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<https://doi.org/10.18297/etd/2363>

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UNIVERSITY OF LOUISVILLE

A STUDY
" OF
A FOURTH GRADE CLASS

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

Department of Education

By

Virginia Lee Melone

Year

1949

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TITLE OF THESIS: A STUDY OF

A FOURTH GRADE CLASS

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105e 1949RH

ACKNOWLEDGEMENTS

The author wishes to express her grateful appreciation for the valuable assistance rendered by Dean J. J. Oppenheimer, whose constant guidance and generous help carried the work to its completion.

V. L. M.

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CHAPTER I

THE PROBLEM AND ITS SCOPE

CHAPTER I

THE PROBLEM AND ITS SCOPE

THE PROBLEM

In this paper, forty Fourth Grade pupils will be studied. Their parents, home background, health, school achievement, scholastic difficulties, special interests and abilities, and social and emotional adjustment will be discussed.

In addition to studying the class as a whole, a special study will be made of five individual pupils. These children have been chosen because they differ from the other members of the class in the problems which they have had to face and in the way that they have met these problems.

Two of the children to be studied are from broken homes. The third child is from a home where he has received much attention from his mother. The fourth child is from a comparatively poor home, and the fifth is from a home with a foreign background.

NEED FOR THE STUDY

In recent years, teachers have come to see the importance of studying their pupils. They have come to realize that all pupils are not alike, do not de-

velop at the same rate of speed, and do not react to all situations in the same way.

In the traditional school, each child in a grade was required to master the same subject matter. Little consideration was given to individual differences. Today, however, the schools are finding it increasingly important to consider the individual child and to fit the curriculum to his needs and abilities.

The modern school has no desire to mold every individual into one pattern; it seeks rather to help each one to achieve the utmost of which he is capable. This utmost will vary from person to person. For this reason, it is necessary to know the ability, needs, interests, and purposes of each individual as well as his special talents and aptitudes.¹

Rousseau said, "Begin by making a careful study of your scholars." If the teacher seriously undertakes the task of studying her pupils, it is believed that she will arrive at a much better understanding of them and their behavior.

The American Council on Education² lists six characteristics to be found in teachers who understand

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1. A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision--Democratic Leadership in the Improvement of Instruction, p. 266. New York: D. Appleton-Century Co., 1947.
 2. The Staff of the Division on Child Development and Teacher Personnel, Helping Teachers Understand Children, pp. 8-12. Washington, D. C. : American Council on Education, 1945.

children. The first characteristic is the teacher's ability to think of a child's behavior as being caused or influenced by his past experiences, his present situation, and his desires and hopes for the future.

The second characteristic of teachers who understand children is the ability to accept all children emotionally and to reject none as being unworthy. The teacher must realize that every human is inherently valuable and capable of making contributions to society.

In the third place, teachers who understand children realize that each child is unique and is different from his fellow pupils. The teacher who takes this into consideration has a far greater opportunity of understanding her pupils than a teacher who ignores the fact.

The fourth point is that an understanding teacher knows that her pupils must meet certain "developmental tasks" such as learning to talk, to dress themselves, to read, to spell, to win a marriage partner, and to fulfill civic responsibilities. The understanding teacher knows what tasks her pupils will have to meet and knows how to prepare them to meet each task.

A fifth characteristic of understanding teachers is a knowledge of the scientific facts which explain the forces that regulate human growth, development, and behavior. It is not necessary for the teacher to

have an expert's knowledge of this field, but merely a working knowledge of the principles involved.

The final characteristic of the understanding teacher is her use of scientific methods in making judgments about her pupils. No effort is made to judge a child until sufficient and valid facts are available.

After reading the above statements, one comes to realize even more fully the importance of studying children for the purpose of understanding them better.

In nearly every class, a teacher will find a number of children who have learning difficulties. Torgerson¹ classifies the factors which interfere with, or inhibit learning as physical, educational, and psychological. He says that poor health and impaired vision and hearing are among the physical factors which may interfere with learning. It is the teacher's responsibility to know the physical defects of her pupils and to help these pupils to become adjusted to the school program.

Educational factors which may interfere with learning are a lack of mastery of the skills required for certain subjects, reading disabilities, or a cur-

1. Theodore L. Torgerson, Studying Children, pp. 17-18. New York: The Dryden Press, 1947.

riculum unsuited to pupil needs.

Among the psychological factors which inhibit learning are social, mental, and emotional immaturity, maladjustment, and poor pupil-teacher relationships.

Failure by the teacher to recognize the presence of inhibiting factors, and failure to alleviate, circumvent, or correct them will in every instance reduce the interest and efficiency of the learner. A child afflicted with several hazards or a very serious handicap will experience discouragement and possible failure or maladjustment if he is not helped. The frustration produced will result in tensions and serious emotional disturbances which will further inhibit learning and cripple the personality of the learner. The potentially serious consequences of a school's failure to study pupils and to provide for individual needs through an instructional program of prevention and correction should be obvious to every educator from the standpoint of sound teaching and effective learning.¹

One then finds the answer to the question: Why is it important for teachers to study children?

Because it is essential to good teaching and effective learning. Because education in terms of individual needs is impossible without it. Because the failure to study children will be reflected in a human product with lowered efficiency who may develop into a liability to society. Because all too often the pupils that attain the ultimate goals of education do so in spite of the school and not because of it.²

1. Ibid., p. 18 .

2. Ibid., pp. 19-20.

Then how shall the teacher best go about the task of studying her pupils? There are many avenues open to her. Among those suitable for studying the individual child are test results, cumulative and anecdotal records, health records, observations, interviews, questionnaires, diaries, autobiographies, and visits in the home.

In addition to the great importance to be placed upon studying the individual child, it is also of value to study the child as a part of a group.

The kind of group life in which an individual participates contributes to his personal development. Individuals can fully develop only in interaction with their fellows. The happiness and growth of each individual student depend in large measure on his personal security with his classmates. In a group he learns to face, to analyze, and to assess problems in a social context, and to develop ways of solving them with others. In interaction with others, furthermore, the broadening of his personal universe takes place; he gets to know his fellows, their values, and ways, and so gradually extends his sensitivity in human relations.¹

Hence, one arrives at the conclusion that it is most important for the teacher to note the interaction among her pupils and to study the factors which contribute to this interaction.

1. Helen Hall Jennings, Sociometry in Group Relations, p. 4. Washington, D. C. : American Council on Education, 1948.

Upon the teacher's successful use of the various methods of studying a child, both as an individual and as part of a group, depends her success as a teacher in the modern school.

DELIMITATIONS

This problem was limited to the study of one Fourth Grade class. An intensive study was made of the group for only one year. Of course, their earlier years, both in and out of school, came in for a share in the investigation, but that information was gained, not first-hand, but through records, conferences, and interviews.

CHAPTER II

PREVIOUS FINDINGS ON BOYS AND GIRLS
IN MIDDLE CHILDHOOD

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PREVIOUS FINDINGS ON BOYS AND GIRLS IN MIDDLE CHILDHOOD

The hypothetical average child is still elusive. He defies definition. The behavior of a ten-year-old child depends upon his stage of maturity, previous acts, thoughts, and feelings, as well as on his present bodily condition and his immediate environment. Each child has a past in which he has developed a unique personality.¹

In spite of this fact, the child shows certain developmental trends in common with other children of the same age. Below are given some of the trends Strang² tells us are shown by children in middle childhood.

From studies made, the years from nine to twelve are usually the child's healthiest years. This may be due largely to the fact that children of this age are not growing at a very rapid rate of speed and therefore are not subject to the strain that fast or uneven growth may place upon children at other age levels.

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1. Ruth Strang, An Introduction to Child Study, p. 437. New York: The MacMillan Co., 1938.
 2. Ibid., pp. 441-449.

Another reason for the child's good health at this period is the fact that he usually is free from childhood diseases, since he has probably already been exposed to them in earlier years.

Other characteristics of this age group are tendencies on the part of the boys to engage in games requiring more teamwork, competition, and skill. Their play is usually very vigorous, while girls tend to take part in less violent physical activities.

Boys and girls of this age group should be encouraged to develop play activities such as skating, swimming, and music which will not only give them pleasure, but will be a source of enjoyment later in adult life.

-----During this age period skill in playing the piano, violin, or other musical instruments should be developed to a considerable extent by children who are interested in music. Their sense of rhythm, discrimination of sound, associative memory, and muscular control are almost as good as they will ever be. Moreover, they have more time to practice than they will have later when they enter upon the wider relationships and duties of adolescence.¹

Collections play an important part in a child's life at this age. Interest in collecting tends to be most prevalent in girls at the age of ten and in boys

1. Ibid., p. 448.

at the age of eleven. It is believed that more than half of the children between nine and fourteen have collections such as airplanes, marbles, stamps, and dolls. These collections may be of little value, but the mere process of collecting seems to serve some need of the child.

Hildreth¹ tells us that most normal children have hobbies and are easily interested in anything they can do with their hands. The school misses a great opportunity if it does not encourage a child's interest in his hobbies, for hobbies may not only lead to a vocation, but may help the child to gain new skills, knowledge, and insight.

The Faculty of the University School of Ohio State University² made a study of how children develop from the age of three to the age of eleven. Some of their findings on children in middle childhood, from the ages of nine to eleven, are given below.

At this period in the child's life, his social contacts are beginning to widen. He tends to have more guests in his own home and to visit more often in the homes of his playmates. He belongs to many clubs

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1. Gertrude Hildreth, Child Growth Through Education, p. 300. New York: The Ronald Press Co., 1948.
 2. The Faculty, University School, How Children Develop, pp. 29-39. Columbus, Ohio: The Ohio State University, 1946.

and enjoys "secret societies" very much. These seem to give the child a sense of importance and "belonging."

These children usually participate in some of the following community activities: Cub Scouts, Girl Scouts, Camp Fire Girls, church groups, community swimming pools and playgrounds, dancing classes, and paper drives.

At this age level, boys and girls do not play together as much as they did when they were younger, and physiologically girls are about a year ahead of boys in development.

Children of this age group place more importance on social and intellectual standards set up by their peers than on those set up by adults. Great stress is placed on having possessions, dress, and activities resembling their friends.

The average nine-year-old child has a vocabulary of 10,395 words; the average ten-year-old has 12,460 words in his vocabulary, and the eleven-year-old has 13,965 words. Due to increased facility in reading, children of this age group use reference books eagerly. The nine-year-old is becoming more interested in factual material, although he is still reading the funnies, Wild West stories, fairy tales, and adventure stories. At ten, these children read many books on science, travel, mechanics, and biography. At eleven, they enjoy books of adventure, science, home life, and

nature.

Gesell and Ilg¹ tell us much about the nine and ten-year-old child. In the nine-year-old, self-motivation is the most outstanding characteristic. The child of this age can put his mind to things on his own initiative and can fill idle moments with useful activities. He is critical both of himself and of others. He is beginning to develop a sense of fair play and is, under most circumstances, truthful, honest, dependable, and responsible. He has few fears, but is a great worrier. For this reason he needs reassurance and praise.

The nine-year-old listens to the radio regularly, but is not so rigid in his listening habits as in previous years. He especially enjoys detective and mystery serials. As to movie attendance, nine-year-olds show marked individual differences. Some are interested in only a certain "type" of movie, while others go to the movies regularly once a week.

As a rule, the nine-year-old likes school, but has to be reminded to take materials to school. He is much afraid of failing a grade and is ashamed of

1. Arnold Gesell and Frances L. Ilg. The Child from Five to Ten, pp. 188-217. New York: Harper and Brothers Publishers, 1946.

having failed. He may, if he has been a slow pupil, show a spurt of improvement in the Fourth Grade.

Arithmetic is the most discussed subject in the Fourth Grade. It is either "loved" or "hated" by the children.

At ten, the child becomes more relaxed than at nine. He does not rush at his tasks, but nevertheless is usually alert. He is self-possessed and it is fairly easy to appeal to his reason. He is aware of individuality in others as well as in himself and is critical of himself and of others just as he was at nine.

Comics still hold the interest of some ten-year-olds, but not of all. Romantic movies are spurned, especially by the boys.

Girls of ten are becoming more aware of interpersonal relationships and by this sign give evidence of approaching adolescence. Boys of ten usually are not so far advanced as girls in this respect.

A study was made by Volberding¹ on the out-of-school living of eleven-year-old boys and girls. A comparison was made not only between the out-of-

1. Eleanor Volberding, "Out-of-School Living of Eleven-Year-Old Boys and Girls from Differing Socioeconomic Groups," The Elementary School Journal, Vol. XLIX, (Feb., 1949), pp. 348-353.

school living of boys and of girls, but of children from homes of differing socio-economic status.

