. Here, as in the case of the kindergarten children, each child will be considered in the order of attainment on the Stanford-Binet examination, the child with the lowest score coming first. The individual chronological ages and mental ages in this group have not been

corrected to a common point, but are given just as they were on the day tested.

11. E. H. (Backward). Girl.

Teacher's comment. Child came here from the country and lives with her aunt, a young married woman who has a small baby. Two couples live in three rooms, the other young woman also having a small baby. The child is a case of malnutrition; is tardy a lot; very old for the grade.

Teacher's rating. Average in persistent effort, accuracy, personal appearance, courage, dependability and popularity among fellows. Inferior in grasp of subject matter, and very inferior in power to give sustained attention, evenness of temper, and general intelligence. Superior in sense of humor, initiative, social adaptability, leadership and very superior in cheerfulness cooperation, verbal expression and obedience.

Stanford-Binet. Chronological age 9 years 4 months
Mental age 8 years 2 months
Intelligence Q. .. .87

Reaction to test good. Child is backward but has the ability to do much more advanced work than she is doing. Doesn't talk much but answers questions well. Very pale and anemic looking child, lifeless and unhappy looking. Says she wants to be a school teacher when she grows up!

Home environment. Child lives upstairs in a one-family house; three rooms are shared by two young married couples and this child. One of the couples already has a small baby and the aunt of this child is now in the hospital following the birth of her first baby. The rooms are very cluttered and there is no room for privacy. The child sleeps in same room as the baby so has to go to bed when

the baby does, she says. Her mother died two years ago and the father has married again but doesn't take the children. The father was born in this country. Her present family consists of aunt and uncle. She has one brother who is living with her grandmother, with whom she also lived until she was sent down here to stay last fall.

Heredity. Since the aunt is now in the hospital, it was impossible to get any information concerning the family or present history of this child.

Early history and physical condition. Since the aunt could not be seen no early history could be gained. The physical condition of the child is now poor. She is clearly a case of malnutrition and is just recovering from a severe attack of diphtheria for which she was in the hospital for several weeks.

Habits. Child goes to bed early and seems to sleep well. She doesn't get proper food, and spends most of her spare time at home in playing with the baby there. She is very often tardy. She is a suggestible child and seems to be trying to do what the other person expects of her. She tries hard and is cheerful always. She obeys very well.

Comparison of teacher's rating with parent's rating.

Owing to the absence of her aunt it was impossible to get a home rating on this child.

General comment. This is the case of a child who is backward anyway and who has been made appear doubly backward because she has just moved to the city after attending school in an erratic way in the country. Judging by her mental age she should be in 3c at the least instead of in 1b. She is tall and thin and stands out among the other children as being much older and bigger. Ap-

parently her home life is not doing anything to help and to inspire her, so she is merely drifting along as best she may.

13. W. S. (Backward). Boy.

Teacher's comment. Very slow; tries hard, but doesn't grasp things quickly. Looks and acts backward. Very nervous - hands tremble when he is called upon to do work. Seems afraid. Very poorly cared for. A later comment says: Child is rather a problem. I think he is mentally about average, but he is of a roving disposition, both mentally and physically. He seems unhappy and even depressed, frightened if things go wrong.

Teacher's rating. Average in cheerfulness, co-operation, obedience, evenness of temper, and general intelligence. Inferior in sense of humor, initiative, grasp of subject matter, accuracy, social adaptability, leadership, personal appearance, courage, dependability, verbal expression, popularity among fellows. Very inferior in power to give sustained attention, persistent effort.

Stanford-Binet. Chronological age 6 years 9 months
Mental age 6 years 3 months
Intelligence Q.91

Reaction to test good. Boy seemed afraid of something tho he seemed to enjoy the test and co-operated well. Very slow in responding, but answered fairly well in time. When he got one idea in his head he couldn't seem to get it out. For instance, he connected up all the pictures with the Pilgrims and told stories about them. Plays with boys out doors he said, but when indoors in the evening, he has to sit absolutely quiet in a chair. Can't play at all. Family speaks only Russian.

Father is the ordinary working man type. Seemed fairly clean and probably of low average intelligence. Blamed the school for

the child's slowness because he said he can't learn by the phonic method. Has to learn whole words at once. Father says he is well and not nervous.

Mother is terrible, slattern type, very ignorant. Now pregnant again. Exceptionally dirty. Husband says she isn't nervous either.

Older brother is ⁱⁿ the third grade and seems to be doing good work. Is apparently of average intelligence. The younger brother tumbles around in the dirt of the home; no means to judge of his ability.

Heredity. On account of their inability to understand any English it was almost impossible to find out anything about their heredity. The father stated merely that they were not nervous and were strong.

Early history and physical condition. Child was born full term, normal birth, bottle fed. Family said he walked about 10 months, and talked somewhere over a year. They really didn't seem to remember anything about it. Mother couldn't even remember when the last child was born. Child has had pneumonia, whooping cough, and measles and at 4 years of age had to have his stomach cleaned out with instruments. He has been vaccinated. Has hypertrophied tonsils and adenoids.

Habits. Mother says child seems somewhat dull, has an ordinary temper. His nervousness, she said, is due to the fact that he is scared in school; he isn't taught right and is afraid. Child gets thrashed often with a strap. Obeys very well; is not finicky about his food.

Comparison of teacher's ratings with parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	4	....	5	
2. Power of sustained attention ...	5	....	4	
3. Persistent effort	5	....	2	
4. Initiative	4	....	4	
5. Grasp of subject matter	4	....	4	
6. Accuracy	4	....	4	
7. Social adaptability	4	....	4	
8. Leadership	4	....	5	
9. Personal appearance	4	....	5	
10. Cheerfulness	3	....	4	
11. Cooperation	3	....	3	
12. Courage	4	....	4	
13. Dependability	4	....	3	
14. Verbal expression	4	....	4	
15. Obedience	3	....	2	
16. Popularity among fellows.....	4	....	3	
17. Evenness of temper	3	....	3	
18. General intelligence	3	....	4	

(N.B.) The parents' ratings in this case are not accurate since it was hard to make them understand, and the rating had to be decided from the writer's interpretation of their statements.

General comment. It is rather a problem to know what to do in this case. The environment is absolutely bad, and it is a question what can be done for a child in such an environment. He needs some constructive work done for him and inspirational help. Living a life of constant fear and repression as he does now, seems to be the easiest way for that child to end up either as a delinquent or as a psychopathic case. Child likes to draw very much and responds quickly to kind, thoughtful treatment.

13. D. Z. (Nervous. Speech defect). Girl.

Teacher's comment. Very attractive child and bright but is so nervous that she goes to pieces if called on. Is much worse than she was. Parents don't do anything for her. Very pathetic. Could do work of school if it didn't make her so nervous. Good child; never naughty.

Teacher's rating. Average in sense of humor, initiative, accuracy, social adaptability, personal appearance, cheerfulness, co-

operation, popularity among fellows. Inferior in dependability and very inferior in leadership and courage and verbal expression. Superior in power to give sustained attention, persistent effort, grasp of subject matter, obedience.

<u>Stanford-Binet</u> .	Chronological age	7 years 9 months
	Mental age	..... 7 years 6 months
	Intelligence Q.	.. .96

Child is degenerating nervously. Had I.Q. of 1.03 last year.

When she can't say a word her body stiffens out backward and she hits her knee with her hand. Says she gets nervous in reading when she can't go on as fast as the others. Is much interested in school work, and likes it very much, particularly reading which she does at home too; tries hard.

Home environment. Lives in small, poorly but neatly furnished house, clean and orderly. Crocheted ornaments all over everything. The family, which is Czecho-slovakian, consists of father, mother, and four sisters of 18, 17, 11 and 9 months. A brother died when a baby.

Nothing could be found out about the father. The mother speaks very little English and understands very little. Was pleasant and seemed pleased over the advice and interest in the child. Mother always has been very nervous.

The 18 year old sister is bright and works in the telephone office; the 17 year old is said to be dull, works in glove factory. The 11 yearchild is bright in school but is very timid and peculiar. All are apparently in fair health. Have not been having good food.

Heredity. Nothing could be found out about the family history aside from the bare statement that they were all right.

Early history and physical condition. Was normal birth and full term. Child was breast fed way up to 13 months. Mother said she was hard to wean. Walked at about a year and talked at about the same time. Speech was good then. Had no early illnesses. When 4 years old was knocked down by a bicycle and mother blames this for the stutter and nervous condition of the child. Has had the measles and has been vaccinated.

Habits. Was very whiney baby, spoiled from infancy up. Has never gone to bed alone - goes now from 10:30 to 11 p.m. Has always drunk coffee, is notional about her foods, refused whites of eggs and all sweet things, eats much sauerkraut, veal, pork, pickles and pancakes. Very disagreeable child at home, disobedient, orders everyone around and has temper fits. Very much afraid of the dark, dogs, negroes and strangers. In school she is just the opposite of this.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention	2	3
3. Persistent effort	2	3
4. Initiative	3	4
5. Grasp of subject matter	2	3
6. Accuracy	3	3
7. Social adaptability	3	5
8. Leadership	5	5
9. Personal appearance	3	3
10. Cheerfulness	3	4
11. Co-operation	3	5
12. Courage	5	5
13. Dependability	4	4
14. Verbal expression	5	5
15. Obedience	2	5
16. Popularity among fellows	3	4
17. Evenness of temper	2	5
18. General intelligence	2	4

General comment. This child is one of the most interesting and at the same time one of the worst cases of maladjustment which is due to home conditions. At school she is one person in her

habits and attitudes; at home she is the exact opposite. Her stutter and nervousness is traced back definitely merely to these faulty conditions, as physically there is nothing the matter with the child aside from the physical result of poor food habits. The active co-operation of her family and education of the family seem to be all that is necessary to save her. If she doesn't have a changed environment soon, however, her condition will become^{too} serious for hope of much improvement.

14. D. F. (Nervous). Girl.

Teacher's comment. Only child, petted and pampered always. Very self-conscious; does fairly well in school; memory good, but reasoning very poor. Gets excited over any notice given her whether favorable or unfavorable. Mother noisy and loud; goes to dances at "seven corners" and takes child with her.

Teacher's rating. Average in initiative, accuracy, social adaptability, cheerfulness, verbal expression, popularity among fellows, general intelligence, Inferior in sense of humor, grasp of subject matter. Very inferior in leadership, courage. Superior in power to give sustained attention, personal appearance and evenness of temper, and very superior in persistent effort, co-operation, dependability, obedience.

Stanford-Binet. Chronological age 7 years 1 month
Mental age 7 years
Intelligence Q..... .98

Reaction to test good. She is an only child who has everything done for her. Hesitates for approval or disapproval before saying anything. Talks fluently about herself. Basal age was 6 years; passed 2 tests in 8 year group.

Home environment. Lives in attractive one family house of

which upstairs rooms are rented out. Wouldn't admit visitors into the house as she said some feathers which she had received from the country were all over everything. She has said the same thing during the past two months. The family consists only of Grandmother, father, mother and this child.

The father is a printer born in this country. He has always been well, the mother said, and is not at all nervous. The mother is a short, rather pleasant looking woman. She talks very loudly and incessantly. Says she has never been sick, not even when the baby was born. Is not at all nervous. According to the teacher the parents frequent the dance halls at "seven corners" and also go often to the movies, taking the child with them each time.

Heredity. The mother stated merely that both families, as far as she knows, are and have been well and not nervous. Her mother has rheumatism which bothers her a good deal.

Early history and physical condition. The birth was normal, full term; weight at birth 10½ pounds. The mother was in excellent health both before and after the birth of the child. Child talked at one year but didn't walk till she was over two years because she was a very fat baby. The child has been well most of the time. She has had the whooping cough and has been vaccinated. Recently she seems to be having some stomach trouble which settles in her knees and makes them ache, due, so the mother says, to the fact that her blood gets too thick and can't pass easily thru the capillaries.

Habits. The child stays up late nights, but sleeps well after she gets to bed; has bad dreams; is afraid of the dark.

She eats well and is not finicky about her food. She is extremely sensitive and easily frightened. The child says that the boy who lived upstairs used to tell her awful stories about burglars who would tie her and burn her; they made her afraid, tho she didn't believe them. Child is only child and has everything done for her. She lisps when she talks and hesitates before she says things. Her mother says the lisping is due to the absence of her front tooth, that she never did lisp until she lost the tooth.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	4	3
2. Power to give sustained attention	2	3
3. Persistent effort	1	2
4. Initiative	3	3
5. Grasp of subject matter	4	3
6. Accuracy	3	3
7. Social adaptability	3	3
8. Leadership	5	3
9. Personal appearance	2	2
10. Cheerfulness	3	3
11. Co-operation	1	2
12. Courage	5	3
13. Dependability	1	2
14. Verbal expression	3	2
15. Obedience	1	3
16. Popularity among fellows	3	3
17. Evenness of temper	2	4
18. General intelligence	3	2

General comment. This is another case of an only child who is being spoiled. Her home training is slightly more strict as far as discipline goes, but the poor habits of sleep, going out to movies and dances is having a bad effect upon a child who is somewhat "nervous" anyway. She is a peculiar child, apparently one who has opinions and thots of her own, yet to which her mother is too busy or too disinterested to give any attention. It is a question whether the mother is a particularly good person to have the training of this child in her hands

15. G. H. (Nervous and troublesome). Boy.

Teacher's comment. Boy is very babyish and at the same time does all he can to cause trouble. Is always getting into mischief. Is improving now, however.

Teacher's rating. Average in sense of humor, personal appearance, cheerfulness, courage, verbal expression, obedience, popularity among fellows, evenness of temper, general intelligence. Inferior in power to give sustained attention, initiative, grasp of subject matter, accuracy, social adaptability, leadership, co-operation, dependability and very inferior in persistent effort.

<u>Stanford-Binet.</u>	Chronological age	6 years 1 month
	Mental age	..... 6 years 1 month
	Intelligence Q.	... 1.00

Reaction to test good. Child has a vivid imagination and tells things he imagines as truths. Basal age was four, passed all but one in five, three in six and 2 in seven. Delicate looking child. Very talkative.

Home environment. Lived in small, pleasant little house, everything neat and clean. Have a piano and children enjoy the music. University students room there. This is an American family. The family consists of the mother, a small brother of 3 and big brother of 13. The mother is divorced from the father.

The father, according to the mother's statement, was very queer, nervous and restless all the time. Played with the children in a bad way. Was not at all a pleasant man to get along with.

The mother is a small, very pleasant woman, is lame and holds neck stiff for some reason. Formerly taught school and surely seems to have the right ideas about bringing up children. Seems intelligent. Said she was very nervous after the births

of all the children.

The older boy is very bright. He is 13 years of age and a freshman in high school. Has had no trouble at all in school. The younger brother is slow in talking. Says only a few words now and pronounces those badly. Obeys pretty well, and looks well and healthy.

Heredity. Mother said that her family had no trouble at all. None of them were nervous types and all were strong. Her husband's family were somewhat like him, queer and restless always.

Early history and physical condition. Birth was normal and full term; was breast fed; always well. Walked at 14 months and talked at 18 months. Has had the measles and whooping cough but no other trouble. Recently had his adenoids removed and was circumcised; this had been troubling him for some time and probably accounted for much of his nervousness and restlessness.

Habits. Child seems to act much different at home than at school and better in the latter place. Is interested in doing things at home, obeys well and tells stories with a keen sense of humor. In school he is restless, inattentive and mischievous. Mother said he disliked kindergarten very much and that he is trying much harder to do well now that he is in the first grade. Child has always been afraid of dogs and never fights back if the children tease him. Is not afraid of the dark, sleeps well, goes to bed early and eats well. Is a very affectionate child and is perhaps babied too much at home, the mother says she tries hard to be careful. Child is doing better than he was.

Comparison of teacher's rating and parent's rating.

TRAITS	T.	R.	P.	R.
1. Sense of humor.....	3	....	1	1

2.	Power of sustained attention ..	4	....	4
3.	Persistent effort	5	....	4
4.	Initiative	4	....	4
5.	Grasp of subject matter	4	....	2
6.	Accuracy	4	....	4
7.	Social adaptability	4	....	3
8.	Leadership	4	....	3
9.	Personal appearance	3	....	3
10.	Cheerfulness	3	....	2
11.	Co-operation.....	4	....	3
12.	Courage	3	....	4
12.	Dependability	4	....	4
14.	Verbal expression	3	....	2
15.	Obedience	3	....	3
16.	Popularity among fellows	3	....	2
17.	Evenness of temper	3	....	3
18.	General intelligence.....	3	....	3

General comment. This child has probably been too much babied and protected by his mother and not encouraged to fight his own battles. His habits of attention and effort are poor and need attention. With some strict discipline coupled with affectionate and intelligent interest the child should get on well. He has an affectionate disposition and perhaps takes the means of mischief in school to get even with the boys who tease him outside of school and whom he is too small to fight. Probably his restless habits can be eliminated now.

16. M. H. (Backward and nervous). Girl.

Teacher's comment. Child has not done well in her work. She is very restless, fidgety and inattentive. Probably much of this is due to ill health.

Teacher's rating. Average in sense of humor, initiative, leadership, personal appearance, cheerfulness, co-operation, courage, verbal expression, popularity among fellows, evenness of temper, and general intelligence. Inferior in grasp of subject matter, accuracy, social adaptability, dependability, obedience. Very inferior in power to give sustained attention and

persistent effort.

<u>Stanford-Binet.</u>	Chronological age	6 years 6 months
	Mental age	6 years 6 months
	Intelligence Q.....	1.00

Reaction to test good. Child is extremely nervous; was continually moving some part of her body. Has vivid imagination and told many stories during the examination. Extremely talkative - seems old for her age. Memory is very poor.

Home environment. Live in one family house, which is neat and clean; good but plain substantial furniture. Family consists of father, mother and 3 smaller sisters of 5, 3 and 1 years. The parents were both born in America. (See K. H. in the kindergarten for description of the family.)

Heredity. (See K. H. in the kindergarten)

Early history and physical condition. Child was born full term; weight 7½ pounds. Mother was well before birth of the child. Child walked at 13 months and talked at 14 months. She has had scarlet fever and whooping cough. Has been well most of the time except that she won't eat properly. Has refused right along to eat anything but milk and potatoes and gravy. Refuses everything else. As a result her body is poorly nourished and needs building up.

Habits. Child is exceedingly finicky about her food and is very restless and nervous always. Sleeps well at night mother says and has no bad dreams. Goes to bed early; gets on well with other children; talks plainly and is always happy.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	3	....	3	
2. Power of sustained attention ..	5	....	3	

3. Persistent effort	5	....	3
4. Initiative	3	....	3
5. Grasp of subject matter	4	....	2
6. Accuracy	4	....	2
7. Social adaptability	4	....	2
8. Leadership	3	....	2
9. Personal appearance	3	....	3
10. Cheerfulness.....	3	....	3
11. Co-operation	3	....	3
12. Courage	3	....	3
13. Dependability	4	....	4
14. Verbal expression	3	....	2
15. Obedience	4	....	4
16. Popularity among fellows	3	....	3
17. Evenness of temper	3	....	4
18. General intelligence	3	....	3

General comment. This child seems to need chiefly two things, proper discipline and proper food habits. Any child who is allowed to develop habits such as this one has needs to have some pretty strict but intelligent discipline administered at once so that proper habits may be created. She is an attractive child and aside from these habits is very intelligent about the ordinary things of life. Talks very interestingly.

Chapter VI. First Grade Cont'd.

17. A. O. (Backward). Boy.

Teacher's comment. If this child could be tutored instead of being in a class with other children, he would do fairly well. But he is one of the laziest children I have ever known, both mentally and physically.

Teacher's rating. Average in sense of humor, grasp of subject matter, courage, evenness of temper and general intelligence. Inferior in initiative, accuracy, social adaptability, leadership, co-operation, verbal expression, obedience and popularity among fellows. Very inferior in power to give sustained attention, persistent effort, personal appearance, dependability and superior in cheerfulness.

<u>Stanford-Binet.</u>	Chronological age	7 years 5 months
	Mental age.....	7 years 6 months
	Intelligence Q....	1.01

Reaction to test good. Child is low normal but doesn't want to exert himself at all. Says he would like to do nothing but "play and eat all day". Six years was his basal age and he passed one test in the eight year series.

Home environment. (See F. O. in the kindergarten for description of the home conditions and family. P. O. in the second grade is also a brother of this child). The family is Norwegian/

Heredity. (See F. O. in the kindergarten).

Early history and physical condition. Nothing known of the child's early history. He is, however, well developed now and seems perfectly healthy. He has had the measles and whooping cough, and has been vaccinated. Bad eating habits, but he has no digestive trouble as yet.

Habits. Doesn't obey his mother well, tho he does slightly better in school. Child has a good disposition as far as cheerfulness is concerned, but is not at all dependable and is careless and thotless about his work and play. Is extremely lazy. Never does any work around the house and in school doesn't want to do anything in which he has to exert himself. Child is usually very dirty -- shows no desire to keep himself looking well and shows no shame. Stays up at night until he feels sleepy then goes to bed. Mother never tells him to go to bed. Child is not afraid of the dark and has no bad dreams. Child expresses his feelings thus: "I would like to do nothing but just eat and play all day".

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ...	5	5
3. Persistent effort	5	5
4. Initiative	4	5
5. Grasp of subject matter	3	4
6. Accuracy	4	5
7. Social adaptability	4	3
8. Leadership	4	5
9. Personal appearance	5	5
10. Cheerfulness.....	2	3
11. Co-operation	4	5
12. Courage	3	3
13. Dependability	5	5
14. Verbal expression	4	4
15. Obedience	4	5
16. Popularity among fellows	4	4
17. Evenness of temper	3	3
18. General intelligence.....	3	3

General comment. This child is in the typical situation produced by the fact that the parents are feeble-minded. His mother is not capable of planning for him or of controlling and training him. Hence he is allowed to run free and is developing bad habits. He is intelligent but needs training.

18. J. C. (Nervous). Stutters. Boy.

Teacher's comment. Very nervous, can't sit still in recitations; tries very hard. He is keenly interested in everything. Is very timid in undertaking new tasks and cries if he feels he can not accomplish it.

Teacher's rating. Average in sense of humor, grasp of subject matter, social adaptability, personal appearance, cheerfulness, popularity among fellows, evenness of temper and general intelligence. Inferior in initiative, leadership, courage and verbal expression. Superior in power to give sustained attention, persistent effort, accuracy, co-operation, dependability and obedience.

Stanford-Binet. Chronological age 6 years 8 months
Mental age 6 years 9 months
Intelligence Q..... 1.01

Reaction to test good. Very nervous child, but co-operative and conscientious. Thinks for long time then gives answer. Tries very hard. Basal age is five years but he passes two tests in year 8.

Home environment. Lives in concrete house of three rooms and has attic in addition; very filthy. Everything was dirty and bad. The family talks Slovak entirely. It consists of father, mother, sister of 4 years and two brothers of 9 years and 2 months. *respectively*

Nothing is known of the father except that he is a common laborer and has no nervousness or illhealth. The mother is extremely thin and very dirty. Was pleasant and seemed fairly intelligent. Is not a nervous type, she said.

The children are all well and are doing well. The oldest boy is in the third grade and is doing fair work. He helps his

brother with his school troubles.

Heredity. Again, owing to the fact that the parents did not speak English, it was hard to make them understand, and all the information that was gained was the bare statement that both her family and her husband's family were well and strong always. This of course may mean little or much.

Early history and physical condition. Child was born with normal birth, full term, under the care of a midwife. Walked at 13 months and talked at 18 months. The family tell the following story of his beginning to stutter. Before child was two years old they had a boarder who drank and who stuttered badly. The child spent much of his time with this man and learned to talk from him. Consequently he stuttered too. It would seem, however, that likely the conditions at home had much more to do with his beginning to stutter than this man. The child has always been healthy and has had no diseases aside from the whooping cough.

Habits. Mother says child stutters only at school and when alone. They wont let him stutter at home! She says too that he is afraid of school and that is why he seems nervous. Child is not afraid of the dark, sleeps well, with his older brother and has no bad dreams. His appetite is good and he is not finicky over his food. It is hard for him in school because they never speak English to him at home.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	3	....	3	3
2. Power of sustained attention ...	2	....	3	3
3. Persistent effort	2	....	1	1
4. Initiative	4	....	3	3
5. Grasp of subject matter	3	....	3	3
6. Accuracy	2	....	3	3

7. Social adaptability	3	....	1
8. Leadership	4	....	3
9. Personal appearance	3	....	3
10. Cheerfulness	3	....	3
11. Co-operation	2	....	1
12. Courage	4	....	2
13. Dependability	2	....	1
14. Verbal expression	4	....	3
15. Obedience	2	....	1
16. Popularity among fellows	3	....	1
17. Evenness of temper	3	....	1
18. General intelligence	3	....	3

General comment. This child seems to be another of the victims of his environment. Living in a poor environment where the family do not understand English at all and cannot understand the American customs, it is remarkable that the boy has developed as well as he has. The main problem here, it would seem, is the partial Americanization of the family, so that they may be prepared to a certain extent to meet the problem that will arise when this boy is older. This means failing, the only other is to have the school fulfill the part of parent where the real parents are lacking. Whether the school is capable of doing this is also a problem.

19. W. F. (Nervous). Boy.

Teacher's comment. Child always untidy. Mother talks well. Child gets nervous when you talk to him. Makes faces when he tries to think.

Teacher's rating. Average in sense of humor, persistent effort, social adaptability, personal appearance, cheerfulness, co-operation, dependability, verbal expression, obedience, popularity among fellows. Inferior in power to give sustained attention, initiative, grasp of subject matter, accuracy, leadership, courage, and general intelligence. Superior in evenness of temper.

Stanford-Binet. Chronological age 7 years 7 months
Mental age 7 years 10 months
Intelligence Q. 1.03.

Reaction to test good. Very co-operative child, pathetic looking. Has been very nervous, says he is better now. School is not so hard now, he said, and he is getting along all right. Basal age of 6 years and passed one test in 9 year series. Memory is very poor.

Home environment. Lives in one family house neat and attractive, piano; automobile. Nine University students rooming there. The family consists of father, mother and two brothers of 2 years and 4 months respectively. They are of German extraction but talk English entirely at home.

The father is a tall dark, well built man, the quiet, slow type. Talks intelligently when he does talk. Not at all nervous and is in good health. Is out of work at present. The mother is tall, and light-haired. Seems very intelligent and broad-minded in her ideas. Is trying to do everything for her children and yet doesn't blind herself to their shortcomings. Isn't well herself, nervous, has a goitre. Probably has too much work to do -- three children all small, nine roomers and whole house to look after. The mother has taught school, substituted for a long time.

The 2 year old boy is a healthy looking child; is slow in talking, says only a few words now. The baby is fine looking and good tempered. Cries rarely.

Heredity. There seemed to be no information of particular value available. Both come of German stock, born in this country. The families were well with no particular nervousness apparently.

Early history and physical condition. Child had a normal birth, full term and weighed 8 pounds. Walked at about 14 months and talked at about the same time. Was all right up to 6 years when he had diphtheria. Doctor didn't know it was that for several days and by that time the child was very sick. Wasn't expected to live, but pulled thru all right. This was a severe setback however as when he recovered he couldn't talk, walk or hear. Had to learn all over again. Gained these all back with the exception possibly of his hearing. Mother thinks his hearing may be affected still. Child seems to be losing his memory. Used to be very accurate, now forgets continually. Also getting very careless of his personal appearance. Is very thin, nothing but skin and bone, tho he eats well and nourishing food. Is extremely active outside.