The children studied were living in a rural community and were from families belonging to the upper-middle, lower-middle, upper-lower, and lower-lower classes.

The part of the investigation which dealt with motion picture attendance and radio listening was of special interest.

The information for the study of movie attendance was obtained by twice questioning the children individually and by observing them as they left the theatre.

The data on radio listening were secured from a radio test in which the children were to identify programs and stations, and from the reports by the children on how often they listened to scheduled programs.

The results of the investigation showed that girls attended as many movies as boys, but listened to the radio more.

It was also found that movie attendance was little influenced by class. Some children from all of the classes attended movies frequently or very little.

Radio listening, however, was found to be influenced somewhat by family status. The children from middle class homes listened more frequently than did

those from lower class homes. This was attributed to the fact that many children of the middle class had radios of their own and could listen whenever they wished, while few of the lower class children owned radios and their crowded, noisy living rooms were not conducive to radio listening.

Lee and Lee¹ summarize the findings of Dr. Zachry² on the characteristics of boys and girls in middle childhood. At this period the child is interested mainly in doing things with his hands. His interests have shifted to the literal and factual.

This is the age of the gang when gang standards are apt to be accepted by the child rather than the standards of the home.

One then may ask: What is the responsibility of the school to this age group?

First, it must recognize the situation and deal with children as they are, not as it thinks they should be. Second, it should give each child the understanding he needs. This is frequently proposed and recommended but seldom done. Third, the school must furnish activities in its curriculum that

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1. J. Murray Lee and Dorris May Lee, The Child and His Curriculum, pp. 74-75. New York: D. Appleton-Century Co., 1940.
 2. Caroline B. Zachry, "Understanding the Child during the Latency Period," Educational Method, Vol. XVII, (Jan., 1938), pp. 162-165.

meet the interests and needs of the child while he is in school and which also may form a basis and direction for his out-of-school activities in the gang. Fourth, we must furnish a supervisor to sponsor out-of-school activities, such as playgrounds, cub and regular scouting, model-airplane clubs, and the like. If these responsibilities are fulfilled, the gang's activities will be indirectly guided and there will be some one who will have the confidence of the children to the extent that needed supervision can be given in an acceptable way.¹

1. Lee and Lee, op. cit., p. 75.

CHAPTER III

METHOD OF PROCEDURE

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METHOD OF PROCEDURE

In order to gain the needed information about each child in this study, many sources were consulted.

SCHOOL RECORDS

First, the health card of each child was examined. From it was obtained information about vision, height, weight, childhood diseases, and health habits.

Height, weight, and general physical proportions have more to do with personality and development than is usually recognized. The small child is often "left out of things" because he cannot compete on the same level. He either retires into himself and becomes introverted or he fights for his place and develops defense reactions which make him appear pugnacious, egotistical or "cocky." Or, he may compensate by becoming extremely studious, or by developing some special talent to win himself recognition.

The especially tall child may also find himself "out of things" and may develop similar compensations. Or, he may find himself a leader which he may or may not use to his own best development. The very thin child who has little physical stamina and the very fat child who cannot handle himself well--both have similar problems.¹

1. Lee and Lee, op. cit., pp. 25-26.

From the "yellow cards" were obtained the occupation of each parent and the grades the pupils had received in school during previous years.

In order to find the mental ability of each child, I.Q. test results were consulted. The I.Q.'s and mental ages of thirty three pupils were obtained by examining the results of a Kuhlmann-Anderson I.Q. Test. This test was administered in the Third Grade; consequently seven pupils, who did not join the class until the Fourth Grade, had no test results.

The Stanford Achievement Test in Reading was also given in the Third Grade. Results of this test, too, were available for only thirty three pupils. From this test were obtained grade equivalents in paragraph meaning, word meaning, and average reading for each pupil taking the test.

At the beginning of the Fourth Grade, a non-standardized silent reading test published by the American Education Press¹ was administered to the class. In the middle of the year a second form of this same test was given to the pupils, and at the end of the year, a third form was given. The results of the three tests helped to show the progress made by the children in reading during the year.

1. My Weekly Reader. Columbus, Ohio: American Education Press, Inc., Oct. 4, 1948, Jan. 17, 1949, Apr. 25, 1949.

QUESTIONNAIRES

In order to gain added information, not available in school records, several questionnaires were given to the pupils in this particular Fourth Grade class. One questionnaire was published by the American Education Press¹ and was filled out by the children at the beginning of the school year. The questions were classified under the following general headings:

News About My Family

News About My Friends

News About My Pets

My Books And My Reading

My Hobbies And Collections

My Travels And Adventures

My Movie And Radio Favorites

News About Things I Like And Dislike

News About My Wishes

A second questionnaire, also published by the American Education Press,² was given to the children in the middle of the school year. This questionnaire was called "My Wishing Star." In a note to the teacher, the publishers said:

1. Ibid., Oct. 11, 1948.
2. Ibid., Mar. 14, 1949.

Many studies show that often the definite wishes of children are closely related to their basic needs. Wishes may be used as a basis for interpreting those needs in order to help the child to adjust to his associations and surroundings.

All children have problems as they grow up. Unless some of these problems are faced and something done about them, children may develop undesirable personality traits.

In "My Wishing Star" questionnaire, each child was asked to mark those wishes which he desired to have come true. A group of thirty nine wishes to be checked were listed under the general headings of:

Wishes About Home

Wishes About School

Wishes About Myself

Wishes About Play

Wishes About People

A final questionnaire was given to the pupils on which they were to answer questions about their homes, their parents, their hobbies, their activities outside of school, their travels, and their fears. Much was learned about each pupil when all of this information was compiled.

In order to study further this Fourth Grade class, each pupil was asked to keep a diary of his activities outside of school for one week. The information gained from reading these diaries proved very enlight-

ening as to the out-of-school living of these children.

HOME VISITATION

As another means of studying each member of the class, a visit was made to the home of each pupil.

The teacher should endeavor to interview the parents of each child, for if she visits the parents of problem children only, it frequently becomes difficult to overcome a defensive attitude on the part of such parents and to establish rapport. When parents learn that they all have an opportunity to become better acquainted with the school and with the teacher, they are much more likely to adopt that attitude of friendliness which helps to promote mutual understanding.¹

Hildreth² says, "Without home visiting, teachers may lack vital information about the conditions under which children live."

Torgerson³ lists the following aspects of the home life which affect the normal development of the child. On these should be based the study of the home:

1. Parental relationships
2. Child training
3. Parent-child relationships
4. Child-to-child relationships
5. Socio-economic status

1. Torgerson, op. cit., p. 132.
2. Hildreth, op. cit., p. 369.
3. Torgerson, op. cit., p. 129.

GROUP RELATIONS

It was thought wise to make a study also of the group relations within this Fourth Grade. Who's Who tests were given to the pupils at various times. Each child was asked to vote for the members of his class by answering ten questions such as: "If you were electing a class president, who do you think would be elected?" and "Whom would you select to help you in a difficult and dangerous job?" The ten questions used were taken from a textbook written by H. Edmund Bullis.¹

Two Who's Who tests were given, one in March, and one in May. One part of the test, "Name three people in the room you would like to invite to your birthday party," was used as a basis to form sociograms of the class, so that their group relations might be studied more carefully. Comparisons were made between the March and May sociograms and changes were observed.

ANECDOTAL RECORDS

The preceding methods were used in studying each child in this Fourth Grade class, but in order to make a more careful study of five individual pupils, anec-

1. H. Edmund Bullis, Human Relations in the Classroom, Course II, pp. 27-28. Wilmington, Delaware: The Delaware State Society for Mental Hygiene, 1948.

total records were kept on these children for several months. At the end of this period of observation, an attempt was made to summarize the findings on each child and to draw conclusions from these findings.

Behavior journals, or anecdotal records, are particularly valuable for supplying data about personality, character, and the influences which help to determine a child's behavior. The fact that a child is apathetic or animated, selfish or generous, cooperative or not may be more significant to his success and happiness than the size of his I.Q. or his percentile ranks on arithmetic tests. Yet we measure the latter and guess at the former. Our guesses about these personality traits are apt to be colored, or obscured, by dramatic, but not typical events, or by other personality characteristics which arouse irritation or admiration and thus tend to throw a halo effect over the trait we are trying to estimate.¹

Stoke² warns the teacher, however, not to become discouraged if a behavior journal or anecdotal record fails to disclose something highly significant in a short time. He adds that puzzling items of behavior, when recorded and correlated with other factors, may become clear and may be keys to understanding the total behavior problem.

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1. Stuart M. Stoke, Keeping Behavior Journals, p. 1 Washington, D.C.: American Council on Education, 1940.
 2. Ibid., p. 7.

CHAPTER IV

A STUDY OF THE HEALTH AND PHYSICAL CONDITION OF
A FOURTH GRADE CLASS

CHAPTER IV

A STUDY OF THE HEALTH AND PHYSICAL CONDITION OF A FOURTH GRADE CLASS

INTRODUCTORY STATEMENT

This Fourth Grade class began its school career when twenty one of its members entered the First Grade at X__ School. In the Second Grade six more of its members joined the class; and in the Third Grade, five pupils entered. During the fourth year, eight members were added, making a total of forty pupils. Of course, during these years many children other than the ones included in this study, entered the class, but withdrew to attend other schools.

At present the class is made up of twenty two boys and eighteen girls ranging in age from eight to eleven years. The average age is nine years.

The children, on the whole, are well-behaved, attractive boys and girls, clean and neatly dressed at all times.

HEALTH AND PHYSICAL CONDITION

This class is a reasonably healthy one. The pupils have suffered from the usual number of colds, but have had few childhood diseases while in the Fourth Grade.

This fact bears out the statement made earlier in this paper that the years from nine to twelve are often the healthiest years of a child's life.

CHILDHOOD DISEASES

The number who have had childhood diseases either in the Fourth Grade or in previous years is indicated in the table below.

TABLE I

NUMBER OF CHILDREN IN FOURTH GRADE CLASS WHO HAVE HAD CHILDHOOD DISEASES

Measles.....	37
Chicken Pox.....	32
Mumps.....	25
Whooping Cough.....	9
Scarlet Fever.....	1

More children have had measles than any other disease and fewer have had scarlet fever. In addition to the figures in the above table, twenty one children have had their tonsils removed, four have had their adenoids removed, and two have undergone other operations.

HEIGHT AND WEIGHT

In the following tables will be found the height and weight of each child at three different times of the year - October, February, and May. The amount each child gained in height and weight during the year is also shown.

Those pupils who have blanks after their names did not enter the class at the beginning of the year.

TABLE II

HEIGHT IN INCHES OF FORTY FOURTH GRADE PUPILS AT
THREE DIFFERENT PERIODS OF THE SCHOOL YEAR AND
THE TOTAL NUMBER OF INCHES EACH CHILD GAINED
DURING THE YEAR

	Oct.	Feb.	May	Total Gain for Year
1. John.....	55.....	56.....	56.....	1
2. Gilbert.....	43.....	43.....	45.....	2
3. Frank.....	56.....	56.....	57.....	1
4. Leroy.....	53.....	54.....	56.....	3
5. Ray.....	54.....	55.....	55.....	1
6. Bill.....	54.....	55.....	55.....	1
7. George.....	51.....	51.....	52.....	1
8. Rudy.....	53.....	53.....	53.....	0
9. Ferd.....	55.....	56.....	57.....	2
10. Kenneth.....	51.....	53.....	53.....	2
11. Clifford.....	53.....	55.....	55.....	2
12. Carl.....	53.....	54.....	54.....	1
13. Randy.....	55.....	57.....	57.....	2
14. Estel.....	51.....	52.....	53.....	2
15. Ben.....	51.....	51.....	51.....	0
16. Boyd.....	56.....	56.....	56.....	0
17. Jack.....	57.....	57.....	58.....	1
18. Toby.....	50.....	51.....	52.....	2
19. Paul.....	53.....	54.....	55.....	2
20. Allen.....	60.....	60.....	61.....	1
21. Neil.....		54.....	54.....	
22. Max.....		51.....	52.....	
23. Margaret.....	48.....	50.....	51.....	3
24. Rita.....	55.....	58.....	58.....	3
25. Shirley.....	55.....	57.....	57.....	2
26. Carol.....	52.....	54.....	55.....	3
27. Edith.....	51.....	52.....	52.....	1
28. Aline.....	50.....	50.....	52.....	2
29. Eva.....	60.....	62.....	62.....	2
30. Pamela.....	53.....	53.....	54.....	1
31. Laura.....	52.....	53.....	55.....	3
32. Margo.....	56.....	57.....	57.....	1
33. Jane.....	53.....	54.....	56.....	3
34. Martha.....	50.....	52.....	53.....	3
35. Virginia.....	49.....	50.....	50.....	1
36. Peggy.....	53.....	55.....	55.....	2
37. Inez.....	52.....	54.....	54.....	2
38. Katherine.....	56.....	58.....	58.....	2
39. Frances.....		57.....	57.....	
40. Eileen.....			52.....	