Habits. Child formerly didn't get on well with other children but is doing much better now. Has few temper spells. Lack of attention and persistent effort in things he doesn't care about. Doesn't care much for school. Likes mechanics and electricity. Can take a car apart and put it together again properly, mother said, and is much interested in the wireless that the University boys have installed in their rooms. Spends much time with them. Child is also very fond of music and enjoys listening to the evening music the University boys provide -- instruments and piano. Eats pretty well tho isn't particularly fond of vegetables. Sleeps well, no bad dreams. Child said he gets nervous at night sometimes. Seems to have ups and downs. Is cheerful at one time and whiney at another.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ...	4	4
3. Persistent effort	3	3
4. Initiative	4	2
5. Grasp of subject matter	4	3
6. Accuracy	4	3
7. Social adaptability	3	3
8. Leadership	4	4
9. Personal appearance	3	3
10. Cheerfulness	3	4
11. Co-operation	3	3
12. Courage	4	3
13. Dependability	3	2
14. Verbal expression	3	3
15. Obedience	3	3
16. Popularity among fellows	3	3
17. Evenness of temper	2	2
18. General intelligence	4	3

General comment. This child has fine home conditions and his whole trouble in school is probably due to the set back he had from the diphtheria, which was only a year ago. He may need to be held a little more strictly to account at home and the parents are cooperating in this and are also to help him in his school work for a half hour each evening. There is a possibility of his having poor hearing, which needs correction if possible. He probably will put on weight this summer when he can be out of doors all the time.

20. R. P. (Nervous). Boy.

Teacher's comment. Backward and nervous. Doesn't get along well at all in school. With constant encouragement and praise he does much better.

Teacher's ratings. Average in sense of humor, power to give sustained attention, accuracy, initiative, social adaptability, personal appearance, cheerfulness, co-operation, dependability,

verbal expression, obedience, popularity among fellows, evenness of temper, general intelligence. Inferior in persistent effort, leadership, and courage. Superior in grasp of subject matter.

Stanford-Binet. Chronological age 7 years 6 months
Mental age 7 years 11 months
Intelligence Q..... 1.05.

Reaction to test fair. Child is one mass of inhibitions and nerves. Took an extremely long time to get him to react to the questions at all. Kept absolutely quiet, with quivering lips etc. Doesn't say what he thinks at all. Says what he thinks the questioner expects. Teacher has remarked that the child is backward right before him often.

Home environment. Lives in small one family house which was clean and neat inside. The family have a victrola and seem to have good taste in arranging the house. The family consists of father, mother, two older brothers and three younger sisters.

The father, a Norwegian, is a very boastful sort of man, mumbling speech. Is not at all affectionate and is inclined to ridicule. His health is good now tho he was in a rundown condition before the birth of the child. Lived out west on a homestead. The mother is a woman of average height, pleasant, but somewhat nervous. Her health is fair tho she has some liver trouble. She seemed quite intelligent and tries to do all she can for her large family.

Of the other children all are in fair health. One of the older boys is nervous, but the rest are normal and happy. One boy, the 10 year old child, is doing fine work in school and is on the honor roll right along. The 13 year old child is not as bright, according to the mother.

Heredity. On the father's side is a history of alcoholism and tuberculosis. Also his brother had a nervous breakdown due to business worry. For the most part, tho, the mother says they were not nervous. On the mother's side also is alcoholism -- her father used to go out on sprees at certain intervals. Her mother also died of tuberculosis.

Early history and physical condition. The birth of this child was normal and the child was born full term. At birth he weighed $9\frac{1}{2}$ pounds. His feet were blue at birth. He was one of twins, the other, a girl, was born first and weighed $6\frac{1}{2}$ pounds but did not live. This child was nursed only a month. At 14 months he began to walk and talked at 18 months tho he has always used baby talk. During his first year he had food disorders constantly and cried so hard he ruptured his navel. He also had measles at two years, but since then he has had no trouble. He has been vaccinated.

Habits. Mother says child has been alone a lot and somewhat neglected since he was the "odd" child of the family. He is very shy and timid with strangers and is usually extremely quiet tho he has talking fits sometimes. He sleeps well, goes to bed early now and has no night terrors. He eats well, is not at all finicky about his food and helps at home. He is not affectionate and seems to take after his father more. His feelings are very easily hurt.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.	R.	P.	R.
1. Sense of humor	3	....	3	3
2. Power of sustained attention	3	....	4	4
3. Persistent effort	4	....	3	3
4. Initiative	3	....	2	2

5. Grasp of subject matter	2	3
6. Accuracy	3	2
7. Social adaptability	3	3
8. Leadership	4	3
9. Personal appearance	3	3
10. Cheerfulness	3	3
11. Co-operation	3	2
12. Courage	4	2
13. Dependability	3	2
14. Verbal expression	3	4
15. Obedience	3	3
16. Popularity among fellows	3	3
17. Evenness of temper	3	3
18. General intelligence	3	2

General comment. This child seems to be the result both of a bad heredity and of an environment in which he has been a small and unnoticed member. For that reason he has built up for himself a sort of shell within which to hide his sensitive nature and his emotions. The remedy, in so far as there is a remedy, lies in bringing the child out of his shell thru extra encouragement, constructive suggestions and inspiration. He is a real "problem" and it will require much tact to lead him right. As his mother said after talking about him for a while, "My, I never knew there was so much to raising a child. I almost get afraid that I can't do it right when I stop to think about it. I never thot of his having all these character traits etc. I just never have stoped to think about him that way."

21. C. S. (Nervous). Boy. -- Brother of boy who has "spells".

Teacher's comment. Was very slow in doing things. Seemed to wake up somewhat last month and is doing much better now. Very pleasant child.

Teacher's rating. Average in sense of humor, initiative, grasp of subject matter, accuracy, social adaptability, leadership, courage, verbal expression and popularity among fellows.

Superior in power to give sustained attention, persistent effort, personal appearance, cheerfulness, co-operation, dependability, obedience, evenness of temper and general intelligence.

<u>Stanford-Binet.</u>	Chronological age	5 years 11 months
	Mental age	6 years 6 months
	Intelligence Q.	1.09.

Very cooperative and observant. Not at all shy; communicative. Basal age was 6 years; passed one test in 8 year series. Memory poor.

Home environment. Lives in small one family house that was out of repair but kept fairly neat and clean. Mother seems to want the house to look just so right and spends much of her time doing this. The family consists of father, mother and two brothers. The father was born in this country; the mother is Norwegian.

The father is a quiet, easy-going type of man. Not at all nervous. Lacks the ability to make his children mind him and lets them have everything they want. The mother is a large, fleshy woman apparently of about average intelligence. She talks very loudly and seems to be of the type that talks much but when actually doing a task is easily discouraged. She says she is not at all nervous but has worried so over the children that she is always afraid she will injure them in some way so lets them do largely as they please.

For the older brother, see E. S. in the second grade. The younger brother is a big, strong boy, very large for his age. He has always been well and is now entering the kindergarten. He has a strong will of his own, but apparently obeys fairly well.

Heredity. The mother says that there is no nervousness in her husband's family and that they have always been fairly well.

On inquiring further, however, it was discovered that several members of his family died of tuberculosis and one of heart trouble. On the mother's side also is a history of tuberculosis, tho there is no nervousness or other troubles she says.

Early history and physical condition. This child was born full term and normal birth; weight 10 pounds at birth. The mother was in good health both before and after the birth of the child. Child began to walk at about 16 months and to talk at about 18 months. He has had diphtheria and recently whooping cough. His adenoids and tonsils were recently removed. In general he has been a well child tho.

Habits. Child apparently sleeps well tho he is afraid of the dark and is allowed to go to sleep with the light on. Is somewhat finicky about his food. Child is easy-going type, obeys pretty well and is usually good natured. Isn't afraid of anything but the dark. Likes to draw. Not at all shy; on the contrary he is almost talkative. Was very co-operative and observant in his dealings with persons outside of home.

Comparison of teacher's ratings with parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power to give sustained attention	2	3
3. Persistent effort	2	3
4. Initiative	3	3
5. Grasp of subject matter	3	2
6. Accuracy	3	3
7. Social adaptability	3	3
8. Leadership	3	3
9. Personal appearance	2	2
10. Cheerfulness	2	3
11. Co-operation	2	3
12. Courage	3	4
13. Dependability	2	3
14. Verbal expression	3	2
15. Obedience	2	3
16. Popularity among fellows	3	3

- 17. Evenness of temper 2 3
- 18. General intelligence 2 3

General comment. Aside from the kind of home training this child is getting he seems to be getting along very well. However, he needs more severe discipline in the home as well as inspiration and ambition to work things out for himself. Judging by his heredity, his health will need careful watching and good care.

22. P. S. (Backward) Boy.

Teacher's comment. To me this child is just average in every way, a little slow, but not especially so.

Teacher's rating. Average in sense of humor, power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, leadership, personal appearance, cheerfulness, co-operation, courage, dependability, verbal expression, obedience, popularity among fellows, evenness of temper, general intelligence.

<u>Stanford-Binet</u>	Chronological age 6 years 7 months
	Mental age .....7 years 3 months
	Intelligence Q..... 1.09

Home environment. House is a sort of apartment house divided in two sections with several families living in each section; very old and quite dirty looking. Many children are living there, of all kinds and types, so it is hard to bring up a child under good conditions.

The family, an American family, consists of Father, mother, older brother of 9 years, younger sister of 4 years and grandmother. The father is a painter and paper hanger. He is a quiet type of man, in good health and not nervous at all. The mother is tall, thin and extremely nervous. Is intelligent, however, and trying her best to do all she can for the children.

The boy is strong and well and apparently doing fair work in school. The baby sister is well; seems to like to have her own way tho and doesn't obey well.

Heredity. The father's mother is a small, quiet old lady who lives with the family and helps with the children. She seems intelligent and modern in her views of educating children and is not at all the nagging nervous type. The mother's family may be of a lower grade, as her brother is the father of a child in the second grade who is definitely dull. Probably there is a history of nerves there too, tho it was impossible to find out about this.

Early history and physical condition. Child was born full term and weighed 8 1/2 pounds at birth. Was breast fed. Walked at about 18 months and talked about the same time. His health has always been good. He has had the measles and has some defective teeth, but otherwise is in good condition. He has been vaccinated. Mother was very nervous before the births of the children.

Habits. Child is somewhat erratic, doesn't stick to one thing long enough and his attention wanders. Mother said child had been spoiled by grandmother, too many bosses around the house. Is interested in stories and tells things well. Bright and quick around the house; likes to read and make things best.

Comparison of teacher's ratings with parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention	3	3
3. Persistent effort	3	4
4. Initiative	3	2
5. Grasp of subject matter	3	4
6. Accuracy	3	3
7. Social adaptability	3	3

8. Leadership	3	....	3
9. Personal appearance	3	....	3
10. Cheerfulness	3	....	2
11. Co-operation	3	....	2
12. Dependability	3	....	3
13. Courage	3	....	1
14. Verbal expression	3	....	2
15. Obedience	3	....	3
16. Popularity among fellows	3	....	3
17. Evenness of temper	3	....	3
18. General intelligence	3	....	3

General comment. This child seems to be a normal child aside from his habits of inattention and lack of effort which are probably due to the fact that there were too many persons around to tell him what to do. He answered accurately and quickly during the examination, and it seems peculiar that he should be noticeably slow in school. He seems to like it and is interested, and has the ability to do very good work.

23. H. J. (Backward and shy). Girl.

Teacher's comment. Mother is dead; father wanders around. Child has been handed around a good deal. Slow, easygoing child. Has had rather sad life; has not always had kind treatment. Child says she doesn't like to go home because her "mother" doesn't want her there.

Teacher's ratings. Average in sense of humor, initiative, accuracy, social adaptability, personal appearance, cheerfulness, co-operation, verbal expression, popularity among fellows, evenness of temper. Inferior in power to give sustained attention, Persistent effort, leadership, courage, dependability, obedience. Superior in grasp of subject matter and general intelligence.

Stanford-Binet. Chronological age 7 years 4 months
Mental age 8 years 1 months
Intelligence Q..... 1.14

Reaction to test good. Child shy, but responds to quiet encour-

aging questions. Seems old for her age , in her manners and in what she says. Seems to have an analytical and logical mind. Intelligent but needs much encouragement. Basal age was 7 years; passed one test in year 10.

Home environment. Lives upstairs in two family house on a main street. Father isn't around very much and child lives with a woman who was formerly a nurse. This woman talks very well and told glib stories of the child's life in the other places she has been. One would get the impression that the life there were ideal, were it not for the facts that the child says this woman doesn't want her at home and that the child has been having the "itch" all winter and has been sent home from school often because of this. The child's brother is also living in this home. He is said to be bright and tho somewhat nervous is doing well. In the family also are the husband of this woman and her son, an only child now attending Minnesota College. The child's real father, a Swede, is said to be wild. Has a strong temper and is very radical. Belongs to the I.W.W.s. He is away roaming around most of the time. The mother was extremely nervous. Never was very well. Took medicine to cause abortions. Probably died of this with other complications.

Heredity. Nothing at all was known of the heredity of the child further badk than her parents.

Early history and physical condition. Nothing known of the early history of the child. After her mother died an aunt who had five children of her own took her and treated her terribly. Then the woman who has her now took her and has had her for 3 years. Child has had the measles and whooping cough and ~~has~~ hypertrophied tonsils and adenoids and defective teeth. Very pale child.

Habits. Very shy and timid at school. Woman said at home she is not at all that way. Is obedient and good. Has spells when she seems to be afraid. Isn't afraid of the dark or any of the persons at the house, even bosses her son around, according to the woman. Likes school very much, particularly reading. Has bad dreams sometimes; goes to bed early. Her guardian says that she thinks the mother's practices have affected the boy. She doesn't know whether they have affected the girl or not.

Comparison of teacher's ratings and guardian's ratings.

TRAITS	T. R.	G. R.
1. Sense of humor	3	4
2. Power of sustained attention	4	3
3. Persistent effort	4	3
4. Initiative	3	2
5. Grasp of subject matter	2	1
6. Accuracy	3	1
7. Social adaptability	3	4
8. Leadership	4	2
9. Personal appearance	3	3
10. Cheerfulness	3	3
11. Co-operation	3	3
12. Courage	4	3
13. Dependability	4	3
14. Verbal expression	3	1
15. Obedience	4	2
16. Popularity among fellows	3	4
17. Evenness of temper	3	4
18. General intelligence	2	4

General comment. It would seem that there is something back of the situation in this child's environment that has not been solved as yet. The statements of the woman who keeps her are so at odds with the statements that the teachers and child make. She is a very bright child who has evidently had some very bad experiences during her life. If she could be put in a home where she could be thoroughly encouraged and her abilities brought out, she ought to succeed well. Under the present conditions it is rather a question how she will turn out.

24. E. R. (Backward). Girl.

Teacher's comment. Mother died when child was one week old. Child is spoiled. Always lived in the country and ran wild. Her only difficulty seems to be a lack of training and discipline.

Teacher's ratings. Average in persistent effort, accuracy, social adaptability, personal appearance, co-operation, dependability, popularity among fellows. Inferior in obedience and superior in sense of humor, power to give sustained attention, initiative, grasp of subject matter, leadership, cheerfulness, courage verbal expression and very superior in general intelligence.

<u>Stanford-Binet.</u>	Chronological age ...	7 years 8 months
	Mental age	8 years 11 months
	Intelligence Q.....	1.16

Reaction to test very good. Fine child who has developed wonderfully physically and mentally but is untrained in habits of concentration and persistent effort. When asked if she had ever worked in school she replied, "Yes, one day I had to." Basal age 7 years, passed 1 test in 12 year series.

Home environment. Lives upstairs in a neat attractive house. Aunt and grandmother have charge of her as her father is not home much. Family, which is entirely American, consists of father, grandmother and young aunt. Mother died when she was a week old. The mother was a vivacious woman, tho she was very sickly. Not at all nervous. The father on the other hand, is quiet and reserved with a tendency to nervousness. He is away selling insurance most of the time.

The aunt, the father's sister, is a small, thin, nervous girl, who is trying to do her best for the child, but who can't

understand the vivaciousness and untiring energy of this child. She is intelligent, but is not strong. The grandmother also is nervous and is not strong physically. Both mean well, but neither is fitted to bring up a child of this type.

Heredity. The families have been described above somewhat. The mother's family were not nervous and were always happy and full of life. The father's family, however, as a family are very nervous and the quiet, intellectual type.

Early history and physical condition. Child was born normally, full term and was breast fed. She was a small baby. She walked at about 14 months and talked at about the same time. She has been a remarkably well child almost all the time and is beautifully developed physically.

Habits. This child was brought up on a farm where she was allowed to run absolutely wild. She helped her father do the farm work and acted the part of a boy always. She attended country school where she had a young inexperienced teacher who let her do just as she pleased. She did no work in school but led the children in everything. Now she is brought to the city where she must be constantly restrained and is put in school where she must do a certain tupe of work, get a lot of details which don't interest her and be in a room with children a year or so younger than she. She dislikes girls because they are so effeminate and wants to be with boys constantly. She is very popular with them. Child is becoming surly and mean in her dislike of the school work, and in the home where no one understands her and can control her. The real child is anny and bright but she is being fast spoiled by this unplesant child. She likes music very much and the aunt is giving her lessons.

Comparison between Teacher's ratings and Aunt's ratings.

TRAITS	T. R.	A. R.
1. Sense of humor	2	2
2. Power of sustained attention	2	4
3. Persistent effort	3	2
4. Initiative	2	2
5. Grasp of subject matter	2	2
6. Accuracy	3	4
7. Social adaptability	3	2
8. Leadership	2	2
9. Personal appearance	3	3
10. Cheerfulness	2	3
11. Co-operation	3	3
12. Courage	2	2
13. Dependability	3	4
14. Verbal expression	2	2
15. Obedience	4	4
16. Popularity among fellows	3	2
17. Evenness of temper	3	4
18. General intelligence	1	2

General comment. The case of this child is one of the most pathetic of all, since there is excellent material to deal with in the first place, and this same material is being threatened with ruin merely on account of the lack of understanding and ability to handle her at home. In addition there is also the rigorous school system which says, for example, that "the top of the letter "d" must come up just exactly two-thirds of the space between the lines, or else it is wrong." Conditions such as these are the main ones that are heading this child towards pronounced maladjustments in school and in social life.

25. J. O. (Nervous and troublesome). Boy.

Teacher's comment. Lazy, causes trouble constantly tho he seems to be improving somewhat; is a peculiar child.

Teacher's rating. Average in power to give sustained attention, persistent effort, social adaptability, verbal expression, popularity among fellows and evenness of temper. Inferior in accuracy, personal appearance, dependability and obedience.

Superior in initiative, grasp of subject matter, leadership, cheerfulness, co-operation, courage, and general intelligence. Very superior in sense of humor.

<u>Stanford-Binet.</u>	Chronological age	6 years 5 months
	Mental age	7 years 9 months
	Intelligence Q.....	1.21

Reaction to test good. Bright and quick in giving responses. In telling about the pictures there was a tendency to make stories about bloodshed and punishment. Basal age 7 years and passed 3 tests in year 8.

Home environemnt. Lives in small one family house, which the mother tries to keep clean tho she has three small children playing around constantly. There is a little yard at the back of the house for the children to play in, but it slopes down at the end to the railroad tracks. The family consists of father, mother and two small sisters. The father is French.

The father is a cheerful, happy sort of man, yet strict and the childran obey him well. He is in perfect health and is working right along as a driver for the Standard Oil Co. The mother isa small, pleasant looking woman. She seemed very intelligent and is ambitious for her children, but she has so much to do that she is losing her vitality and isNt at all strict with the children. They therefore don't obey her well. She is expecting another baby shortly. She liked school much but was oldest of six children and had to leave early to work.

The older sister is 4 years old. She is ~~cross~~eyed, wearing glasses now, and a very nervous child. She has a temper also, but the mother says she is the brightest one of them all. The younger sister is just a year and a half old. She walks all over but doesn't talk much yet. She is bright and very quick in

her motions. The mother says she has a bad temper and is a very restless child, tho she is well physically.

Heredity. Nothing could be learned of the background of this family. The mother said both her family and her husband's family are well and have always been so. The parents of both are still living and are still robust and sturdy.

Early history and physical condition. Child's birth was normal, full term baby and weighed seven and a quarter pounds at birth. The mother was in good health both before and after the birth of the child. He began to walk at 14 months and to talk at 18 months. Was always bright and quick as a baby and has been well. When the Flu was epidemic here the child had it and tho he recovered pretty well it settled on his bronchial tubes and he has had many colds. Aside from this he has had only the whooping cough. He has been vaccinated. Eats whenever he feels like it.

Habits. Child is always restless and on the go. At home he is always getting into everything and causing some trouble this way. Doesn't obey very well except when his father speaks to him. He is such a cheerful, pleasant child tho, that the mother says it is hard to get angry at him. He is very unselfish and kind to the other children in the family. He likes to fight with the other boys and isn't afraid of anything at all. The child sleeps well and eats well. In the evening he likes to read or to have stories read to him. He asks innumerable questions particularly about religious matters, and is very keen and intelligent in asking questions.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	1....	3
2. Power of sustained attention ...	3	2
3. Persistent effort	3	3
4. Initiative	2	3
5. Grasp of subject matter	2	2
6. Accuracy	4....	3
7. Social adaptability	3	3
8. Leadership	2	2
9. Personal appearance	4	3
10. Cheerfulness	2	2
11. Co-operation	2	3
12. Courage	2	2
13. Dependability	4	4
14. Verbal expression	3	2
15. Obedience	4	4
16. Popularity among fellows	3	3
17. Evenness of temper	3	3
18. General intelligence	2	2

General comment. This is the case of a superior child who is extremely restless in school. There is no apparent reason unless it is the possibility that the child does not get enough to do in school to keep him busy so spends the rest of the time getting into mischief. Under the present system of grading this is quite likely since he has a mental age of almost 8 years and is only in the first grade. He probably needs some stricter home discipline, but the home conditions are not bad and would not cause this tendency.

26. M. N. (Nervous, Speech defect). Girl.

Teacher's comment. Has the ability to give sustained attention, but is undisciplined so is rather lazy. She allows her mind to wander much of the time unless corrected.

Teacher's rating. Average in persistent effort, grasp of subject matter, accuracy, social adaptability, co-operation, dependability, verbal expression, popularity among fellows and evenness of temper. Inferior in power to give sustained attention,

personal appearance, obedience, Superior in sense of humor, initiative, leadership, courage, and general intelligence.

<u>Stanford-Binet</u>	Chronological age	6 years 10 months
	Mental age	8 years 6 months
	Intelligence Q.....	1.24

Reaction to test good. Very bright child. Talks of various subjects most intelligently. Peculiar ball and field drawn - "maybe it would be around the lake somewheres". Basal age of 7; passed 1 test in year 10.

Home environment. Child lives in small pleasant home on the River Road. The yard and house were attractively kept. Her family consists at present only of her mother, since the mother left her husband when this child was 3 years old.

The mother is in very poor health at the present time. A year ago she had a nervous breakdown and is still extremely nervous. The father, a Bohemian, was his mother's pet and was so badly spoiled that it was almost impossible to live with him. He wanted his mother's sympathy and backing on every occasion. He has a very high strung temperament, tho his general health is good and always has been. There are no other children in this family.

Heredity. The mother's family shows a history of extreme nervousness. Her sister also had a nervous breakdown and all were of a nervous temperament. The father's family shows no nervousness, but his father was a drunkard and his mother apparently spent all her time and emotions on this son and made it impossible for him to be anything else than "mother's baby".

Early history and physical condition. The child's birth was full term and normal and she weighed 8 pounds. She was breast fed during her infancy. The mother objected to the phy-

sical examination of the child at the school so that none was given. The mother says however that the child has been fairly well always. She had tonsillitis at one year followed by convulsions, and has had a light case of whooping cough. Aside from these sicknesses she has been well.

Habits. The child seems to resemble her mother in appearance and her father in disposition. She sleeps with her mother always; has never slept alone in fact. Her eating habits are good. She has no sex education. She is a very sensitive child, affectionate and usually very happy. She is very easily affected by music, cries over it often, tho she has had no musical training of any kind. In school she is a "busy-body", gives very poor attention and is often sulky and is very hard to discipline. She lisps.

Comparison of teachers' ratings and parents' ratings.

TRAITS	T.R.	P.R.
1. Sense of humor	2	2
2. power of sustained attention	4	3
3. Persistent effort	3	3
4. Initiative	2	2
5. Grasp of subject matter	3	2
6. Accuracy	3	2
7. Social adaptability	3	2
8. Leadership	2	2
9. Personal appearance	4	2
10. Cheerfulness	2	2
11. Co-operation	3	2
12. Courage	2	3
13. Dependability	3	2
14. Verbal expression	3	3
15. Obedience	4	2
16. Popularity among fellows	3	3
17. Evenness of temper	3	3
18. General intelligence	2	2

General comment. This is the case of an only child whom the mother is spoiling in the same way as the child's father was spoiled. The mother's whole life is wrapped up in this child so that the child gets little if any discipline. In addition to this she has a somewhat poor heredity, unstable to a degree, and

she may develop greater tendencies in this direction as she gets older. On the other hand she is very intelligent and if her other bad qualities can be subdued and properly directed she should develop very well. In her home environment this does not seem likely however.

SUMMARY OF CONDITIONS FOUND IN THE FIRST GRADE.

I. The Heredity.

In 3 cases mental backwardness existed, due presumably to the heredity of the children; in 8 cases there was a history of nervousness and lack of emotional balance. Finally there was 1 case each of epilepsy, alcoholism and goitre.

II. The Environment.

A. Foreign families. In this grade there were 4 foreign families, ignorant, unschooled and non-English speaking and 4 of the same type who however talked and understood English.

B. American families. In this group too there were 4 uneducated, ignorant families and 4 fairly well educated families.

C. Children living with relatives or others not related. There were 3 children who were living with relatives or in some other home aside from their parents.

D. Position of the child in the family. In 4 cases the child studied was the oldest child in the family, in 3 cases the child was an only child and in 3 cases the child was the only boy or girl in a family of other children. In 2 cases it was the youngest child in the family and in 7 cases he held some other position in the family.

E. Treatment of the child in the family. In 10 cases the treatment showed great lack of understanding of the child and in 12

cases great ignorance as to even the simplest necessities of training. In 7 cases there was positive neglect of the children and in the same number of cases there was too much attention given them. Two cases showed some evidence of cruelty.

F. Treatment of the child in the schoolroom. In 11 cases the teacher said the children acted dull in school and in 2 cases they were noticeably bright. In 2 cases the children were disliked by the teachers and in only 2 cases did the children seem to be unpopular with the other children.

G. General characteristics. In 11 cases the children were extremely sensitive and 12 were very nervous and restless. Nine of the children were timid and 9 very affectionate. Seven were talkative, 5 had speech defects of some kind, 4 were stubborn and 4 were overbold.

H. Economic conditions. Six of these children belong to families of average means, 5 to poor families and 4 to very poor families. One child belongs to a family of above average means.

III. Physical conditions. (a) General health

Nine of these children seem to be in fair health, 5 are in poor health and 2 are in excellent health.

(b) Serious diseases and illnesses

In 6 cases there were histories of serious diseases.

IV. Number of children of each sex in the group.

Of the children in this grade 9 were boys and 7 were girls, there being more boys studied than girls in this grade while in the other grades the girls held the majority.

Chapter VII. The Second Grade.

When the second grade is reached selection has already taken place, at least the younger "dull" children have been held back in the first grade. The dull children in the second grade are noticeably older in chronological age than in the first grade. With respect to "nervous" troubles, in the definitely nervous cases the condition has been aggravated until in some cases the situation is quite serious. At any rate it has become sufficiently obvious for the teacher to notice it and to call it definitely nervous non-adjustment instead of mischievous restlessness or some other such name.