The data in the preceding table (p. 30) show that in October these children ranged in height from forty three to sixty inches. In February the range was from forty three to sixty two inches, and in May from forty five to sixty two inches.

The average height in October was fifty three inches, in February it was fifty four inches, and in May, fifty five inches, thus showing an average increase of one inch for the class each time the children were measured.

Twelve children increased one inch in height during the year, fourteen increased two inches, and seven, six of whom were girls, increased three inches. No one gained more than three inches during the year; however, there were three pupils, all boys, who did not gain in height at all.

Studies¹ on physical growth have found that the "average" boy gains ten inches during the first year of life and five inches during his second. From nine to ten years of age he usually gains two inches.

It has also been found that progress in height is usually more regular than progress in weight. This is

1. H. V. Meredith, "Bodily Changes in Adolescence," Hygeia, Vol. XVI (1938), pp. 832-834; 927-929, as quoted by Marian E. Breckenridge and E. Lee Vincent, Child Development, p. 259. Philadelphia: W. B. Saunders Co., 1949.

due to the fact that the latter is more susceptible to external factors which may cause sudden spurts, or even loss in weight.

Comparisons made between the gain in height of boys and girls have shown that during the years from four to ten, both sexes tend to gain approximately the same amount.¹

It may be concluded then, that this class, as a whole, is slightly above the average in height increase for the year, since its members gained three inches, and Meredith's² studies show that children of this age usually gain two inches. Because these figures are for the average child, the individual pupil should not be forgotten. Some members of the class, of course, gained more than the average, others, less; therefore "Children need to be reassured that to be taller than their friends or stockier than their schoolmates does not mean abnormality."³ Probably Gilbert, the smallest child in the group, and Allen and Eva, the largest, need this reassurance.

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1. K. Simmons, The Brush Foundation Study of Child Growth and Development, Vol. IX, No. I (1944), as quoted by Breckenridge and Vincent, op. cit., p. 260.
 2. Meredith, op. cit., pp. 832-834; 927-929.
 3. Breckenridge and Vincent, op. cit., p. 261.

TABLE III

WEIGHT IN POUNDS OF FORTY FOURTH GRADE PUPILS AT
THREE DIFFERENT PERIODS OF THE SCHOOL YEAR AND
THE TOTAL NUMBER OF POUNDS EACH CHILD GAINED
DURING THE YEAR

	Oct.	Feb.	May	Total Gain for Year
1. John.....	83.....	86.....	87.....	4
2. Gilbert.....	54.....	56.....	57.....	3
3. Frank.....	87.....	90.....	95.....	8
4. Leroy.....	78.....	90.....	92.....	14
5. Ray.....	61.....	66.....	66.....	5
6. Bill.....	72.....	77.....	79.....	7
7. George.....	60.....	63.....	64.....	4
8. Rudy.....	70.....	75.....	77.....	7
9. Ferd.....	71.....	74.....	75.....	4
10. Kenneth.....	65.....	68.....	71.....	6
11. Clifford.....	80.....	87.....	85.....	5
12. Carl.....	68.....	70.....	71.....	3
13. Randy.....	92.....	101.....	100.....	8
14. Estel.....	62.....	67.....	70.....	8
15. Ben.....	60.....	62.....	63.....	3
16. Boyd.....	72.....	80.....	78.....	6
17. Jack.....	86.....	91.....	93.....	7
18. Toby.....	60.....	69.....	65.....	5
19. Paul.....	56.....	64.....	64.....	8
20. Allen.....	132.....	132.....	130.....	-2
21. Neil.....	.....	85.....	87.....	.....
22. Max.....	.....	62.....	64.....	.....
23. Margaret.....	56.....	59.....	60.....	4
24. Rita.....	78.....	94.....	90.....	12
25. Shirley.....	70.....	75.....	77.....	7
26. Carol.....	59.....	62.....	65.....	6
27. Edith.....	60.....	73.....	75.....	15
28. Alice.....	61.....	69.....	72.....	11
29. Eva.....	100.....	103.....	104.....	4
30. Pamela.....	85.....	86.....	90.....	5
31. Laura.....	64.....	70.....	72.....	8
32. Margo.....	90.....	99.....	100.....	10
33. Jane.....	73.....	78.....	80.....	7
34. Martha.....	57.....	61.....	61.....	4
35. Virginia.....	55.....	56.....	58.....	3
36. Peggy.....	69.....	71.....	75.....	6
37. Inez.....	60.....	66.....	71.....	11
38. Katherine.....	85.....	81.....	83.....	-2
39. Frances.....	.....	90.....	90.....	.....
40. Eileen.....	.....	.....	62.....	.....

A study of Table III reveals that in October the range in weight was from fifty four to one hundred thirty two pounds. In February, the range was from fifty six to one hundred thirty two pounds, and in May, from fifty seven to one hundred thirty pounds.

The average weight in October was seventy two pounds, in February, it was seventy seven, and in May, seventy eight pounds, thus showing a greater average gain the first half of the year than the last half.

Research has found that children entering the elementary school are in a slow stage of growth, but that with each year, weight increase gains in momentum until it reaches its peak at twelve or thirteen years of age for girls and fourteen or fifteen for boys.

There are twelve children in this class who gained less than five pounds during the year. Only five gained more than ten pounds. Four of these are girls and one is a boy. The girl (No. 27) who gained the most, fifteen pounds, had her appendix removed and after the operation gained weight rapidly. Previous to this time she had been in poor health.

While the girls show a somewhat greater increase in height than the boys, there is little difference between the average yearly gain in weight of the girls and of the boys.

There are two children in the class who lost two

pounds during the school year. They were Allen and Katherine (Nos. 20 and 38). Both, however, seem perfectly healthy, and in the case of Katherine the loss may have been due to dieting, for she is fearful of gaining too much weight. As to Allen, he is the largest child in the class and quite large for his age, so the loss of a few pounds will probably be helpful to him. This boy, perhaps because of his size, is a leader in the group. He is excellent at sports and the boys and girls like and follow him. Research has found that children who are leaders in a group are often larger than the other members.

The only other child in the class whose weight is over one hundred pounds is Eva (No. 29) who is several years older than the majority of the other children. She will be discussed at length in another part of this paper.

The smallest child in the class, both in height and weight, is Gilbert (No. 2). His size, however, seems to have had little effect upon his personality and adjustment, although he does not appear to be working up to his ability as is indicated by his I.Q. of one hundred twenty five. He is well-liked by the other children, but participates in few sports. He usually prefers to play quietly with a friend rather than to take part in the strenuous games in which the other boys indulge. His best friend is one of the larger boys.

EYESIGHT

The Snellen Eye Test was given to the group at the beginning of the Fourth Grade. Six pupils were found to have defective eyesight. Four of these children acquired glasses immediately. The other two are from families of rather low economic status and no effort was made on the part of the parents to have the children's eyes examined by a physician. In the classroom, however, every effort was made to see that these two pupils did not strain their eyes unnecessarily. Since both seemed to be near-sighted, they were placed very close to the blackboard and were required to do as little reading as possible.

One child in the room is suffering from crossed eyes. He has been wearing glasses for several years and takes eye exercises regularly to help correct his defect. This child is particularly slow in reading, probably due to his impaired vision. There are no other apparent results of the visual defect in this child, although studies show that boys and girls who wear glasses are often cut off from other children because they cannot participate in many games. Children with visual handicaps have been found "to be more docile, less active, and have less initiative than seeing children of corresponding ages."¹

1. K. E. Maxfield and H. A. Fjeld, Child Development, Vol. XIII (1942), pp. 1-27, as quoted by Breckenridge and Vincent, op. cit., p. 89.

Some children who have unrecognized defects in vision may display behavior patterns which, if properly understood, would tell us that the eyesight is impaired.

Davis¹ says that hygienists believe that minor defects of vision often cause more systemic disturbances than do acute defects. This is due to the fact that if a child can strain some part of his optical apparatus and thus bring himself to the point of seeing clearly, he will do so continually. On the other hand, if a pupil has an acute visual defect, no matter how hard he tries, he cannot see clearly; therefore he eventually gives up the struggle and causes less harm to his body.

Near-sightedness or myopia may often be detected in a pupil by observing him closely. Books or other objects are held very close to the eyes and the pupil will be unable to read the blackboard from a distance. The near-sighted child seldom suffers from headaches, upsets of the stomach, or other systemic disturbances. Correction of myopia may be effected by supplying the child with proper glasses.

Davis² tells of another common visual defect, hyperopia or far-sightedness. This may be detected if

1. Frank G. Davis, Editor, Pupil Personnel Service, pp. 140-150. Scranton, Pennsylvania: The International Textbook Co., 1948.

2. Loc. cit.

the pupil holds his book at arm's length while reading. The far-sighted pupil is likely to suffer from headaches and gastro-intestinal upsets as a result of the constant straining to see objects nearby. The facial expression is also affected by this visual defect. Wrinkled forehead and lowered eyebrows often result. Optical correction can be made by supplying the child with proper glasses.

Other eye ailments are astigmatism, spherical error, color blindness, and strabismus or squint.

Our schools are often lax in providing equipment for adequate testing of eyesight. Pupils have been known to memorize the Snellen Eye Chart while waiting their turn, and thus their defects passed undetected. A specially designed stereoscope¹ has been developed whereby vision may be tested reasonably well in the classroom.

Even in the case of children with normal vision, great care should be taken to provide proper illumination. With a light meter, the amount of illumination in any part of the classroom may be tested. For classrooms, thirty foot-candles are recommended.

HEARING

No adequate facilities were available for testing

1. Keystone View Co., Meadville, Pennsylvania

the hearing of this class, but it is known that at least one child suffers from deafness. His eardrum was injured when he was several years younger and almost total deafness in that ear resulted.

The watch-tick test is used in some schools to test hearing, but it has proved to be very inadequate. An instrument called the 4-A Audiometer¹ has been found to be much more successful. This instrument consists, among other things, of a phonograph and earphones. With its use, many hearing deficiencies may be detected. It is very important that the teacher or parent detect any signs of deafness in the child as soon as possible, because a child who does not hear well may easily be misunderstood and considered mentally deficient, careless, or indifferent. Children are often very good at covering up a defect of this sort, for in many cases, they have never been able to hear well and do not know that their hearing is not perfect.

Deafness is frequently caused by acute infections, colds, and diseases such as scarlet fever and measles. Earache in the child may be a sign of severe ear trouble and "immediate and intelligent attention must be given on the part of the teacher and the parents to bring each case under proper and appropriate medical supervision and care." ²

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1. Western Electric 4-A Audiometer.
 2. Frank G. Davis, Editor, op. cit., p. 134.

CHAPTER V

A STUDY OF THE MENTAL ABILITY AND SCHOOL ACHIEVEMENT OF
A FOURTH GRADE CLASS

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A STUDY OF THE MENTAL ABILITY AND SCHOOL ACHIEVEMENT OF
A FOURTH GRADE CLASS

MENTAL ABILITY

TEST RESULTS

The following table shows the results of an intelligence test given to these children in the Third Grade.

TABLE IV

RESULTS OF KUHLMANN-ANDERSON I.Q. TEST ADMINISTERED IN
THE THIRD GRADE TO THIRTY THREE PUPILS

	C.A. (Feb. 24)	M.A.	I.Q.
1. Gilbert.....	7-8.....	9-8.....	125
2. Margaret.....	7-9.....	9-9.....	125
3. Carol.....	8-1.....	9-10.....	122
4. Ferd.....	7-8.....	9-2.....	119
5. Eugene.....	8-10.....	10-3.....	116
6. Jane.....	7-10.....	9-1.....	116
7. Peggy.....	8-3.....	9-7.....	116
8. Virginia.....	8-6.....	9-9.....	115
9. Rita.....	8-5.....	9-7.....	114
10. Katherine.....	8-6.....	9-7.....	113
11. Clifford.....	8-4.....	9-3.....	111
12. Bill.....	7-11.....	8-9.....	111
13. Randy.....	8-8.....	9-6.....	110
14. Leroy.....	7-8.....	8-4.....	109
15. Inez.....	8-6.....	9-3.....	109
16. Laura.....	8-9.....	9-6.....	109
17. Martha.....	8-7.....	9-3.....	108
18. Shirley.....	7-11.....	8-6.....	108
19. Alice.....	7-11.....	8-7.....	108
20. Kenneth.....	7-9.....	8-3.....	107
21. George.....	7-10.....	8-5.....	107
22. Paul.....	9-1.....	9-8.....	107
23. Rudy.....	9-0.....	9-5.....	105
24. Ben.....	8-9.....	9-0.....	103
25. Jack.....	8-6.....	8-9.....	103
26. Toby.....	8-8.....	8-11.....	103
27. Boyd.....	9-0.....	9-1.....	101
28. Frank.....	8-7.....	8-7.....	100
29. Ray.....	8-5.....	8-5.....	100
30. Edith.....	8-9.....	8-4.....	95
31. Carl.....	8-11.....	8-5.....	94
32. John.....	10-1.....	8-11.....	89
33. Margo.....	11-1.....	7-10.....	71

The test results given in Table IV show that the chronological ages (C.A.'s) of these children ranged from seven years eight months to eleven years one month in the middle of the Third Grade. This was a difference of over three years between the age of the oldest child and the youngest child in the class.

The range in mental age (M.A.) was from seven years ten months to ten years three months, thus showing a difference of more than two years between the youngest child and the oldest child mentally. This range was not so great as that of the chronological age.

The I.Q.'s ranged from seventy one to one hundred twenty five. The median was one hundred eight. The following table indicates the distribution of the I.Q.'s of the class.

TABLE V

DISTRIBUTION OF I.Q.'S AS A RESULT OF THE KUHLMANN-ANDERSON TEST

Classification	Pupils	Per cent
Superior (120-129).....	3.....	9
Above average (110-119).....	10.....	30
Normal or average (90-109).....	18.....	55
Below average (80-89).....	1.....	3
Dull or border line (70-79).....	1.....	3

Margo, the child with the lowest I.Q. (71), was also the oldest child in the room. She was eleven years one month at the time of the test. Her mental age, seven years and ten months, was also the lowest in the

class. She repeated both the First and the Third Grades. These facts would indicate that the child is a dull or borderline case. Although there are no other mental test results available for Margo, nevertheless, it may be assumed that the I.Q. obtained in the Third Grade is reasonably correct because achievement test scores and observation of the child by teachers help to substantiate the test findings. Some investigators have found that there is less fluctuation in the I.Q.'s of children with inferior mentality than in the I.Q.'s of children with superior intelligence. It has also been found that those who are considerably subnormal tend to become even lower. Nevertheless, it must not be forgotten that the general belief is that the score of a child with a very high I.Q. is more dependable than that of a child with a low score.

The conclusion may be drawn, then, that Margo is rather slow mentally and that a special effort should be made to adjust the curriculum to her needs and ability. A fuller study of Margo may be found later in this paper.

The only other child whose I.Q. fell below normal was John, with a score of eighty nine. John has much difficulty with arithmetic and spelling, but does very well in reading. He repeated the First Grade. He gets along with most of his playmates and is at times a leader on the playground.

Carl, whose I.Q. was ninety four, and Edith, whose I.Q. was ninety five are cases where the I.Q.'s showed quite a change over a period of two years. Carl took the Kuhlmann-Anderson Test in the First Grade and on it rated one hundred six. Thus his I.Q. became twelve points lower in the Third Grade than in the First. This change may have been due to many causes. Carl is easily distracted. He works well one day and poorly the next. The particular day on which the last test was given might easily have been one of his "bad days" and consequently he rated lower than on the first test. From observation of the child, it is believed that one hundred six is nearer his true I.Q.

Edith, with an I.Q. of ninety five in the Third Grade, made only eighty two in the First Grade. Unlike Carl, her I.Q. increased thirteen points between the two grades. The cause for this cannot easily be determined. She was a sickly child before and after her entrance into school. She suffered from asthma and other ailments and as a result was absent from classes quite often. She tended to be very dependent upon her mother until the Fourth Grade when she had her appendix removed. As a result of this operation, not only did many of her ills improve, but she became more independent and able to solve her own problems.

It is quite possible that Edith was very shy and

fearful in the First Grade and this may have accounted for her low I.Q. on the test. Perhaps her adjustment has been increasing with each year in school and on subsequent tests she may score even higher.

At the top of the class are two children, Gilbert and Margaret, with I.Q.'s of one hundred twenty five. Their ages, both chronological and mental, are very nearly the same and they are close friends.

On the Third Grade test, Gilbert showed an increase of six points over his I.Q. of one hundred nineteen in the First Grade, while Margaret lost four points.

Both of these children are among the smallest pupils in the group. Margaret seems to be extremely well-adjusted and gets along nicely with her peers. She does excellent work, but makes no effort to act superior toward the other children. When the class has an opportunity to choose leaders for any of their activities, Margaret is frequently among those chosen.

Gilbert, as was mentioned before, does not always work up to his ability. He often receives "unsatisfactory" in some subject on his grade card due to very slow or unfinished work. An attempt should be made to challenge his ability, so that he will be inspired to put forth his best efforts.

The next highest I.Q. (122) was made by Carol who does outstanding work. She has no apparent trouble get-

ting along with the other children, but desires to join a clique of very popular girls in the class. She is not completely accepted by them, probably because of her shyness and inability to push her way into the group. She lives on a farm where there are no children with whom she can play; however, she loves animals and spends much of her time with them. When urged to have visitors at home she usually protests. There seems to be some tendency toward withdrawal which her parents recognize and are trying to combat.

The I.Q. test showed that the scores of the remainder of the class were either average or above average. This group composed a total of eighty five per cent of the entire class. The greater number of these children seem to be fairly well-adjusted individuals, showing only a normal change in I.Q. between the First and Third Grades.

Of the twenty three children who had the test in both grades, twelve showed a decreased I.Q. and eleven, an increased one. One child, as was mentioned before, improved thirteen points and one lost twelve points. The rest of the pupils either gained or lost no more than ten points.

In recent years, there has been much controversy over the constancy of the intelligence quotient. For some time it has been recognized that the I.Q. obtained from the best tests will fluctuate a certain amount,

because the tests are not perfect and because environmental changes and emotional upsets may be reflected in the I.Q.

Due to the inconstancy of the I.Q., it may be concluded that, although the I.Q. often gives some clue to the mental ability of the child, it cannot be depended upon entirely as an index to his intelligence. Not only should group tests be given, but individual intelligence tests as well. The latter are more time-consuming than group tests, but the results are more reliable.

Other tests, such as diagnostic and achievement, should supplement the I.Q. test. With the results of these tests, the teacher is better fitted to judge the needs and abilities of her pupils, for Wellman says:

Every dull child entering school offers a challenge and an opportunity to see what can be done to change him. Every bright child offers a challenge and an opportunity to keep him functioning at that high level and to harness his abilities so that he and others derive the greatest satisfactions. The school cannot be one hundred per cent successful, but it can aim high.¹

SCHOOL ACHIEVEMENT

In this class there are a number of children who do excellent work and an equal number who do inferior work. There are four children who have repeated one or more grades. The other members of the class have made normal progress from year to year.

1. Beth L. Wellman, "Some Misconceptions about Intelligence," About Children, p. 24. Washington, D.C.: The Association for Childhood Education, 1944-1945.

TEST RESULTS

In the following tables are the results of reading tests given to these children in the Third and Fourth Grades.

TABLE VI

RESULTS OF THE STANFORD ACHIEVEMENT TEST IN READING
ADMINISTERED IN THE THIRD GRADE TO THIRTY THREE PUPILS
DATE OF ADMINISTRATION.....FEBRUARY (MID-TERM)

Grade Placement	Number of pupils			
	2nd	3rd	4th	5th
Total Score.....	5.....	17.....	7.....	4
Paragraph Meaning.....	4.....	16.....	8.....	5
Word Meaning.....	6.....	16.....	8.....	3

On this test the highest total score was 5.7, the lowest, 2.4. The class median was 3.6. Fifteen pupils, or forty five per cent of the class ranked above the normal grade level of 3.6; five or fifteen per cent ranked at the normal grade level, and thirteen or thirty six per cent, below. Of the thirteen children who were below the normal grade level, eight ranked within the Third Grade and five within the Second. Only three pupils, or nine per cent of the class, were retarded as much as a year.

In order to make a comparison between the reading test scores of these children and their I.Q.'s, the table found on the following page was constructed. The names of the pupils are arranged in order from those with the highest reading scores to those with the lowest.

TABLE VII

A COMPARISON BETWEEN I.Q.'S AND STANFORD ACHIEVEMENT TEST RESULTS IN READING AT MID-TERM IN THE THIRD GRADE

	Reading Grade Placement	I.Q.
1. Randy.....	5.7.....	110
2. Gilbert.....	5.3.....	125
3. Peggy.....	5.1.....	116
4. Estel.....	5.1.....	116
5. Virginia.....	4.6.....	115
6. Margaret.....	4.6.....	125
7. Carol.....	4.3.....	122
8. Laura.....	4.3.....	109
9. Kenneth.....	4.2.....	107
10. Inez.....	4.0.....	109
11. Rudy.....	4.0.....	105
12. Rita.....	3.9.....	114
13. Ben.....	3.8.....	103
14. Ferd.....	3.8.....	119
15. Paul.....	3.7.....	107
16. Ray.....	3.6.....	100
17. Clifford.....	3.6.....	111
18. John.....	3.6.....	89
19. Jack.....	3.6.....	103
20. Jane.....	3.6.....	116
21. Katherine.....	3.5.....	113
22. Shirley.....	3.4.....	108
23. Martha.....	3.4.....	108
24. Alice.....	3.3.....	108
25. Carl.....	3.3.....	94
26. Leroy.....	3.3.....	109
27. George.....	3.3.....	107
28. Toby.....	3.0.....	103
29. Boyd.....	2.9.....	101
30. Edith.....	2.8.....	95
31. Bill.....	2.6.....	111
32. Frank.....	2.6.....	100
33. Margo.....	2.4.....	71

From the preceding table one may see that the child who rated highest (5.7) on the reading test did not have the highest I.Q. Twelve children ranked above him in I.Q. The seven pupils, however, who received the highest reading scores had above average I.Q.'s and the

three children with the highest I.Q.'s in the class were among the first seven in reading ability.

The child with the lowest I.Q. also had the lowest reading score, but in most of the other cases the I.Q. did not necessarily indicate reading ability. John, with an I.Q. of eighty nine, received the same reading score as Jane who had an I.Q. of one hundred sixteen. However, the fact that John had repeated a grade might have had some bearing upon his score. Carl, with an I.Q. of ninety four received the same reading grade placement of 3.3 as Alice, who had an I.Q. of one hundred eight. No promotion factors enter into this comparison, but other factors may do so.

The preceding reading scores were studied when the class entered the Fourth Grade and an effort was made to group the children according to their reading abilities, so as to provide each child with as much individual attention as possible. An effort was made to give special attention to those children who were retarded a year or more in reading, but the brighter children were not forgotten. They were provided with more difficult reading material so as to challenge them to work up to their abilities as nearly as possible.

Several reading tests were given in the Fourth Grade to supplement the findings of the Third Grade test and to show the progress the children were making in reading. The results of the tests are on the next page.