In this grade it was found necessary to eliminate some of those who thru previous testings had been found to be definitely backward, so as to specialize more on those who presented problems of lack of nervous or emotional balance. For this reason there are fewer low grade children on the list. As finally decided upon there were four children whom the teachers listed as "backward" and eight children who were "nervous" in one form or another. Several of these children have been attending the speech defect classes, not for any special speech defect but because of some peculiarity or trouble. One child has definite epileptic fits and is in a bad condition.

The results of the Stanford-Binet examinations given in a distribution curve (See Table V, p. 112) show the result of the elimination of the lower grade students. There is a range of I.Q.s from .78 to 1.38, showing the presence of children who are backward and of those who are superior or almost genius. It might be interesting to note here that the lowest I.Q. belongs to

Range of I.Q.s	Number of cases.	Range of I.Q.s	Number of cases.
.75-.79	11	1.10-1.14	0
.80-.84	0	1.15-1.19	1
.85-.89	0	1.20-1.24	2
.90-.94	0	1.25-1.29	2
.95-.99	2	1.30-1.34	0
1.00-1.04	1	1.35-1.39	1
1.05-1.09	2		

Table V. Distribution of I.Q.s in the Second Grade.

						1	2			2	2
Nervous											
Backward	1				2				1		
I.Q.	.75	.80	.85	.90	.95	1.00	1.05	1.10	1.15	1.20	1.25
	.79	.84	.89	.94	.99	1.04	1.09	1.14	1.19	1.24	1.29
Total	1	0	0	0	2	1	2	0	1	2	2
Nervous									1		
Backward											
I.Q.						1.30	1.35				
						1.34	1.39				
Total						0	1				

Table VI. Comparison of teacher's listing and I.Q.s.

one of three brothers, all of whom are included in this study.

Of the four children who were listed by the teacher as backward, only one really was found to be mentally retarded and this child was the one mentioned above. Of the other three, one had an I.Q. of .97, one of .99 and one of 1.19. The I.Q.s of the nervous children ranged from 1.01 to 1.38. Table VI (See p. 111) shows the comparison of the listing of the teacher with the results of the examinations.

The chronological ages of these children show a range of from 6 years 11 months to 9 years 6 months, a range of over three years in actual age. This shows increase in range of chronological age of the children in the second grade, since in the first grade and in the kindergarten the range was considerably less. The following tabulation gives the results.

C. A.	Number
6 years 6 months .. 6 years 11 months	1
7 years	7 years 5 months
7 years 6 months ...	7 years 11 months
8 years	8 years 5 months
8 years 6 months ...	8 years 11 months
9 years	9 years 5 months
9 years 6 months ...	9 years 11 months

The mental ages show an even wider range than this, namely, 6 years 9 months to 11 years 3½ months. The mental age of 11 years 3½ months is the case of a 9 year old child who has just come in from the country and who is said to be dull! The following is the list of the mental ages as they result from the test.

M. A.	Number
6 years 6 months	6 years 11 months
7 years	7 years 5 months
7 years 6 months	7 years 11 months
8 years	8 years 5 months
8 years 6 months	8 years 11 months
9 years	9 years 5 months
9 years 6 months	9 years 11 months

10 years	10 years	5 months	1
10 years 6 months .	10 years	11 months	0
10 years	11 years	5 months	1

The nationalities of the children as determined by the birth place of the fathers were Czecho-Slovakian 2, Scandinavian 4, American 5, Irish 1. In no case was any language but English spoken very much, not at all as the ordinary conversational language.

The occupations of the fathers were varied. In two cases the fathers were dead. The occupations in the other cases were Hide Inspector, Implement dealer, President of an Optical Company, Laborer on the railroad, Weigher, Checking clerk, Miller, Foreman, Fireman at mill, Machinist. The occupations thus range from the really unskilled to the highest point in the business world, President of a successful company.

The individual cases will now be considered in detail to show the actual conditions that exist in the causation of the nervous and the retarded children of this group. As in the previous chapters, the child with the lowest I.Q. will be considered first.

27. P. O. (Backward). Boy.

Teacher's comment. Very slow but tries hard. If he were in good environment would probably do as well as the average child!

Teacher's rating. Average in social adaptability, leadership, personal appearance, co-operation, courage, and popularity among fellows. Inferior in sense of humor, power to give sustained attention and dependability. Very inferior in persistent effort, initiative, grasp of subject matter, accuracy, verbal expression and general intelligence. Superior in cheerfulness

and very superior in obedience and evenness of temper.

Stanford-Binet. Chronological age 8 years 11 months
Mental age 7 years
Intelligence Q. 78

One of several defective boys in a defective Norwegian family (See F. O. in the Kindergarten and A. O. in the First Grade). Does very poor work in school but says he likes it. Child is getting shy and sensitive about his retardation and does not answer as freely as formerly. Basal age was 6 years and passed 1 test in year 8.

Home environment. For statement of home conditions and family see F. O. in the Kindergarten.

Heredity. See F. O. in the Kindergarten.

Early history and physical condition. Nothing was known of the early history of this child on account of the inability of the mother to remember. He apparently has been a fairly well child, having had whooping cough but no other diseases. He has defective teeth. His general appearance is that of a sturdy, healthy child, tho somewhat slow and sluggish.

Habits. Child is becoming very sensitive. He tries hard always and is the most helpful of any of the children at home. All the mother's scoldings and commands fall upon him. He is incapable of sticking to things tho and doesn't remember well at all. Child goes to bed when he feels like it, is not afraid of the dark, sometimes has bad dreams, - used to have many of them he says. Does very poor work in school, but says he likes it, particularly reading.

Comparison of teacher's ratings and parent's ratings.

(N.B. The ratings given here under the heading parent's ratings are relative only, being given by the woman who lives downstairs in their house and who knows them pretty well.)

TRAITS	T.	R.	P.	R.
1. Sense of humor	4	4	4	4
2. Power of sustained attention	4	4	5	5
3. Persistent effort	5	5	5	5
4. Initiative	5	5	4	4
5. Grasp of subject matter	5	5	5	5
6. Accuracy	5	5	5	5
7. Social adaptability	3	3	3	3
8. Leadership	3	3	5	5
9. Personal appearance	3	3	4	4
10. Cheerfulness	2	2	3	3
11. Co-operation	3	3	3	3
12. Courage	3	3	4	4
13. Dependability	4	4	5	5
14. Verbal expression	5	5	5	5
15. Obedience	1	1	3	3
16. Popularity among fellows	3	3	3	3
17. Evenness of temper	1	1	3	3
18. General intelligence	5	5	5	5

General comment. This child is the third of the three brothers in a family of defective strain, and he is the lowest of the three in mental ability. He is one of the meek, sensitive type who probably, in view of his small mentality, will do little work of economic value. Possibly in a different environment he might develop a little more initiative, but he should be put in a class where he could be learning something practical and vocational instead of the straight academic work he is struggling with now.

28. A. T. (Backward). Girl.

Teacher's comment. Foreign, well-meaning and tries hard but is slow. Is a repeater. Brother is slow and very queer. Sleeps all the time, no matter where he is.

Teacher's rating. Average in sense of humor, power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, cheerfulness, co-operation, courage, dependability, verbal expression, evenness of temper and general intelligence.

Stanford-Binet. Chronological age 6 years 11 months
Mental age 6 years 9 months
Intelligence Q. .97

Child seemed quite simple tho attained a low average rating. In describing the pictures she continually picked out the defects or bad things about them. Basal age 6 years; passed 1 test in 8 year.

Home environment. Child lives in small one-family house which is kept immaculately clean and is plainly but attractively furnished. The family, which is Czecho-slovakian, consists of father mother, two brothers of 14 and 10 years respectively and of 1 sister of 11 years.

The father is a tall broad shouldered man of good appearance. The mother says he has always been well and is not at all the nervous, restless type. The mother is tall, but stout with a fleshy rather repulsive face. One side of her face is very fleshy and the other side is thin due to some operation on that side. She was cordial however and talked English very well. She has been in this country 19 years. She seemed to be fairly intelligent and is planning much for her children when they grow up.

The 14 year old boy is now a freshman at East High School. He is doing excellent work and is greatly interested in it. He has his future as a business man all planned out for himself. The other boy was very seriously sick with eczema when he was a baby, in fact the doctor gave up all hope of him and said that "if he did get well he would be a cripple and an idiot", so the mother says. He got well, however, but seems to have been "deadened" by his disease. He falls asleep continually and in any available place, seems to have no vitality and takes no interest in his school work. He is already retarded in school and is

getting more so. The sister is apparently doing fair work in school and is well liked by her teachers. For the most part the health of the children has been good.

Heredity. It was not possible to learn anything of the heredity of this child aside from the mother's statement that both her family and her husband's family were, as far as she knew in good health and not nervous.

Early history and physical condition. The child was born full term, normally, and weighed only a little under 3 pounds. The mother was sick continually before the birth of the child and apparently the child did not get enough nourishment. She was breast fed and has been well during most of her childhood, having only a few of the milder children's diseases - measles and pneumonia last year but has fully recovered.

Habits. Child eats well, is not finicky and sleeps well in the dark with no bad dreams as far as the mother knows. Obeys well, since, as the mother said, she has to or she gets "a licking". Is slow but a well meaning child and tries hard to do right and to work hard always. Likes to read at home and is continually asking the others what a word is.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ..	3	3
3. Persistent effort	3	2
4. Initiative	3	3
5. Grasp of subject matter	3	3
6. Accuracy	3	3
7. Social adaptability	3	3
8. Leadership	4	4
9. Personal appearance	4	3
10. Cheerfulness	3	2
11. Co-operation	3	2
12. Courage	3	3

13. Dependability	3	....	3
14. Verbal expression	3	....	3
15. Obedience	2	....	3
16. Populairty among fellows	4	....	3
17. Evenness of temper	3	....	2
18. General intelligence	3	....	3

General comment. It seems likely that there is some slight congenital defect in this family since at least two of the children are retarded and slow. On the other hand the defect is not great and all the children, except possibly the 10 year boy, are capable of doing passing work. The home conditions seem to be a little better than the average foreign home and the parents seem to be alive to the necessity for care and training of the children. The children in turn look up to and heed what the parents tell them to do.

29. R. R. (Backward). Boy.

Teacher's comment. Mother is housekeeper. Wanted to get rid of child last year so she could be housekeeper for a Fraternity house, so put him in a German Catholic Orphanage in St. Paul where only German was allowed and where he was very badly treated.

Teacher's rating. Average in sense of humor, power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, social adaptability, leadership, personal appearance, verbal expression and general intelligence. Superior in popularity among fellows, very superior in cheerfulness, co-operation, courage, dependability, obedience and evenness of temper.

Stanford-Binet. Chronological age 9 years 3 months
 Mental age 9 years 2 months
 Intelligence Q.....99

Child has not had a fair chance in life. Moved from one school to another; yet has a very happy disposition and while lacking training (could not tell time) is intelligent. Basal age of 8

years and passes 1 test under year 12.

Home environment. Lives in a tiny house at the rear of a fraternity house. Is fairly clean tho rather cluttered up with things. The present family consists of his mother, who is Irish, 2 brothers of 12 and 11 years and 2 sisters. A young girl from North Dakota stays home to take care of the children, so the boy said, but on several visits to the house it was impossible to find anyone at home.

Since no one of the family could be talked with the data concerning this family are meager. The mother apparently takes little interest in the children since she put this child and several of the others in a German catholic orphanage in St. Paul last year so that she might be housekeeper at a fraternity house. She is now working all day at a Coffee Shop in the city.

The brothers are both attending school and doing fine work. The oldest boy now in the 8th grade has an I.Q. of 133. The other brother is in the 5th grade. Of the sisters the oldest one is attending St. Margaret's School and working too. The youngest sister has just entered the kindergarten. All seem to be in good health and are good mannered and cheerful.

Heredity. No information could be gained concerning the heredity since the mother could not be seen.

Early history and physical condition. Nothing was learned concerning the early history etc. aside from the child's statement that he has always been very well.

Habits. The child has had a hard life. In the orphanage he was abused a good deal and wasn't allowed to speak anything but German. All his school career he has been moved from one school to another yet the child has a very happy disposition and,

while lacking certain fundamentals in training, he is intelligent. Child says he goes to bed at 8 or 9 usually, but is not allowed to make any noise after his mother comes home, has to sit on a chair and do nothing. He says he isn't afraid of the dark and only once in a while has bad dreams. Sleeps with his brother. Gets a small amount of food only -- shredded wheat and milk for breakfast. Child is very pleasant, and courteous, always trying to do things to help.

Comparison of teacher's ratings and parent's ratings.

It was impossible to get the parent's ratings in this case.

General comment. This is the case of a bright, attractive child who has had a very abnormal bringing up, and many sad experiences. In spite of that he shows his ability and now is doing very good work in school. He is popular and well liked by all who have anything to do with him. His home life is apparently poor. What his heredity would show is a question. His older brother shows a very superior intelligence, however, and evidently must have real ability. A different environment would probably do much to inspire and to help this child.

30. E. S. (Nervous). Boy.

Teacher's comment. Very nice child; always pleasant and kind. Has bad spells - stares motionless and rigid seeing nothing. They come about every other day. Child very sensitive about them.

Teacher's rating. Average in sense of humor, co-operation, courage, dependability and popularity among fellows. Inferior in initiative, social adaptability, leadership and verbal expression. Superior in power to give sustained attention, persistent effort, grasp of subject matter, accuracy and general intelligence. Very

superior in personal appearance, cheerfulness, obedience and evenness of temper.

Stanford-Binet examination. Chronological age 7 years 9 mos.
Mental age 7 " 10 "
Intelligence Q. 1.01

Child has peculiar twitching of the muscles and makes involuntary noises at times. Child is extremely nervous tho he reacted fairly well to the test. Tries hard and is very pleasant and co-operative.

Basal age was 6 years; passed 1 test in year 10.

Home environment. Lives in small one-family house that is rather old and out of repair but fairly clean. (For complete data regarding home conditions and family see C. S. in the First Grade).

Heredity. See record of C. S. In the First Grade.