TABLE VIII

RESULTS OF THREE MY WEEKLY READER TESTS
ADMINISTERED IN THE FOURTH GRADE
AND THE TOTAL NUMBER OF MONTHS EACH CHILD
IMPROVED IN READING DURING THE YEAR

	Form I Oct.	Form II Jan.	Form III Apr.	Months Improved During Year
1. Randy.....	5.9.....	5.9.....	5.8.....	-1
2. Peggy.....	5.7.....	5.8.....	5.6.....	-1
3. Estel.....	5.6.....	5.8.....	5.7.....	1
4. Gilbert.....	5.5.....	5.8.....	5.7.....	2
5. Virginia....	5.0.....	5.8.....	5.7.....	7
6. Laura.....	5.0.....	5.1.....	absent.....	
7. Paul.....	5.0.....	5.9.....	5.6.....	6
8. John.....	4.9.....	4.8.....	5.5.....	6
9. Ray.....	4.9.....	4.7.....	5.6.....	7
10. Clifford....	4.9.....	5.4.....	5.1.....	2
11. Pamela.....	4.8.....	5.0.....	5.7.....	9
12. Carol.....	4.8.....	4.8.....	4.9.....	1
13. Margaret....	4.8.....	5.0.....	5.0.....	2
14. Ben.....	4.8.....	4.6.....	4.8.....	0
15. Inez.....	4.7.....	5.0.....	5.0.....	3
16. Jane.....	4.7.....	5.4.....	5.4.....	7
17. Shirley....	4.7.....	4.8.....	4.9.....	2
18. Katherine...	4.6.....	5.0.....	5.0.....	4
19. Alice.....	4.6.....	4.5.....	4.8.....	2
20. Rita.....	4.6.....	5.3.....	5.0.....	4
21. Eva.....	4.5.....	4.8.....	4.9.....	4
22. Edith.....	4.5.....	4.0.....	4.6.....	1
23. Carl.....	4.5.....	4.6.....	4.9.....	4
24. Kenneth....	4.5.....	4.9.....	5.0.....	5
25. Ferd.....	4.5.....	4.7.....	4.9.....	4
26. Leroy.....	4.5.....	4.2.....	4.8.....	3
27. Frank.....	4.2.....	4.6.....	4.9.....	7
28. George....	4.2.....	4.8.....	4.9.....	7
29. Jack.....	4.1.....	4.6.....	4.7.....	6
30. Martha....	4.0.....	3.9.....	4.5.....	5
31. Toby.....	3.9.....	4.6.....	4.8.....	9
32. Rudy.....	3.8.....	4.5.....	4.6.....	8
33. Bill.....	3.8.....	4.3.....	4.5.....	7
34. Margo.....	3.5.....	3.6.....	4.1.....	6
35. Boyd.....	3.5.....	4.0.....	4.7.....	12
36. Neil...entered late.		4.8.....	5.0.....	
37. Allen...entered late.		4.8.....	4.7.....	
38. Max...entered late.		3.0.....	4.4.....	
39. Eileen...entered late.			4.6.....	
40. Frances...entered late.			4.5.....	

The reading tests sent out three times a year to subscribers of My Weekly Reader are not standardized tests and do not have national norms. They are used mainly to determine the reading level of each child and to find individual strengths and weaknesses in the four following skills: 1. finding a specific fact in the context; 2. interpreting facts given by drawing inferences; 3. finding a word in the context when the meaning is given; 4. getting the main idea of a paragraph.

Since the difficulty of the three tests given within a grade is the same, the results are comparable. In the preceding table, the scores on these tests are shown so that comparisons may be made. The table also indicates the number of months each child improved in silent reading ability from October to April. (The highest possible score on all of these tests was 6.0)

On the test given in October the scores ranged from 5.9 to 3.5. The median was 4.7. The number of pupils falling below the norm (4.1) was six, or seventeen per cent of the class. The number above the norm was twenty eight, or eighty per cent.

This test, as well as the Stanford Reading Test given in the Third Grade, was used as a guide in grouping the children for special reading instruction. The slow readers were given extra attention. When consid-

ering the slow reader, it may be found that there is a difference of opinion among educators as to the definition of reading disability. Some consider a child retarded who is half a year behind his class; others believe that he must be two or three years behind his class before he is considered a retarded reader. Assuming that the former belief is correct, the test scores show that a number of children in this Fourth Grade class are retarded readers. If the latter belief is adhered to, there are no reading disabilities in this Fourth Grade class, for no child, at any time, was as much as two years behind the class median.

Regardless of whether or not some members of the class might be considered retarded readers, there were several, at the beginning of the Fourth Grade, who needed special help in improving reading skills. Again educators are divided as to the best means of providing this remedial instruction. Some recommend special rooms for retarded readers. Others suggest reading clinics for extreme cases, but most agree that help for the greater number of the slow readers can best be provided by the classroom teacher.

In the classroom, the children in this Fourth Grade who needed drill on phonics, were given it. Other methods of attacking new words were also taught.

Betts¹ says that the child should be taught systematically such word recognition skills as syllibication and word analysis. He must also be taught to use the dictionary. With these aids, the child is on his way to becoming independent in reading. Without them, his reading ability is bound to suffer.

In addition to training in the above skills, much silent reading was done with these children, but oral reading was not forgotten. Too much oral reading, however, sometimes causes lip movement while reading silently. In nearly every group there are a few children who move their lips while reading silently, and this class was no exception. To correct the habit, once it has been formed, flash cards may be used to increase eye span. Hildreth² suggests that the child place his finger on his lips while reading silently. She also recommends that the child do no oral reading for a time.

In extreme cases of reading disability, other teaching procedures should be employed. The classroom teacher frequently does not have the time to give

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1. Emmett A. Betts, Foundations of Reading Instruction, pp. 577-578. New York: American Book Co., 1946.
 2. Gertrude Hildreth, Learning the Three R's (Revised), p. 316. Nashville, Tennessee: Educational Publishers, Inc., 1946.

this special instruction and it may best be provided in reading clinics such as have been set up in many public schools, colleges, and universities.

One method often used with the more retarded readers is the Fernald¹ technique. In this procedure the child is permitted to choose any word that he wishes to learn. The word is written by the teacher with crayon on paper in large letters. The child then traces the outline of the word with his fingers, saying each part of the word. He does this as many times as is necessary for him to be able to write the word without looking at the copy. As he learns new words he uses them in stories that he writes himself. These stories are typewritten and he reads the typewritten copies orally.

There are many other methods used in remedial reading classes, and there are values and limitations attached to each one; however, it is wise for the teacher to be familiar with these methods so that she can use the best from each in her teaching.

On the second form of My Weekly Reader Test, given in January, the highest score was 5.9, the lowest, 3.0. The latter score was made by a pupil

1. Grace M. Fernald, Remedial Techniques in Basic School Subjects, pp. 35-51. New York: McGraw-Hill Book Co., Inc., 1943.

who entered the school after being taken into a foster home. As may be seen in Table VIII, page 51, the child improved fourteen months in reading ability between January and April. This was the greatest increase made by any boy or girl in the class. A change of environment and greater parental interest was probably the cause of the improvement.

The class median on the January test was 4.8. The number above the norm (4.5) was thirty one, or eighty two per cent of the class. The number below was seven, or eighteen per cent of the class. The majority of the class showed a definite improvement in reading ability between the October and January tests. One pupil improved nine months, but two showed no improvement at all. One of the children who showed no improvement had already scored 5.9, the highest grade in the class, on the first test. Since the highest possible score was 6.0, there was not much room for improvement in his case.

Seven children lost from one to five months in reading ability between the first two tests. The cause for this is not easily determined, but these losses occurred more often in the scores of those children with average or low reading ability.

In April, the third form of the test was given. The scores ranged from 5.8 to 4.1. The median was 4.9, thus showing an improvement of two months for

the class since the first test in October. Twenty four pupils, or sixty per cent, scored above the normal grade level (4.8), and eleven, or twenty eight per cent fell below the norm.

Although the top score in April was one point below the top score in October and was made by the same child, it cannot be assumed that he did not improve in reading during the year. Since 6.0 was as high as he was able to make on the test, a true picture of his reading ability could not be obtained.

The reading scores of individual pupils increased from one to fourteen months during the year; nevertheless, as has been said before, there were eleven children whose scores in April fell below the norm, but not greatly below. Most of these children, however, showed a certain amount of improvement from the October test to the April test, and there were some with low scores who entered the class after the first tests were given.

STUDY HABITS AND ATTITUDE TOWARD WORK

This class, as a whole, does not have as good study habits or as good an attitude toward work as the majority of other Fourth Grade groups which have attended X__ School in recent years. Ability to concentrate on work for any length of time is almost im-

possible for a great number of these children. Although some of these boys and girls might be considered lazy, Spock¹ says that children who do not try to do their lessons usually are not lazy at all. They merely appear to be lazy for various reasons. Some of them may be balky because they have been pushed too much all of their lives. Others may be afraid to try in school for fear of failing. Some children do poor school work because they are overconscientious and are never able to finish their work. Also, children who have had little love and security in early childhood may be restless, irresponsible, and unable to become interested in school work.

The teacher should take all of these things into consideration when dealing with children who show little interest in school. If she cannot find the cause for this lack of enthusiasm, she should try to use each child's present interests to draw him into projects which will further his growth.

An inventory was made of the school subjects liked and disliked by this Fourth Grade. The following tables show the results.

1. Benjamin Spock, M. D., Baby and Child Care, pp. 319-320. New York: Pocket Books, Inc., 1946.

TABLE IX
FAVORITE SUBJECTS OF FOURTH GRADE CLASS

	Boys	Girls
Spelling.....	6.....	8
Arithmetic.....	5.....	4
Reading.....	2.....	1
English.....	0.....	0
Geography.....	1.....	1
History.....	3.....	0
Penmanship.....	0.....	0
Art.....	1.....	2
Music.....	0.....	1
Health.....	0.....	0
Total.....	18.....	17

TABLE X
SUBJECTS DISLIKED BY FOURTH GRADE CLASS

	Boys	Girls
Spelling.....	3.....	1
Arithmetic.....	7.....	7
Reading.....	0.....	0
English.....	4.....	2
Geography.....	1.....	1
History.....	2.....	4
Penmanship.....	0.....	0
Art.....	0.....	0
Music.....	0.....	0
Health.....	0.....	1
Total.....	17.....	16

From the preceding tables, one may readily see that spelling is the preferred subject of the boys as well as the girls, and that arithmetic is disliked more than any other one subject by the class as a whole. As was mentioned earlier in this paper, it has been found

by Gesell and Ilg¹ that arithmetic is the most discussed subject among Fourth Grade children. It is either "loved" or "hated" by them and the Fourth Grade class at X__ School is no exception.

Penmanship, music, and health received few votes in either category.

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1. Arnold Gesell and Frances L. Ilg, The Child from Five to Ten, p. 209. New York: Harper and Brothers Publishers, 1946.

CHAPTER VI

A STUDY OF THE LEISURE-TIME ACTIVITIES AND
HOME BACKGROUND OF A FOURTH GRADE CLASS

CHAPTER VI

A STUDY OF THE LEISURE-TIME ACTIVITIES AND HOME BACKGROUND OF A FOURTH GRADE CLASS

LEISURE-TIME ACTIVITIES

HOBBIES

The following hobbies were listed by the boys and girls of this class.

TABLE XI

HOBBIES OF FOURTH GRADE CLASS

Boys	Girls
Wood carving.....3	Swimming.....3
Basket ball.....3	Skating.....3
Collecting stamps...3	Horseback riding....2
Model airplanes....3	Ballet.....2
Reading.....2	Sewing.....2
Collecting cards....2	Collecting cards....1
Baseball.....2	Collecting stamps...1
Guns.....1	Collecting pictures..1
Dramatic art.....1	Reading.....1
Clarinet.....1	Piano.....1
Painting.....1	Sports.....1

It is apparent from the above table that the girls and boys have few hobbies in common. The only hobbies mentioned by both sexes were card collecting, stamp collecting, and reading.

From observation, one might believe that card collecting is the most common hobby among these children, for, if permitted, they will spend entire play periods at school in trading cards with their friends. Parents say that on many days one may find groups of these children gathered at home to trade their cards. They are

very business-like about the matter and take great care of their collections. Some even keep them in file catalogues.

In spite of the fact that so many children indulge in this hobby, few placed it on their lists. This was probably due to the fact that they wished to name hobbies which were different from those of other members of the class.

Strangely enough, more girls listed sports as their hobby than did boys, but these sports were those in which girls frequently take part--swimming, skating, and horseback riding. The only sports mentioned by the boys were basketball and baseball.

SPECIAL LESSONS

A number of children in this class take part in such activities as art, dancing, music, etc. These activities take place after school hours and are paid for by the parents.

TABLE XII

PUPILS TAKING SPECIAL LESSONS OUTSIDE OF SCHOOL

	Boys	Girls
Dancing.....	2.....	6
Music.....	5.....	7
Ice skating.....	2.....	2
Dramatic art.....	1.....	3
Art.....	1.....	0
Horseback riding.....	0.....	1
Total.....	11.....	19

From the preceding table, one sees that the girls take more special lessons than the boys, but the difference is not great. Of the twelve children who take music lessons, all, except one child, study piano. This is probably due to the fact that lessons on other musical instruments are given free at the school and many attend these classes. Those taking free lessons are not included in Table XII.

A number of children take special lessons in several different fields, but more than half of the group take none. One girl attends four special classes--dramatic art, dancing, ice skating, and horseback riding.

CLUBS

Quite a few children belong to various clubs. Some of them (Brownies and 4H) are sponsored by the school. The number of pupils belonging to clubs is shown in the table below.

TABLE XIII

THE NUMBER OF PUPILS BELONGING TO CLUBS

	Boys	Girls
Scouts.....	11.....	9
4H.....	3.....	1
Y.M.C.A.....	5.....	0
Neighborhood.....	3.....	1
Total.....	22.....	11

The preceding table shows that more boys belong to clubs than do girls and that Scouts is the most popular organization for boys as well as for girls. Most of the girls belong to a Brownie troop which meets weekly at the school, while the boys belong to Scout troops in the neighborhood. These troops are usually under the leadership of one or two parents of the children.

MOVIES

Attending movies comes in for its share in the activities of this Fourth Grade class. The table below indicates how boys compare with girls in movie attendance.

TABLE XIV

THE NUMBER OF PUPILS ATTENDING MOVIES

	Boys	Girls
Attend more than once a week.....	5.....	3
Attend only once a week.....	13.....	8
Attend less than once a week.....	4.....	4
Attend seldom.....	0.....	3
Never attend.....	0.....	1

The table shows that boys attend movies more regularly than girls, but that most of the children, girls as well as boys, attend the movies at least once a week. Only one child in the group never attends the movies and only three seldom attend. All of these are girls.

The greater number of the children attend the neighborhood motion picture house on Saturday or Sunday afternoons. A few go at night.

How much effect the movies have on this particular group of children is not known, but many studies have been made concerning the influence of movies on the lives of children. It was found by investigators¹ under the auspices of the Payne Fund that many children suffer from eye fatigue after attending the movies. It was also found that during scenes of danger or suspense, the pulse rate rose from seventy five or eighty beats per minute to one hundred twenty five or one hundred forty. Younger children, those from six to eleven, reacted more violently than did the older children, and it is believed that many fears and much nervousness in children can be traced to movies.

Although there are some movies which might have a good influence on children, there is little opportunity for boys and girls to see these better movies, because they usually attend on Saturday afternoon when the poorest movies are shown.

Parents and teachers should work together to see

1. Payne Fund Studies, Motion Pictures and Youth, 1933, 1935, as quoted by Marian E. Breckenridge and E. Lee Vincent, Child Development, pp. 236-237. Philadelphia: W. B. Saunders Co., 1949.

that better movies are shown on Saturday matinee programs, so that the children will not suffer from constant exposure to inferior pictures. Davis makes an interesting statement about movies. He says:

America's teachers have serious competition in their efforts to develop character when children are subjected to the influence of many of these films. There is no doubt that motion pictures hold the attention of children. Some educators maintain that the attention span of elementary-school children is so short that the type of activity should be changed every fifteen minutes or thereabouts. Yet, it is interesting to note that many of these same children will take a sandwich and sit through two or three showings of a double-feature performance, leaving only when the theater closes.¹

The following table shows the type of movie preferred by boys and girls in the class.

TABLE XV
THE NUMBER OF PUPILS PREFERRING DIFFERENT TYPES
OF MOVIES

	Boys	Girls
Comedy.....	11.....	6
Western.....	2.....	1
Adventure.....	6.....	1
Mystery.....	2.....	3
Musical.....	0.....	4

1. Frank G. Davis, Editor, Pupil Personnel Service, pp. 311-312. Scranton, Pennsylvania: The International Textbook Co., 1948.

It is evident that the comedy type of movie is preferred by both boys and girls. The adventure picture received more votes from boys and the musical was preferred by the girls.

COMIC BOOKS

Comic books are another source of interest to this class. The following table compares the comic book reading habits of the boys with those of the girls.

TABLE XVI
THE NUMBER OF PUPILS READING COMIC BOOKS

	Boys	Girls
Read more than two each week.....	12.....	2
Read two each week.....	1.....	1
Read one each week.....	5.....	8
Read less than one each week.....	4.....	4
Read none.....	0.....	3

Apparently the boys are more avid comic book readers than the girls. Many of them read more than two comic books a week. This does not necessarily mean that they spend a large amount of money on them, but that they trade books with their friends and thus acquire a large number of comics to read at small expense.

When asked what kind of comic books they preferred, they answered "funny ones" and "about cowboys" most frequently. Four preferred Walt Disney, and two,

Donald Duck. Two boys liked crime comics and three liked mystery.

In recent years there has been much controversy over the effect of comics upon children. Some believe that the comics have a very bad influence, while others are more encouraging. Thorndike¹ made a study of the word content of four popular comic books and it is his belief that the reading of comics helps to improve a child's vocabulary, but he adds that there are other important things besides vocabulary to be considered in comics. The ideas and context are also important.

Spock² also has a good word for comics. He believes that all children beyond six need the vicarious experiences which comics provide. They need to dream of bold adventure and violent battles where good is pitted against evil and always wins. He adds, however, that children should not be allowed to spend all of their time reading comics. If necessary, the number of comic books read each week, or the number of hours spent each day, should be limited.

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1. R. L. Thorndike, "Words and Comics." J. Exper. Ed., 1941, as quoted by Breckenridge and Vincent, op. cit., p. 247.
 2. Benjamin Spock, M. D., Baby and Child Care, pp. 304-305. New York: Pocket Books, Inc., 1946.

RADIO LISTENING

It was found that the boys in this Fourth Grade listen to an average of nine radio programs a day. The girls average six programs. These figures indicate a great deal of radio listening by these boys and girls. This may be attributed to the fact that over half of the children have radios of their own and can listen whenever they wish without disturbing the rest of the family.

The favorite programs are Sky King and Roy Rogers. A number prefer mystery programs.

It is believed that the greatest danger in radio for small children is the fear certain programs cause, and the resulting loss of sleep. This danger diminishes, however, as the child grows older and becomes accustomed to such programs.

As in the case of comics, it is sometimes necessary to set limits on radio listening and to allow the child to listen only at certain hours.

CAMP

Eleven boys and twelve girls of this group have attended camp one or more years. This number is fifty eight per cent of the class. Some attend day camp, others attend full-time camp. From either of these they gain many advantages. Breckenridge and Vincent¹

1. Breckenridge and Vincent, op. cit., pp. 211-212.

say that camps have a great influence on children, especially city children. Camp life not only improves the health of a boy or girl, but it improves his physical skills as well. "It trains the child for life by training his body, increasing his love of exercise, and developing his self-confidence." ¹

Camps also influence the social adjustment of the child. He learns in camp something which he might never learn at home, the ability to get along with others.

How much actual influence camp life has had on this Fourth Grade class is not known, but most of those children who have attended camp seem to be fairly well-adjusted. Many of those who have not attended are inclined to be somewhat less "grown up" than the other children. Their lack of maturity is probably the cause of their never having been to camp rather than the result of their never having been. Many are "babied" by their parents and are not allowed to leave home for any length of time.

In spite of the fact that this reasoning may apply to a number of these children, there are others who have never attended camp and yet are perfectly adjusted in their group.

TRAVEL

The average number of states visited by these

1. Ibid., p. 212.

children is four. One child has been to Europe and Guatemala, one to South America, two to Canada, four to New York, and eight to Florida. Other states they have visited are Michigan, Louisiana, Tennessee, Indiana, Illinois, Texas, Georgia, Utah, and Ohio.

The following table shows the different ways in which these boys and girls have traveled.

TABLE XVII
NUMBER OF CHILDREN TRAVELING IN DIFFERENT WAYS

	Boys	Girls	Total
In a plane.....	6.....	4.....	10
On a bus.....	22.....	18.....	40
On a train.....	15.....	13.....	28
In an auto.....	22.....	18.....	40
On a boat.....	12.....	10.....	22

These children have traveled quite a bit, perhaps more than the average child of nine or ten. Their travels have provided them with a wealth of experiences which could not be gained in any other way. The one child who has traveled in Europe left shortly before the close of school this year. He was looking forward especially to visiting the countries about which he had been studying in geography. He will be an excellent resource person next year when the Fourth Grade is studying these same countries.

The child who has been to South America returned soon after school began last September. He had so many interesting things to tell the class and so many souvenirs to show them that their interest was aroused

in their neighboring continent and a unit was developed around it.

Those who visited in other countries and in other parts of the United States were also helpful whenever these places were read about in class.

Not only have these children visited places far from home, but they are familiar with their community. Table XVIII shows the places these boys and girls have visited within the community.

TABLE XVIII

PLACES OF INTEREST VISITED IN THE COMMUNITY

	Boys	Girls	Total
A circus.....	22.....	16.....	38
A fire station.....	14.....	10.....	24
A farm.....	15.....	12.....	27
A bakery.....	20.....	14.....	34
A dairy.....	12.....	8.....	20
An airport.....	18.....	10.....	28
A zoo.....	16.....	13.....	29
A hotel.....	16.....	10.....	26
A factory.....	11.....	8.....	19

All but two children have been to a circus and all but six have visited a bakery. Fewer have visited a factory than any other community resource. This might offer a suggestion for future excursions. It is always important for children to become acquainted with their community as soon as possible. Stratemeyer says that "The school which is to work constructively in a community must know the community of which it is a part. Community influences affect the concerns and points of

view of children and youth. Community institutions share in their education. Community resources contribute to their expanding knowledge."¹

THE HOME

The following tables give some indication of the home background of these children, the occupations of their fathers and the leisure-time activities of their mothers.

TABLE XIX

THE NUMBER OF CHILDREN FROM BROKEN HOMES, THE NUMBER OF MOTHERS WHO WORK OUTSIDE THE HOME, ETC.

	Number	Per cent
Pupils from broken homes.....	7.....	2
Mothers who work outside of home.....	4.....	1
Families with two children.....	20.....	50
Families with three or more children...14.....		35
Families with only one child.....	6.....	15
Families owning home.....	31.....	78
Families partly owning home.....	4.....	10
Families renting home.....	5.....	13
Average number of rooms in home.....	7.....	
Homes with servants.....	23.....	58
Homes with a radio.....	40.....	100
Homes with television.....	2.....	5
Families owning one car.....	24.....	60
Families owning two or more cars.....	14.....	35
Families owning reference books.....	29.....	73
Families taking daily newspaper.....	38.....	95
Families taking 3 or more magazines...34.....		85
Average number of books in each home...50.....		
Pupils owning bicycles.....	38.....	95

1. F. B. Stratemeyer, H. L. Forkner and M. G. McKim, Developing a Curriculum for Modern Living, p. 409, New York; Teachers College, Columbia University, 1947.

Due to the fact that the home has such a great influence on the life of the child, it is important to know as much about it as possible. To achieve this end, the home of each child in the Fourth Grade was visited at the beginning of the year. In every case, the parents were cordial and friendly. They were much interested in their children and wanted to talk about them. One mother suggested that her child be given special jobs as an incentive to work. Another parent asked that any signs of dishonesty be observed in her little girl, as it was found that she had taken a fountain pen from another pupil last year. Still other parents asked that their children be given plenty of homework, while some wanted no homework at all, because their children had so many outside activities.

If the children in the family were present during the visit, it was possible to gain some insight into child training, parent-child relationships, and child-to-child relationships. Little opportunity was provided for observing parental relationships, however, for in only two cases were the fathers present during the interviews.

In the homes where the mother worked full-time, it was necessary to talk to a grandparent or some other person who was taking care of the child. There were four mothers who worked outside the home. In

every case but one, the mother worked to support the family, because she and the father were divorced.

The homes of most of the children visited were attractive, two story brick or stone buildings located in good neighborhoods. The greater number of parents own their homes and over half employ servants. Nearly every family has at least one car, a radio, and a daily newspaper.

FATHERS' OCCUPATIONS

Below are classified¹ the occupations of the fathers of this group of children.

TABLE XX

CLASSIFICATION OF THE FATHERS' OCCUPATIONS

	Number
Professional Workers.....	0
Semiprofessional Workers.....	3
Farmers and Farm Managers.....	0
Proprietors, Managers, and Officials, Excluding Farm.....	19
Clerical, Sales, and Kindred Workers.....	8
Craftsmen, Foremen, and Kindred Workers.....	4
Operatives and Kindred Workers.....	2
Domestic Service Workers.....	0
Protective Service Workers.....	0
Service Workers, Excluding Domestic and Protective.....	0
Farm Laborers and Farm Foremen.....	2
Laborers, Except Farm.....	1

1. This classification of occupations is from the U.S. Summary of Occupations, 1940 Report.

There are no Professional Workers in this group. The greater number of parental occupations fall under the classification of Proprietors, Managers, and Officials. Three are at the bottom of the list under Farm Laborers, Farm Foremen, and Laborers, Except Farm.

From the material presented in the two preceding tables, it is believed that most of the children in this group are from families belonging to the middle-middle or upper-middle class.