Early history and physical condition. Child was born normally full term and weighed 10 and one-half pounds. His mother was in good health before the birth of the child. Up to 3 years he was well and healthy. Then began these spells accompanied by much nervousness. The spells lasted until he was 5 years when they disappeared and the child entered school. This past Christmas time however, they began again and he has them often now. He has always taken much medicine of the syrup of figs type and is finicky about his food, eating much candy and few vegetables. An examination by the school doctor shows that the child is in the early stages of epilepsy, which requires a very strict plain diet and much care if it is to be checked. The doctor thinks that in this early stage, since the child is healthy he can be cured if the mother treats him right. The child has had defective teeth, recently attended to, and now has bad tonsils and adenoids which should be removed. He is much afraid of doctors, however, so the parents let it go.

Habits. Ever since the nervousness and spells appeared in his third year, the child has been petted and given everything he wants. For fear that he would be afraid in the dark, his mother left a light burning in his room when he went to bed, so that now he is very much afraid to be without it. Fearing lest she would make him more nervous, whenever he expressed a desire for anything and began to "worry" as his mother called it, she - and the father as well - hastened to get it for him. Now he begins to worry over and to desire more and more things until the parents are beginning to wonder where it is going to end. Money means nothing to him. He is badly afraid of doctors, dentists, dogs etc. The other day his cat had a fit and this almost threw him into hysterics. Mother says she is trying to give him proper food now and to do all the best things she can for him. Child is good tempered and bright obeys fairly well at home, but if he doesn't like a thing he begins to worry and his parents change to his view point.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	3	3
2. Power of sustained attention ...	2	2
3. Persistent effort	2	2
4. Initiative	4	3
5. Grasp of subject matter	2	2
6. Accuracy	2	3
7. Social adaptability	4	3
8. Leadership	4	3
9. Personal appearance	1	2
10. Cheerfulness	1	3
11. Co-operation	3	3
12. Courage	3	4
13. Dependability	3	3
14. Verbal expression	4	2
15. Obedience	1	3
16. Popularity among fellows	3	3
17. Evenness of temper	1	3
18. General intelligence.....	2	3

General comment. This is a case where the trouble lies en-

tirely in the home. For fear that he would become nervous and scared the

parents have made him the very thing they feared. The future of this child depends upon whether the parents can be made to realize and to understand the great necessity for proper training and habits mentally and physically in this child. If they do not he will end up in the epileptic colony probably, if they do he may grow well and will be able to carry on his work with skill.

31. M. J. (Nervous and Queer). Girl.

Teacher's comment. Most peculiar child. Has a sort of sneaking way about her. Tells lies. Makes believe lisp half the time, even tho she can say rs etc. as well as the other children if she wants to. Not at all popular.

Teacher's rating. Average in persistent effort, grasp of subject matter, accuracy, social adaptability, personal appearance, courage, obedience and general intelligence. Inferior in sense of humor, initiative, leadership, cheerfulness, co-operation, dependability, verbal expression, popularity among fellows and evenness of temper. Superior in power to give sustained attention.

Stanford-Binet. Chronological age .. 7 years 9 months
Mental age..... 8 years 3 months
Intelligence Q..... 1.05

Reaction to test good. Lisped during examination. Seemed somewhat nervous. Basal age of 6 years; passed 3 tests in 9 year series. Passed all in 8 year series. Talkative child and seemed to be doing her best and to be interested. Says she likes school very much but likes spelling best.

Home environment. Lives in pleasant one-family house, which is most attractively furnished and very clean. The family consists of father, mother, two brothers and three sisters. Both parents

are Swedish.

The father is a big, tall man, cheerful and in good spirits always. He has done well in his business, has been with one company for 21 years. The mother is rather tall and stout. She is very pleasant and also very intelligent. She speaks English well tho with a slight accent. She says she has always been well and strong, never sick.

The boys of the family are both working, one in a garage and the other driving a truck. The oldest girl graduated from the 8th grade, then took the junior nursing course at the Vocational High School. From this she changed over to telephone operating, and she is now a supervisor at one of the exchanges. The 14 and 10 year old sisters are in the Motley school, the former child doing exceptionally good work and the latter fair work. An intelligence examination of the 14 year old child shows an I.Q. of 1.28, tho at home the mother says she is the most disagreeable of all the children, pouting and whining a good share of the time.

Heredity. There seemed to be no poor family history in this case. The mother said both her relatives and her husband's relatives are over in Sweden and are all well and strong now as always. There seems to be no history of nervousness whatsoever.

Early history and physical condition. Child was born full term and normally. She weighed $8\frac{1}{4}$ pounds. The mother was in excellent health before the birth of the child. Child began to talk at 18 months and walked at 1 year. As far as her physical condition is concerned she has had the measles and nothing else. She has always been well and healthy.

Habits. This child is the "baby" of the family and consequently has been somewhat spoiled. The family have laughed at her

when she did things so that she has decided that she is cute when she does queer things and does them more often for this reason. She has a keen sense of humor apparently and does funny things continually. "She's a regular clown" her sister says. She is slightly afraid of the dark and sleeps well. She used to wake up in the night afraid and said that chickens were going after her. This rarely happens now tho. She seems to have a slight speech defect, a slurring of the r sound. The mother says she has always had it but sometimes she pronounces the sound all right and then again she doesn't. Her sister was the same way but has outgrown it now. The family have rather encouraged her than discouraged her in this and probably that is the reason she keeps it up. She doesn't seem nervous at home apparently, as the whiney sister does, but at school the teacher calls her somewhat nervous. Eats well and is not very finicky about her food.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T. R.	P. R.
1. Sense of humor	4	1
2. Power of sustained attention	2	3
3. Persistent effort	3	3
4. Initiative	4	2
5. Grasp of subject matter	3	3
6. Accuracy	3	3
7. Social adaptability	4	3
8. Leadership	3	2
9. Personal appearance	4	2
10. Cheerfulness	4	3
11. Co-operation	3	3
12. Courage	4	3
13. Dependability	4	2
14. Verbal expression	3	3
15. Obedience	4	3
16. Popularity among fellows	4	3
17. Evenness of temper	3	2
18. General intelligence		

General comment. This child seems to be maladjusted simply on account of the training or lack of training she has received.

Being the baby of the family all her peculiarities and foolish actions were regarded as being funny and laughed at until now she has been so spoiled that she can't get on well with other children and gets angry and whiney in school if not given her own way.

32. H. S. (Nervous). Girl.

Teacher's comment. Peculiar child. Has been spoiled and is bossy and dictatorial at home. Wasn't popular at school but put her forward and now she is fairly well liked. Has changed much this year due perhaps to desire for praise and good marks from teacher and partly to desire to have playmates like her.

Teacher's ratings. Average in accuracy, personal appearance, cheerfulness, dependability, verbal expression. Inferior in social adaptability, leadership, co-operation, courage, obedience and popularity among fellows. Very inferior in evenness of temper. Superior in sense of humor, power to give sustained attention, persistent effort and initiative. Very superior in grasp of subject matter, and general intelligence.

<u>Stanford-Binet.</u>	Chronological age ...	7 years 8 months
	Mental age	8 years 4 months
	Intelligence Q....	1.07

Reaction to test good. Child gives appearance of trying to show off all the time. Didn't seem to try very hard on test. Basal age 7 and passed all but one test in 9 year series; passed only 2 tests in year 8.

Home environment. Lives in small 6-room house, kept extremely neat and clean; much furniture, rugs etc. systematically arranged around the room. Child is adopted by an elderly couple, Bohemians, who had no children of their own. The present family consists of merely an elderly man and his wife.

The stepfather is a large, husky man, quite emotional and he adores this child. Wont permit her to be reprimanded at all. He is in good health. The mother is also the emotional type; talks with a loud voice and admires the child equally with her husband. Child isthus completely spoiled.

Heredity. Nothing is known of this child's heredity. She was sent out to this family by an Eastern Orphan's Asylum with nothing at all included as to her heredity or early history.

Early history and physical dondition. Nothing is known of her early history and early life. Child came to present home about three years ago. Since then she has been perfectly well and strong.

Habits. Child wants her own way constantly and goes into a fit of temper in which she throws herself around when she can't get what she wants. Is extremely bossy, unpleasant and loud, particularly at home. Does no work around the house. Sleeps alone and is not afraid of the dark. Has no bad dreams. Doesn't get along at all well with other children.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.R.	P.R.
1. Sense of humor	2	3
2. Power of sustained attention	2	3
3. Persistent effort	2	3
4. Initiative	2	3
5. Grasp of subject matter	1	3
6. Accuracy	3	4
7. Social adaptability	4	4
8. Leadership	4	4
9. Personal appearance	3	2
10. Cheerfulness	3	4
11. Co-operation	4	4
12. Courage	4	3
13. Dependability	4	3
14. Verbal expression	3	3
15. Obedience	4	5
16. Popularity among fellows	4	4

tales of becoming delirious and having terrible headaches on many occasions. Possibly he has heard his relatives tell these stories so often that he has adopted their methods. Tries to learn things by rote memory all the time. Basal age was 8 and child passed 1 test in 14 year series.

Home environment. Lives now in attractive one-family house, which was rather upset inside. His present family consists of his father, his aunt and uncle and their two daughters and his small sister - all American born.

His father apparently is a rather ignorant, shiftless individual who has worked chiefly on a road gang and as a railroad bridge repairer. He seems to have no authority at all over the children. The mother died of tuberculosis and the flu. She was a very nervous person, ignorant and poor, said to be the best of a worthless family. Her health was always poor.

The aunt is an ignorant but most determined sort of person. She talked very loud and glibly about the wretchedness of schools in general and of the inferiority of all men. She says she dislikes this child very much, that he is very disobedient, babyish, dull, and spoiled. When it was remarked that his present condition was probably due to lack of training she remarked, "No, it's born in him. It's just this inner nature coming out."

His cousins are both girls, one 16 years of age now attending the University, and the other in the last year grammar school. Both dislike having this child and his sister here very much and show their dislike.

His sister is 8 years old and now in the first grade, since she also was put back on coming to the city. She is rather a loud, ill-mannered child, undisciplined and impolite. Seems to be in good

health.

This child only came to the city last fall. Before that he had lived on the farm; after his mother died he was handed around to different relatives some of whom treated him badly and some of whom were not fit to have the upbringing of any child. He has had no training and discipline whatever.

Heredity. His father's family apparently come of good stock, American pioneers in the West. His mother and father both went to the University the Aunt said, but they died early and left a large family of children to shift for themselves. She is a sister to the child's father. On the mother's side the heredity is bad. She was the best of a poor family and was herself weak and in poor health always. Several of her brothers are now serving terms in Stillwater Penitentiary. There is not any history of insanity or nervousness as far as it was possible to determine it.

Early history and physical condition. The aunt knew nothing of the early history of this child. She said that his present health is good and that the headaches were largely "put on". He hasn't been sick at all since he came to the city and has gained in weight. The teacher says he runs a temperature often tho and may be in the beginning stages of tuberculosis. He has had very poor food all his life, much candy etc. and his digestive system has been out of order much, altho that too is now much better.

Habits. According to the aunt they are all poor. He is whiney, babyish, timid and very finicky about his food. He doesn't stick to his work, is unpleasant and often mean. In school he seems to be a different kind of boy as he is well liked and is ranked superior by the teacher in cheerfulness. Probably his present environment is not helping his disposition any.

Comparison of teacher's ratings and parent's ratings. (aunt's)

TRAITS	T.R.	P.R.
1. Sense of humor	2	3
2. Power of sustained attention .	3	4
3. Persistent effort	4	4
4. Initiative	3	4
5. Grasp of subject matter	4	4
6. Accuracy	4	4
7. Social adaptability	2	3
8. Leadership	3	4
9 . Personal appearance	4	4
10. Cheerfulness	2	4
11. Co-operattion	3	4
12. Courage	3	4
13. Dependability	3	4
14. Verbal expression	3	3
15. Obedience	3	4
16. Popularity among fellows	3	3
17. Evenness of temper	3	4
18. General intelligence	3	4

General comment. In this case it would seem that the environment had been the cause of his present condition almost entirely. He is really very bright and has all the airs and ideas of a fine child. His whole nature however is and has been warped by the kind of environment he has been in. The only remedy lies in a new environment that is inspirational and at the same time disciplinary.

34. E. A. (Nervous and sullen). Girl.

Teacher's comment. Not a pleasant child, particularly during the first part of the school year - sullen and antisocial. Is the youngest child in the family and has been made much of; too much attention. Also her brothers and sisters have teased her a lot and she resents it.

Teacher's rating. Average in initiative, accuracy, co-operation, courage and popularity among fellows. Inferior in sense of humor, social adaptability, leadership, cheerfulness and evenness of temper. Superior in power to give sustained attention, persistent effort, grasp of subject matter, dependability, verbal ex-

pression and general intelligence. Very superior in personal appearance and obedience.

Stanford-Binet. Chronological age ...7 years 8 months
Mental age 9 years 5 months
Intelligence Q. 1.22

Reaction to test good. Child seems very old for her age, serious, little sense of humor. Basal age was 8; passed 3 tests in the 10 year series.

Home environment. Child lives downstairs in a very attractive stucco house; well furnished with good taste. The family is Norwegian and consists of father, mother, two brothers and a sister.

The father is a very short, stocky man, who talks with a decided accent but good English. He is well physically and not nervous. He is pleasant and thoughtful of his family and is trying to do everything for them. The mother is a small, thin woman, exceedingly nervous, but at the same time her health is good. She says she always has been pretty well. She is very cordial and pleasant and intelligent.

The oldest boy, 23 years of age, works in a hardware store. The sister, 18 years, is attending the Minnesota College and the youngest boy, 12 years, is just finishing the 8th grade and is then going to high school. He has done fine work and is well liked. Because the family just moved here from the Dakotas he was put back in school somewhat but he is making that up and is going to summer school so that he can enter high school in the fall. The sister is extremely nervous.

Heredity. The only information possible to be gained was the mother's statement that her family are nervous and have always been thin and pale looking, and that her husband's family are the opposite of this, - strong and robust.

Early history and physical condition. Child was born full term, normal birth. Weighed 10 pounds at birth. Her mother was in good health before the birth of the child. Her health has always been good during her babyhood and until last year when she almost had pneumonia and was very sick. She is all right now, however, and as far as her parents know has no other trouble.