MOTHERS' HOBBIES

The number of mothers listing the following hobbies were:

TABLE XXI

THE HOBBIES OF FOURTH GRADE MOTHERS

Sewing.....	8	Piano.....	1
Gardening.....	4	Gold leaf stenciling..	1
Sports.....	4	Bridge.....	1
Reading.....	2	Painting.....	1
Dramatic art.....	1	Collecting books.....	1
Cooking.....	1	Interior decorating...1	
Collecting glassware....	1	Refinishing furniture.1	

A survey of the hobbies of the mothers in the entire school was made by the P.T.A. in order to find those best suited to help in various school and community projects. The one Fourth Grade mother who listed dramatic art as her hobby gave much of her time during the year to telling stories to different groups of children in the school.

CHAPTER VII

A STUDY OF THE PERSONALITY AND GROUP RELATIONS OF
A FOURTH GRADE CLASS

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A STUDY OF THE PERSONALITY AND GROUP RELATIONS OF A FOURTH GRADE CLASS

PERSONALITY

This class, as a whole, seems to be fairly well-adjusted; however, there are several children who have a great deal of trouble getting along with their peers. One of these pupils will be discussed more fully in another part of this paper.

There are also several children who tend to be somewhat withdrawn, but none show definite tendencies toward serious maladjustment.

In order to gain some further insight into the personality of these children, they were given a questionnaire, "My Wishing Star."¹ A list of wishes was given, and each child was asked to place a star beside the wishes he desired to have come true. The following tables give a summary of "My Wishing Star" questionnaire results for this Fourth Grade class.

1. My Weekly Reader, Columbus, Ohio: American Education Press, Inc., Mar. 14, 1949.

TABLE XXII

SUMMARY OF RESULTS OF "MY WISHING STAR"
WISHES ABOUT HOME

	No. of pupils
1. I wish my parents really loved me.....	6
2. I wish my (brother sister) liked me.....	8
3. I wish they did not push me around.....	9
4. I wish my family knew I was growing up...	8
5. I wish my family noticed when I did things right.....	11
6. I wish I could help to plan things.....	11
7. I wish we did more things together.....	10
8. I wish I were not punished unfairly.....	7
9. I wish I could stay up later.....	22
10. I wish I did not have to get up so early	17
11. I wish my parents lived together.....	1
12. I wish I had more time for play.....	18
13. I wish I did not have so much to do.....	11
14. I wish we did not move so often.....	3

Those wishes about home which the children checked most often were number nine, "I wish I could stay up later," number ten, "I wish I did not have to get up so early," and number twelve, "I wish I had more time for play." All of these wishes have a time element in them. Since the children probably do not have many home duties to perform, it may be surmised that their outside activities are too numerous and take up too much time and energy.

Six children checked number one, "I wish my parents really loved me." Five of these were boys and one a girl. All have one or more brothers and sisters. Although there is no evidence of this lack of love on the

part of the parents, it is possible that they may show a preference for a brother or sister, and this may have caused a feeling of resentment in the neglected child. Frequently the child at this age greatly desires the companionship of his parents, but cannot always have it, and a feeling of not being loved sometimes results.

Only one child, Clifford, expressed the wish (number eleven) that his parents lived together. Clifford lives with his mother, grandmother, and older brother, but his mother works away from home and frequently leaves the children with the grandmother in the evenings. Evidently Clifford feels the need for parental attention. In school he is a very quiet boy and does excellent work. He is, however, overconscientious about any task he has to do, and seeks the approval of the class constantly. He is also quick-tempered and becomes sullen if his work is not chosen by the children to be displayed, or if he is replaced in a ball game by another player. The boys frequently remark, "We would like to put a better player in Clifford's place, but he will get mad at us if we do." Yet, in spite of these troubles, Clifford seems to be well-liked and on Who's Who tests is usually chosen by the children as one of the most popular boys in the room. Perhaps if his

mother and father were living together, he would feel more secure and would not always carry a chip on his shoulder.

Three children, Eva, Carol, and Estel, checked number fourteen, "I wish we did not move so often." Eva moves frequently with her family because they are tenant farmers. Due to these changes she has lost a great deal of time in school and it is quite natural that she should wish to settle down in one place for several years. Carol, too, has moved about considerably. This is the first time she has been able to attend the same school two years in succession, and at the beginning of the term, she said to her mother, "It is so nice to start to school this year where I know everyone. It gives me such a safe feeling." The last child, Estel, who wished that his family did not move so often, probably did so because his parents are planning to move from the home in which they have been living for several years. This means, of course, that Estel will have to give up all of his school and neighborhood friends and make new ones in a new place. This should not, however, prove difficult for Estel, since he gets along well with other children and makes friends easily.

TABLE XXIII
SUMMARY OF RESULTS OF "MY WISHING STAR"
WISHES ABOUT SCHOOL

	No. of pupils
1. I wish I could help to make rules.....	9
2. I wish my teacher liked me.....	4
3. I wish she would praise me when I work hard and do my work well.....	9
4. I wish I were chosen to do things more often..	20
5. I wish my classmates liked me.....	8
6. I wish I were not afraid to speak up in class..	8
7. I wish I knew how to study.....	3
8. I wish I did not have trouble with <u>(subject)</u>	12

Number four, "I wish I were chosen to do things more often," was checked by more children than any other wish in this section. Whether or not these boys and girls desire to be chosen more often by their classmates or by their teacher is not known. If the latter is true, the teacher could easily be at fault by unintentionally allowing those who do things well to always help in certain jobs. Care should be taken to prevent such a thing from happening; however, this may not be the case at all for some who checked the wish are frequently chosen to do things. It is quite possible, then, that this is just a natural wish of children of this age, because they always like to be included in everything.

Nine people checked number one, "I wish I could help to make rules," and number three, "I wish she (the

teacher) would praise me when I work hard and do my work well." This should be a hint to the teacher to have a more democratic classroom and to give more praise. Children thrive on praise and love.

Eight pupils checked number five, "I wish my classmates liked me." By observing five of these eight children, it is not hard to see that their classmates do not like them. One of the five, Ray, is so aggressive that he antagonized the group. Peggy likes to have her own way so well that the other children do not like to play with her. Virginia is very bossy. Eva and Margo are older and larger than the other children and do not dress as well as the others; therefore they are not accepted by the group. As to the other three children, Boyd, Gilbert, and Pamela, there is little evidence that they are disliked by their peers. Boyd and Gilbert are not, perhaps, extremely popular, yet they have many friends in the class. Pamela is well-liked by most of the children, but it is evident that she tries very hard to gain their friendship. This is her first year in X__ School and immediately upon entrance, she sought the favor of the leaders in the group. She did not gain their favor immediately, but when she did gain it she became one of the leaders herself. Just why she feels that her classmates do not like her is rather puzzling. Perhaps another year with the group

will give her a greater feeling of confidence and security.

Only three children checked number seven, "I wish I knew how to study." Although many of the members of the class are rather poor in their study habits, they evidently do not recognize this weakness. The three who wished they knew how to study are children who have much urging from home to do better work.

TABLE XXIV

SUMMARY OF RESULTS OF "MY WISHING STAR" WISHES ABOUT MYSELF

	No. of pupils
1. I wish I could help to choose my clothes.....	13
2. I wish I could do more things without having people tell me what to do.....	10
3. I wish I did not worry about things.....	13
4. I wish I did not have bad dreams.....	17
5. I wish I were not afraid of making mistakes....	11
6. I wish I were not afraid of being criticized....	11

Number four, "I wish I did not have bad dreams," received the greatest number of checks in this section. No attempt was made to discover the nature of these dreams, but Foster and Anderson¹ tell us that the con-

1. J. C. Foster and J. E. Anderson, "Unpleasant Dreams in Childhood," Child Development, Vol. VII (1936), pp. 77-84, as quoted by Arthur Jersild, Child Psychology, p. 393. New York: Prentice-Hall, 1940.

tent of children's dreams is drawn from their actual experiences and that it is very difficult to trace the elements of dreams to their source. Everything which has taken place in the child's waking life, as a result of sensory stimulation, as well as that which has occurred in the nature of fear, fancy, and desire, may have a part in the child's dreams. All of these things may, however, be distorted and obscure in the dreams.

In an investigation made by Foster and Anderson, of five hundred nineteen children, it was found that forty three per cent of those from one to four years of age had unpleasant dreams. The percentage of those from five to eight years who suffered from unpleasant dreams was approximately thirty nine, and of those from nine to twelve years was approximately twenty two. One may then assume that as a child grows older he is less likely to have bad dreams. Among the reasons given for the unpleasant dreams of the children studied by Foster and Anderson, were frightening stories, extreme emotional state of the child, illness, fatigue, radio programs, the day's experiences, movies, food or time food was eaten, conflicts with playmates, physical conditions at night, too strenuous play, funny papers, and noises.

Number one, "I wish I could help to choose my

clothes," was checked by seven boys and six girls, so evidently the boys in the class are as interested in what they wear as are the girls.

Number three, "I wish I did not worry about things," received thirteen checks. It is a well-known fact that fears play an important part in a child's worries. On another questionnaire these same Fourth Grade children were asked to list the things of which they were most afraid. Lions, bears, the dark, etc. were mentioned most frequently. It has been found that the fears of very small children usually arise from things which happen in their immediate environment, but as a child becomes older, he begins to fear such things as wild animals, ghosts, robbers, the dark, and being alone. The older child does not show his fears as plainly as the younger child, but this does not necessarily mean that he has fewer fears. He is merely more capable of concealing them.

Gesell and Ilg¹ list the fears of school age children. They say that six-year-olds fear the supernatural and the elements. They also fear being late to school. The seven-year-old child fears such things as

1. Arnold Gesell and Frances L. Ilg, The Child from Five to Ten, pp. 304-305. New York: Harper and Brothers Publishers, 1946.

wars and burglars. He worries about not being liked by his parents and friends, about his own mistakes, and about not finishing school work. At nine, children worry most about school failure.

Lasting fears in children may be caused by many things which seem trivial to adults; therefore parents and teachers should be careful never to use a child's fears as a means of disciplining him.

TABLE XXV

SUMMARY OF RESULTS OF "MY WISHING STAR" WISHES ABOUT PLAY

	No. of pupils
1. I wish I had someone to play with after school.....	10
2. I wish my playmates would choose me as "leader" more often.....	13
3. I wish I played games so well that children would want me on their side.....	15
4. I wish my friends wanted to play the games I want to play.....	10

Number three, "I wish I played games so well that children would want me on their side," received the most checks. This is evidently a natural wish of children and was expressed by popular children as well as unpopular ones; however, none of the real leaders in the group checked this wish.

TABLE XXVI

SUMMARY OF RESULTS OF "MY WISHING STAR"
WISHES ABOUT PEOPLE

	No. of pupils
1. I wish I had a "best" friend.....	4
2. I wish my friends did not "pick" on me.....	7
3. I wish people did not hurt my feelings.....	13
4. I wish people did not tease me.....	12
5. I wish I belonged to a club.....	8
6. I wish people invited me to parties.....	6
7. I wish people liked me.....	7

Wish number three, "I wish people did not hurt my feelings," and number four, "I wish people did not tease me," were checked most frequently. Children are cruel sometimes and do not hesitate to criticize and tease one another. Hurt feelings often result.

Number one, "I wish I had a 'best' friend," received the fewest checks. The four children who expressed this wish are inclined to have no particular friends and do not get along with the group, as a whole, very well. Friendships among children are very changeable, however. Children who sit near each other often become very good friends unless they clash completely. If a child's seat is moved to another part of the room, he soon becomes very friendly with one of his new neighbors. Girls, especially, like to talk about their "best friends." Jersild¹ tells us that children choose friends who are somewhat similar to them in age,

1. Arthur Jersild, op. cit., p. 203.

size, and intelligence, but in the case of very close friends, they often have different characteristics to such a degree that they are opposites and one may dominate the other to a certain extent.