Habits. Child goes to bed anywhere from 9 to 10. She sleeps with her older sister and so can't go to sleep until the light is out. Sometimes she has bad dreams of snakes, she said. Child is extremely sensitive, cries easily and puts if she doesn't get what she wants. Is finicky about her food. Is slightly spoiled and also objects to the teasing that her older brother gives her. All the children were born far apart and had no brothers or sisters near their own age to play with. Gasps slightly when she talks.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.R.	P.R.
1. Sense of humor	4	4
2. Power to give sustained attention	2	2
3. Persistent effort	2	2
4. Initiative	3	2
5. Grasp of subject matter	2	2
6. Accuracy	2	2
7. Social adaptability	4	3
8. Leadership	4	3
9. Personal appearance	1	3
10. Cheerfulness	4	4
11. Co-operation	3	3
12. Courage	3	3
13. Dependability	2	2
14. Verbal expression	2	2
15. Obedience	1	3
16. Popularity among fellows	3	3
17. Evenness of temper	4	3
18. General intelligence	2	1

General comment. This is another case of the baby of the family being spoiled and petted too much. The child has always had everything done for her and probably has had her own way a

good deal. When her brother teases her she resents it and she doesn't get on well with the other children in school. She apparently has a rather shy, sensitive nature and it is hard for her to get acquainted. She needs the company of children of her own age to learn social lessons and more unselfishness. She may possibly be somewhat nervous tho this condition is probably aggravated by lack of sufficient sleep. The family are moving soon to a larger house and it is to be hoped that there will be a place where this child can sleep by herself.

35. G. W. (Nervous) Girl - sister to very shy child in kindergarten.

Teacher's comment. Very fine child, bright and attractive.

Co-operates wonderfully in everything.

Teacher's ratings. Average in initiative, social adaptability leadership, personal appearance, cheerfulness, courage, obedience, popularity among fellows and evenness of temper. Superior in accuracy and co-operation. Very superior in sense of humor, power to give sustained attention, persistent effort, grasp of subject matter, dependability, verbal expression and general intelligence.

<u>Stanford-Binet</u>	Chronological age	8 years 1 month
	Mental age	..... 9 years 11 months
	Intelligence Q.	... 1.22

Child very old for her age; bright and happy. Basal age of 9 years and passed 1 test in 12 year series. Very fine attention and interest all the way thru.

Home environment. (See H. W. in the kindergarten for description of this).

Heredity. (See H. W. in the kindergarten as above)

Early history and physical condition. This child was born full term, normal birth and weighed 10 pounds. She walked at

13 months and talked at about 18 months. She has always been well, and in perfect health. The mother was in fair health at the time of her birth. As a baby she was always happy and cried seldom.

Habits. This child seems to be a model child. She is studied chiefly on account of her little sister who is exceedingly shy. She helps around the house doing most of the cleaning up and dish-washing. She is always bright and cheerful and helpful. She sleeps well, eats well and is not finicky about her food. Her speech is very good. She has bad headaches often, due possibly to eye strain. Her eyes never have been examined. She likes to read a lot and spends most of her evenings reading, even trying to read the newspaper.

Comparison of teacher's ratings and parent's ratings.

TRAITS	E.R.	P.R.
1. Sense of humor	1	2
2. Power of sustained attention	1	1
3. Persistent effort	1	1
4. Initiative	2	2
5. Grasp of subject matter	1	2
6. Accuracy	2	2
7. Social adaptability	3	2
8. Leadership	3	2
9. Personal appearance	3	3
10. Cheerfulness	3	2
11. Co-operation	2	2
12. Courage	3	2
13. Dependability	1	2
14. Verbal expression	1	2
15. Obedience	3	2
16. Popularity among fellows	3	3
17. Evenness of temper	3	2
18. General intelligence	1	2

General comment. There seems to be no problem in this case. The child is well developed in every way and is fast becoming a leader. Her eyes need examination and her tendency to do too much reading should be watched. Apparently the family are moving back to the farm since the father lost the job he had here and

can find no other. This will mean probably a lessening of the likelihood of this child's utilizing her ability to the extent otherwise possible.

86. V. W. (Nervous). Girl.

Teacher's comment. Nervous child. Masturbator last year. Attractive looking child. Very lively and quick always.

Teacher's rating. Average in power to give sustained attention, persistent effort, initiative, accuracy, personal appearance, co-operation, dependability. Inferior in social adaptability, leadership, cheerfulness, courage, obedience, popularity among fellows and evenness of temper. Superior in sense of humor, grasp of subject matter, verbal expression and general intelligence.

<u>Stanford-Binet.</u>	Chronological age ...	7 years 6 months
	Mental age	9 years 5 months
	Intelligence Q....	1.25

Very quick, lively child. Bright and attractive. Reaction to test good. Basal age was 7 and passed the similarities test in year 12. In the 60-word test in the 10 year old series this child named 105 words in three minutes.

Home environment. Lives downstairs in small, but attractively furnished house, which was clean and neat. The family consists of father, mother and two sisters, 1 of 10 and 1 of 3 years. All are Americans.

The father is a man of average height, lively and jolly always. Yet at the same time he tries to be sufficiently severe with the children. He is in fine health and always has been. The mother is a tall, rather large woman, pleasant and intelligent. Seems to be training the children in a pleasing sort of way. Is in good health now as she always has been except before the births of the children. She says she is not at all nervous, is more the

quiet type now, tho she used to be as lively and full of fun as the child is now.

Heredity. Nothing could be found out concerning the heredity in this case. According to the mother both her family and her husband's family were well and were not at all the nervous type. They were well and healthy all the time.

Early history and physical condition. The birth was normal full term baby and she weighed $7\frac{1}{4}$ pounds at birth. Mother was in very bad health before birth of child. She has always been well, and except for whooping cough, measles and hypertrophied tonsils and adenoids, has had no illnesses at all. She is thin but it seems to be natural in her case to be wirey and slender. Her little sister is just like her.

Habits. The child seems to have very good habits all thru her home life. She eats well, is not finicky, sleeps well, goes to bed early, and obeys well. Her attitude toward her mother and sisters is fine. The mother has noted no nervousness in her. She is always lively and moving, restless when she can't be doing something or be out of doors. She is afraid of the dark, but she has always been put to bed in the dark and has not been scared or told of scarey things by the parents. Probably she will outgrow this. The child has had no sex education and has asked no questions about such matter. The mother has seen no signs of masturbation and does not believe that the child thinks much about this side of her makeup as she is too busy enjoying outside games and tomboyish stunts. The older sister has asked about sex matters and has been told.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.R.	P.R.
1. Sense of humor	2	3
2. Power of sustained attention	3	3
3. Persistent effort	3	3
4. Initiative	3	2
5. Grasp of subject matter	2	2
6. Accuracy	3	3
7. Social adaptability	4	2
8. Leadership	4	2
9. Personal appearance	3	3
10. Cheerfulness	4	3
11. Co-operation	3	3
12. Courage	4	4
13. Dependability	3	3
14. Verbal expression	2	2
15. Obedience	4	3
16. Popularity among fellows	4	3
17. Evenness of temper	4	3
18. General intelligence	2	2

General comment. This is another case of a child who is full of the overflowing spirits of childhood and is restless in the narrow confines of the school room. She is very intelligent, keen and quick in look and action but being restless in school the teacher says she "causes trouble, is always talking and getting into things". Her home conditions seem to be above the average and the mother seems to be giving the children sympathetic help and guidance. Apparently all the child needs is some slight guidance and direction of her overwhelming spirits into some constructive and valuable phase of life. She should develop into an unusual girl, if the mill stone of school discipline doesn't grind her beyond the point of patience.

37. J. B. (Nervous). Lisps. Boy.

Teacher's comment. Very bright and fine child. Clean, polite and allround fine child. Doesn't take the lead very much. Is affectionate but not at all demonstrative. Constructive curiosity. Slow and clumsy in his movements.

Teacher's ratings. Superior in sense of humor, social adaptability, and very superior in power to give sustained attention, persistent effort, initiative, grasp of subject matter, accuracy, leadership, personal appearance, cheerfulness, co-operation, courage, dependability, verbal expression, obedience, popularity among fellows, evenness of temper, general intelligence.

(N.B. This child is another "teacher's favorite".)

Stanford-Binet. Chronological age 7 years 11 months
Mental age9 years 11 months
Intelligence Q..... 1.25

shy child, but bright, most intelligent. Somewhat suggestible, and fears lest things aren't just right. Basal age was 9, passed 1 test in year 12, similarities of three things.

Home environment. Lives in very attractive one-family house, well-furnished and showing good taste. The family consists of father, mother and older brother.

The father, Swedish, is President of an optical company in the city. He is a calm, quiet sort of man, not at all nervous and in good health. Apparently the son takes after him. The mother is a tall, intelligent looking woman, much interested in the welfare of her children and does all possible to help them. She was born in this country. She is very nervous, however, and worries much over trifles. Stutters slightly and has been hysterical.

The brother is 10 years old and is more nervous than this child. He is doing fine work in school, has an I.Q. of 1.31. Was an enuresis case but is better now.

Heredity. On the father's side there is no history of speech defect, nervousness or other trouble. On the mother's side, however, is a history of extreme nervousness in her mother. Further

than this there is no evidence.

Early history and physical condition. Child was born full term, normal birth. The mother was in fair health before the birth of the child. He weighed 6 pounds at birth and was partly breast fed. The child began to talk and walk at about 18 months, but in walking he was always slow and clumsy. The general health of the child has been good. He also was a former case of enuresis but is all right now. Four years ago he had the flu and since that time he has had his tonsils and adenoids removed. He seems to be in good condition.

Habits. Child is affectionate, but not demonstrative, easily controlled, rather timid, quiet, and fond of playing alone. Is slightly nervous. Is somewhat finicky about his food, eating few vegetables and fruits. Goes to bed early and sleep well, not afraid of the dark and rarely has bad dreams. Goes to "good" movies occasionally.

Comparison of teacher's ratings and parent's ratings.

TRAITS	T.R.	P.R.
1. Sense of humor	2	4
2. Power of sustained attention ..	1	1
3. Persistent effort	1	1
4. Initiative	1	3
5. Grasp of subject matter	1	3
6. Accuracy	1	2
7. Social adaptability	2	3
8. Leadership	1	4
9. Personal appearance	1	3
10. Cheerfulness	1	3
11. Co-operation	1	2
12. Courage	1	3
13. Dependability	1	1
14. Verbal expression	1	4
15. Obedience	1	4
16. Popularity among fellows	1	3
17. Evenness of temper	1	2
18. General intelligence	1	3

General comment. There seems to be little of a problem here. Aside from some tendency towards nervousness on the part of the mother the environment is calm and ideal. The boy is doing fine work and seems to be overcoming the nervousness already. As he grows older too he will probably outgrow much of his present a-social attitude.

38. H. R. (Nervous and queer). Girl.

Teacher's comment. Child doesn't take hold of things well; doesn't seem to grasp the meaning of things. She reads. Peculiar child. Her mother doesn't like children and is now pregnant again. When second baby came Grandmother remarked to the child that they wouldn't like her anymore now, and the child became very jealous of her sister and has remained so. Child is very affectionate, but overbold.

Teacher's rating. Average in sense of humor, persistent effort, initiative, grasp of subject matter, accuracy, personal appearance, cheerfulness, co-operation, courage and general intelligence. Inferior in power to give sustained attention, social adaptability, leadership, dependability, verbal expression, obedience, popularity among fellows and evenness of temper.

Stanford-Binet. Chronological age . 7 years 5 months
Mental age10 years 3 months
Intelligence Q..... 1.38

Extremely bright and attractive child. Her memory is exceptionally good and she co-operated well in the test. Basal age was 8 and she passed 3 of the starred tests in year 12, ball and field, repeating numbers backwards, and similarities.

Home environment. Child lives in small stucco house, which is rather attractive and well kept up. The family, an American

family, consists of father, mother and sister.

The father is a very quiet man, in good health, and he has done well in his business as checking clerk for the Minnesota Transfer Company. The mother is a big, tall woman, intelligent, but a loud talker and coarse. She was an only child and herself dislikes children. She didn't want any children but now has two and is expecting another.

The small sister, two years old is in good health and is attractive.

Heredity. The mother says there is no history of nervousness or any other trouble in either her family or her husbands. No speech defect either.

Early history and physical condition. Child was two weeks over due at birth. Weighed 5 pounds at birth and was breast fed for a year. She talked at 1 year and walked at 11 months, forced to do so by the parents. Her general health is fair. She has what her mother calls "growing pains", had whooping cough at 3 and a half and chicken pox at 6. Has defective teeth and bad tonsils. Her slight speech defect developed after the whooping cough. She talks as tho English were a foreign language to her.

Habits. Child slept alone in crib by mother's bed until she was 5 years. Child says she isn't afraid of the dark, but has bad dreams, burglars, animals, etc. eating her. They were so vivid she said that they made her afraid to go away from her mother in the morning. Said this with smiling face. Eats just what she likes, doesn't like milk or vegetables. No sex hygiene. Resembles mother. Over selfish at home, impudent, overbold. Very jealous. Was neglected when her sister was born.

Comparison of teacher's rating with parent's rating.

TRAITS	T.R.	P.R.
1. Sense of humor	3....	3
2. Power of sustained attention	4	3
3. Persistent effort	3	3
4. Initiative	3	4
5. Grasp of subject matter	3	2
6. Accuracy	3	3
7. Social adaptability	4	3
8. Leadership	4	3
9. Personal appearance	3	3
10. Cheerfulness	3	4
11. Co-operation	3	4
12. Courage	3	3
13. Dependability	4	3
14. Verbal expression	4	3
15. Obedience	4	4
16. Popularity among fellows	4	3
17. Evenness of temper	4	4
18. General intelligence	3	3

General comment. This is the case where a bright attractive and "near genius" child is being rapidly ruined simply on account of her home environment. She has had practically no training, her feelings of jealousy and sensitivity have been worked on until she has become almost abnormal in her dealing with her sister and other children. Her food habits and bed habits have been neglected and so she vents her feelings in impudence and overboldness in an attempt to assert her rights as an individual. Her school work is far below what it ought to be and she is developing habits that will ruin her ability to do well in the future. This is a case where the environment seems to be wholly to blame for the conditions as they exist.

SUMMARY OF CONDITIONS FOUND IN THE SECOND GRADE.

I. Heredity.

In 5 cases there was a history of nervousness and lack of emotional balance; in 2 cases there was definite mental backwardness present and 1 case of insanity.

II. Environment.

A. Foreign families. In this group there was one case each of unschooled non-English speaking families and one of unschooled English speaking families. There were, however, 3 cases of educated English speaking families.

B. American families. There were 6 cases of unschooled families and 1 case of educated families.

C. Living with other relatives. One case where the child lived with an aunt.

D. Position of child in the family. In 4 cases the children were the youngest in the family, in the same number of cases they were the oldest in the family and in 3 they were in some other position. In 1 case the child was an only child.

E. Treatment of the child in the family. In 8 cases lack of understand played a large part in the condition of the child. In 6 cases too much attention was the difficulty and in 7 cases extreme ignorance was to blame. Severe neglect was present in 4 cases and in 1 case cruelty.

F. Treatment of the child in the school room. Four of these children were called dull by the teacher, and 4 of them bright. Five of them she expressed a greater or less dislike for and 5 of them had trouble in getting along with the other children.

G. General characteristics. Seven of these children were particularly affectionate, 7 were sensitive and 6 stubborn. Five cases were extremely timid, 5 were overbold, 5 were talkative. Eight children were extremely nervous and restless, 5 were speech defect cases and 3 were jealous.

H. Economic conditions. Five of these children belonged to families of average means; three to poor families and 2 each to very poor and to above average families.

III. Physical conditions.

A. General health. Six children had fair health conditions, and 3 each had poor health and excellent health.

B. Serious diseases and illnesses. Three children had had serious sicknesses.

IV. The number of children of each sex. In this group there were 5 boys and 7 girls who were selected for study.

Chapter VIII. General Summary.

Data obtained in this study have been assembled in summary form under three general headings, namely,

- I. Heredity
- II. Environment
- III. Physical Health (a combination of hereditary and environmental factors).

I. Heredity.

A. Abnormal conditions. In 8 of the total 38 cases, of whom 3 were brothers, mental backwardness as expressed by the I.Q. seemed due to defective heredity. (See Tables VII and VIII). In 17 cases there was a history of weak nervous condition and lack of emotional balance, expressing itself by hysteria, by nervous breakdowns and by a tendency to nervousness and restlessness. In 4 cases, including 3 brothers, there was a history of insanity or epilepsy. In 2 cases there was alcoholism in the families and in 3 cases a history of goitre.

Despite the fact that complete histories of heredity were not available in all cases, it would seem that heredity is somewhat influential in forming the problem child, since of 38 cases, 24 or 63% had some kind of abnormal heredity as a background. It is also evident from these data, however, that in the other 37% of cases and in some of the cases included in the 63%, other factors must also be present to cause the degree of maladjustment described.

B. Sexes of the children. The sexes balanced almost evenly, there being 18 boys and 20 girls in the group.

Range of I.Q.	Kin-der gar ten	1st Gr. 2d.	Total number cases.	Range of Ages	Number of cases at this C.A.	Number at this M.A.
70-74	1	Gr.	1	4.0-4.5	0	3
75-79	2	1	3	4.6-4.11	0	2
80-84	1		1	5.0-5.5	2	0
85-89	1	1	2	5.6-5.11	6	1
90-94	1	1	2	6.0-6.5	4	5
95-99		2	4	6.6-6.11	6	5
100-104		5	6	7.0-7.5	6	3
105-109	2	3	7	7.6-7.11	9	5
110-114	1	1	2	8.0-8.5	1	5
115-119	1	1	3	8.6-8.11	1	1
120-124		2	4	9.0-9.5	2	4
125-129		2	2	9.6-9.11	1	2
130-134			0	10.0-10.5	0	1
135-140		1	1	10.6-10.11	0	0
			<u>Total 38</u>	11.0-11.5	0	1
				Totals:	38	38

Table VII.

Table VIII

Nationalities	Number of cases
Scandinavian	11
American	19
Czecho-Slovakian	6
Russian	1
French	1
Total:	<u>38</u>

Table IX

Occupations	Frequency
Hide inspector	1
Implement dealer	1
Pres. of optical co.	1
Laborer	5
Weigher	1
Checking clerk	1
Miller	1
Foreman	1
Fireman at mill	1
Machinist	3
Painter	2
Carpenter	1
Student	2
Printer	1
Salesman	2
Janitor	1
R.R. postal clerk	1
Pressman	1
Street car conductor	1
Father dead	5
Unknown or shifting jobs	5
Total:	<u>38</u>

Table X.

II. Environment.

A. Foreign*and American Families.

There was a total of 19 families in which both parents or the fathers were born in some foreign country. Of these families 6 were unschooled and non-English speaking, 9 were unschooled but English speaking and 4 were educated and English speaking. By "unschooled" is meant the persons ^{who} did not complete the sixth grade of the elementary school.

There was a total of 19 families where both parents or the fathers were born in America. Of these families 13 were unschooled and 6 were educated.

Of the total number of children enrolled in the kindergarten, in the first grade and in the second grade of the Motley School, 78 were of American parentage and 69 of foreign parentage. This means that 24.3% of the total American group were "problems" and 27.4% of the foreign group were "problems", showing that only 3.1% more of the foreign children than of the American children were problems. Evidently, tho in some cases the foreign adaptive problem is very hard, consideration of a concrete group shows only a very slight difference between the number of problem children found in foreign and American families.

B. Children living with some person other than the parent.

Five children come under this classification, 4 of whom were living with aunts and 1 with a woman in no way related. In some few cases, therefore, the fact that the child is not living in his own home either seems to aggravate conditions that have already developed, or in a few cases possibly to cause the conditions.

* See Table IX.

C. Position of the child in the family.

In 4 cases the children were the only children in families. By itself this fact is not significant, but when studied in connection with characteristics peculiar to problem children it shows some importance. For instance, in all but 1 of the cases investigation/^{evidence} showed that these children had been given too much attention, and in all but 1 case the children had speech defects.

In 12 cases the children were the youngest in the family. In these cases too we find interesting and significant groupings of traits. For example, in 10 of these 12 cases too much attention was given the children, in 8 of the cases speech defect was present, in 9 cases the children were exceedingly timid, in 7 cases they were supersensitive, and 9 of them were also called nervous and restless.

Ten oldest children in the family are also found in this group. Among these 10 children, 4 get too much attention and 3 are neglected, 7 children are supersensitive and 5 are timid. All but one of them are of extremely affectionate dispositions, showing perhaps the neglect of the emotional nature of these children when younger children come into the family and claim parental attention.

Of the 6 cases where the child was the only boy or only girl in a family of other children, 5 were very timid and 4 were nervous and restless. There were only 12 cases where the children held some midposition among the other children of the family.

D. Treatment of the child in the family.

Extreme ignorance on the part of the parents in the most fundamental rules of training a child, such for instance as kind of

food and habits of sleep, seems to be the most flagrant and frequent cause for poor adjustment of children in the home and in the school, this factor being present in 24 of the 38 cases. Hand in hand with this situation is the lack of understanding of the children, found in 23 cases.

Clearly differentiated yet overlapping this group of children suffering from ignorance and lack of understanding is a group of 32 children, including 19 who receive too much petting and attention (good or bad) and 13 who are neglected. In short, (1) either ignorance or lack of understanding or both are conspicuous factors in the analysis of 31 problem cases; (2) either too much attention or neglect or both are conspicuous factors in the analysis of 32 problem cases. In only 3 cases were there signs of actual cruelty.

E. Treatment of the child in school.

In 19 cases the teachers claimed that altho they thot the children were not dull, still they believed they were not able to grasp the school work as well as the average child. As a matter of fact, only 7 of these 19 children were below .95 I.Q. and 15 were either very timid or very sensitive, not the type which puts itself forward to any degree.

Only 8 children were called really bright by the teachers, and of these 2 had an I.Q. of .96 and 1 an I.Q. of 1.05. The rest had I.Q.s of 1.15 or above. Yet the brightest child in the entire group of 38 (I.Q. 1.38) was not included. Psychological tests showed that actually 12 children in the entire group had I.Q.s of 1.10 or above and 10 in the group had I.Q.s of 1.15 or above. There seems to be an antipathy for the teacher to call a child really bright, tho surely there is no hesitation to calling a child dull! Further, all but 1 of the 8 children considered

"bright" were extremely affectionate. In part this characteristic may account for the teacher's partiality to them. In contrast, in 8 cases the teacher actually expressed a dislike for the children and in 10 cases the children were disliked by their schoolmates. In all but 2 cases of the children disliked by the teachers the children were overtalkative, and in these 2 exceptional cases the children were stubborn and jealous. (Indirectly, it seems to the writer, these facts throw light upon the "conditions" which prejudice a teacher.)

F. Some general character traits of the children.

When the character traits most frequently occurring in cases of maladjustment were summarized (see Table XI), the following results were found. Children were nervous and restless in 26 cases, very sensitive in 23 cases, very affectionate in 22 cases, timid in 21 cases, speech defect in 18 cases, exceptionally talkative in 16 cases, stubborn in 13 cases, overbold in 11 cases and jealous in 5 cases. Grouping the timid and sensitive children together, we find that 73% of the children belong in one or the other or both of these groupings. When the affectionate and talkative groups are combined with the timid and sensitive, we find that 99% of the children have one or more of these characteristics.

G. Economic conditions.

Judgment of the economic condition of the families was made by the writer on the basis of the occupations of the father, the home conditions as they actually were found, general impression and comments made by members of each family. The results show very poor condition in 8 cases, poor condition in 13 cases, average condition in 13 cases, and above average condition in 4 cases.

III. Physical Conditions.

There was no way of having a doctor examine the physical condition of these children. Information reported here was obtained from the statements of the parents checked up by the teachers' statements and the general appearance of the children. Final results show 21 children in fair health, 9 in poor health and 8 in excellent health. All but two of the children who were in poor health were nervous and restless and these two children were below average in intelligence. In 13 cases the children had had serious diseases and each one of them, excepting the two children just mentioned and one other child, was very nervous.

If the writer were asked to describe the typical problem child, in the strict sense she would be unable to do so, since the different causative factors are not evenly distributed among all the children. On the other hand, facts of this study do allow for a certain generalized sketch, given as follows.

In general a "problem child" would be one, either of foreign or American nationality, whose heredity showed some degree of abnormality. He would be a spoiled "only child", or the "youngest" receiving too much attention, or the "oldest" child receiving too little affection. Adults in his family would not observe the fundamental rules of proper habit formation, on account of ignorance or lack of understanding of the child. Either he would receive entirely too much attention or he would be neglected. In school such conditions, instead of being alleviated, would be increased and the child would develop asocial traits. Outstanding features of this child's behavior would be extreme sensitivity and timidity or an overdeveloped affective nature or extreme talka-

tiveness in an effort to attract attention to himself. He may come from any economic class. He may^{be} in good health or in poor health, with a tendency towards the latter condition, since maladjustments are increased by and increase "nervousness". He ("Hë", generically speaking) may be either a boy or a girl.

Chapter IX. Conclusions.

1. The factor of foreign parentage does not seem to be a prime cause for maladjustment, since there was only 3.1% more foreign children who were "problems" than there were American children.
2. All economic classes of families were represented approximately in a normal distribution curve, so that no one economic condition appears more conducive to misfits in school.
3. The physical conditions of the children ranged from poor general health to excellent health, therefore health is not necessarily a factor.
4. The intelligence quotients ranged from .73 to 1.38 with the median at normal so that general intelligence as measured by the Stanford-Binet examination is not an important factor.
5. Problem children do not develop at any particular chronological age.
6. The sexes of the children were evenly balanced, therefore sex is not an influential factor.
7. There were 10 children who were the oldest in the family, 12 children who were the youngest in the family and 6 children who were the only boy or only girl while 4 children were only children. Twelve children held some other position in the family. The special position of the child in the family seems to be responsible for maladjustment in so far as the youngest and only children tend to receive too much attention and the oldest children tend to be neglected, with the result that they become over-affectionate or boisterous and jealous.
8. Most of the children are living in their own homes under the personal supervision of the parents, so that the question of ne-

glect on account of lack of parental guardianship is not a factor of note.

9. An abnormal hereditary history is present in a few more cases than is an apparently normal heredity, but the degree of abnormality varies and there are a good number of cases where there is no apparent abnormality in the heredities. It seems evident, therefore, that while the heredity affects the condition of the children in some cases as the prime cause of maladjustment, in most cases there is some other chief cause for the condition.

10. The attitude of the teacher and of the children in the school towards the problem children plays a small part, chiefly that of accentuating conditions already bad, instead of correcting them.

11. The outstanding characteristics of these children are extremely affectionate natures, nervous and restless conditions, sensitive and timid natures, talkativeness, stubbornness and overboldness. It is significant that in almost one-half of the cases speech defects of greater or less severity were present.

12. Extreme ignorance on the part of the parents in the fundamentals of child training operate most frequently to bring about maladjustment. Next to this comes obvious lack of understanding of the children, followed by too much attention and petting, and finally comes neglect. Actual cruelty plays only a small part.

13. Environment is of signal importance for the proper development of children who are not mentally deficient.

14. Teachers do not have an intelligent understanding of the individual differences of the children whom they teach.

15. Contrary to the experiences of some investigators, the writer finds that, both in her experience in social work and in visiting the homes of the 38 children included in this study, the coopera-

tion of all parents is excellent if they are properly approached.
16. Since the principal and teachers in an elementary school have little time for home visiting, in order to obtain better understanding of the traits and habits of the pupils, there should be a Home Visitor whose function should be the study of individual children, especially in the kindergarten, the first and second grades.

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