GROUP RELATIONS

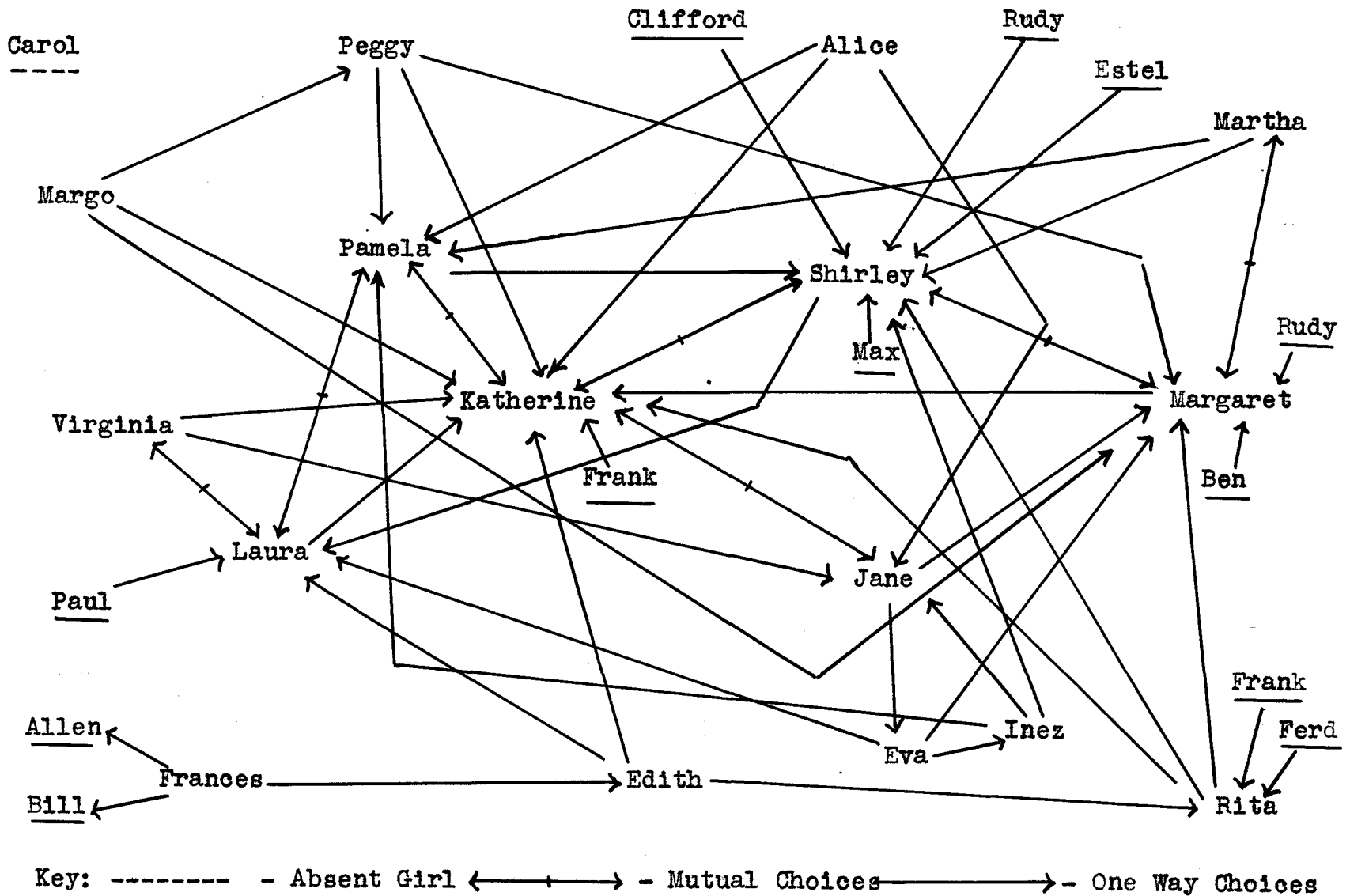
Since so much stress has been placed on group relations in recent years, it seemed wise to study this group of Fourth Grade children in their relations to each other. Although a teacher may learn much about the interaction of her pupils through observation, she still needs something more concrete upon which to base her conclusions. The sociometric test has proved to be a very useful tool for studying group relations among children. Consequently this means was used to study this particular Fourth Grade class. Unfortunately the test was not given at the beginning of the school year, so that the change in the society of the group could be observed over a long period. The first sociometric test was given in March and the second in May. The results of these tests will be shown by means of tables and sociograms on the following pages.

In March each child was asked to write on paper the names of the three persons in the class whom he would prefer to have come to his birthday party. The following table and sociograms indicate the results.

TABLE XXVII
CHOICES ON SOCIOMETRIC TEST
MARCH

Child making choice	First choice	Second choice	Third choice
1. Ray.....	Estel.....	Kenneth.....	Rudy
2. John.....	Randy.....	Allen.....	Jack
3. Eva.....	Inez.....	Margaret.....	Laura
4. Jane.....	Katherine...	Eva.....	Margaret
5. Gilbert.....	Randy.....	John.....	Margaret
6. Ben.....	Gilbert.....	Margaret.....	John
7. Pamela.....	Laura.....	Shirley.....	Katherine
8. Margaret.....	Shirley.....	Katherine...	Martha
9. Katherine.....	Shirley.....	Jane.....	Pamela
10. Randy.....	Clifford....	Gilbert.....	Toby
11. Peggy.....	Katherine...	Pamela.....	Margaret
12. Inez.....	Jane.....	Pamela.....	Shirley
13. Kenneth.....	Estel.....	Ray.....	Rudy
14. Rudy.....	Margaret...	Shirley.....	Gilbert
15. Margo.....	Peggy.....	Katherine...	Margaret
16. Carl.....	Bill.....	Frank.....	Boyd
17. Max.....	Bill.....	Shirley.....	Carl
18. Bill.....	Max.....	Frank.....	Carl
19. Martha.....	Pamela.....	Shirley.....	Margaret
20. Alice.....	Katherine...	Jane.....	Pamela
21. Boyd.....	Clifford....	Estel.....	Gilbert
22. Leroy.....	Frank.....	Boyd.....	Toby
23. Jack.....	Allen.....	Frank.....	Toby
24. George.....	Toby.....	Clifford....	Ferd
25. Edith.....	Rita.....	Laura.....	Katherine
26. Toby.....	Estel.....	Allen.....	Jack
27. Estel.....	Ray.....	Clifford....	Shirley
28. Allen.....	Paul.....	Toby.....	Clifford
29. Shirley.....	Margaret...	Katherine...	Laura
30. Virginia.....	Laura.....	Katherine...	Jane
31. Frances.....	Edith.....	Bill.....	Allen
32. Ferd.....	Rita.....	George.....	Clifford
33. Rita.....	Shirley...	Margaret....	Katherine
34. Frank.....	Rita.....	Katherine...	Estel
35. Neil.....	Frank.....	Bill.....	Gilbert
36. Clifford.....	George.....	Shirley.....	Ferd
37. Laura.....	Virginia...	Katherine...	Pamela
38. Paul.....	Laura.....	George.....	Clifford
39. Carol..(absent)...			

FIGURE 1. SOCIOGRAM OF GIRLS IN FOURTH GRADE CLASS - MARCH



In examining the preceding sociogram, one can see that Katherine is the most popular girl in the class. She was chosen by eleven girls and one boy, and all three of her own choices were reciprocated. Katherine is a very quiet, well-mannered child, always neatly and attractively dressed. She does excellent work in school and gets along with everyone extremely well. It is not surprising that she is so well-liked by her classmates.

Shirley received the next number of choices. She was chosen by six girls and four boys. Two of her own choices were reciprocated. Shirley is a very attractive little girl and is very popular with the boys. She was chosen by more boys than any other girl in the class.

Margaret is also extremely well-liked. She was chosen by seven girls and two boys, and two of her own choices were reciprocated.

Pamela, Laura, and Jane are the next most popular girls. Pamela and Laura each had two of their choices reciprocated while Jane had one.

The entire group seems to center around these six girls. The fringers, Edith, Frances, Virginia, Margo, Peggy, Alice, Martha, Inez, and Eva, received few choices, if any, and in only two cases (Martha and Virginia) did any of them make a choice which was reciprocated. These fringers tended, in most cases, to

choose the most popular children in the class. Seldom did they choose each other.

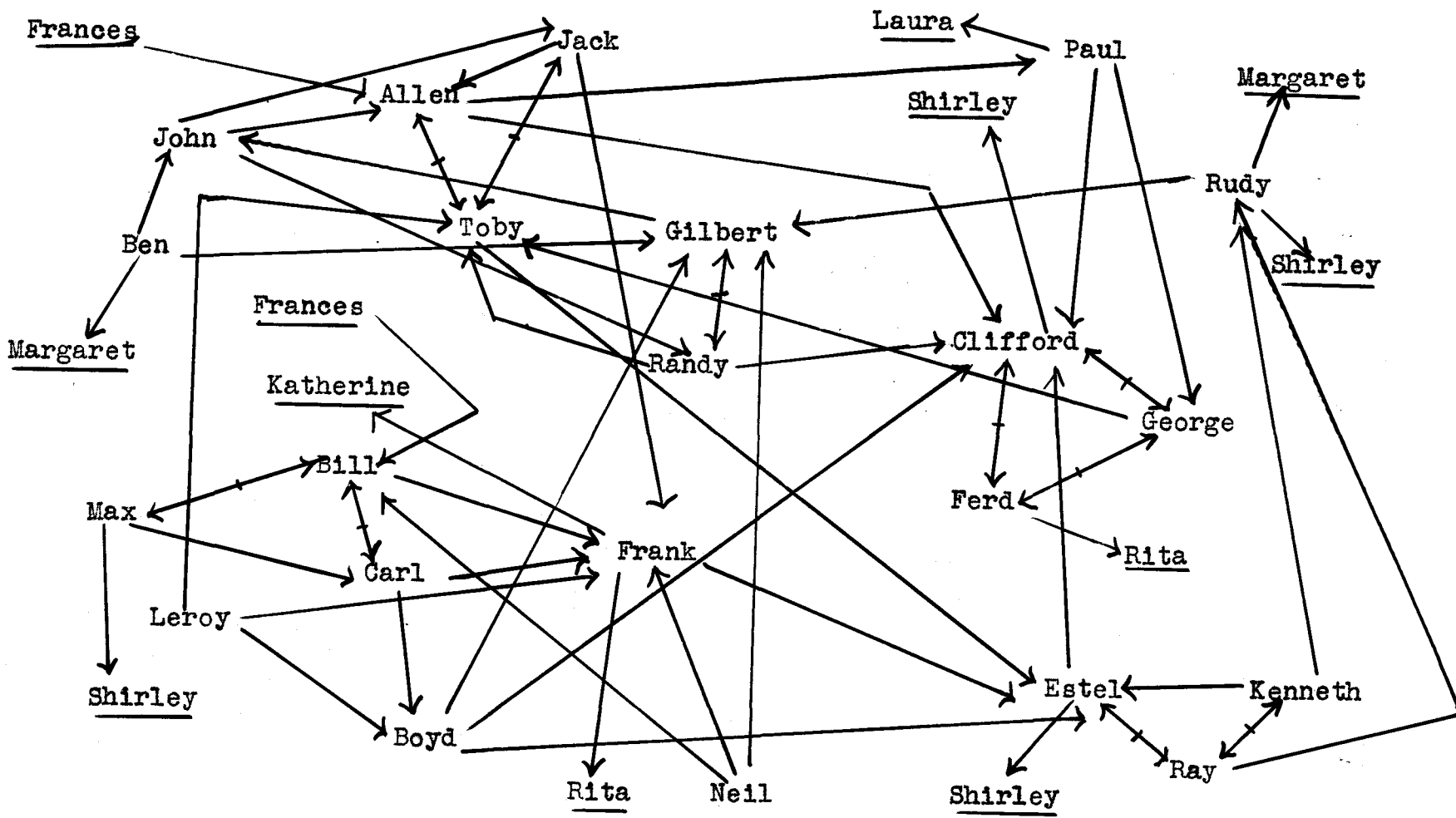
Only one girl chose boys. Frances chose Bill and Allen. This was probably due to the fact that she gets along very badly with most of the girls and because of this did not wish to choose more than one girl. She was also sitting near Allen and Bill at the time of the test.

In further examining the sociogram, one can see that there are very few chains which extend beyond three or four children. Nearly all chains end with one of the six popular girls. Jennings discusses this type of situation. She says:

-----If, however, hardly any chain extends beyond three or four children, it means that little opportunity is available for ventilation either of ideas or influences. The teacher may want to look for occasions to establish contacts between the separate networks. Once it is clear where these are needed, much effort which otherwise would be aimed vaguely at developing group spirit can be precisely focused on aiding different sets of children to know one another. Obviously, the more links that are fostered among pupils, the more opportunities the teacher will have for grouping them congenially.¹

1. Helen Hall Jennings, Sociometry in Group Relations, pp. 25-26. Washington, D. C.: American Council on Education, 1948.

FIGURE 2. SOCIOGRAM OF BOYS IN FOURTH GRADE CLASS - MARCH



Key: \longleftrightarrow - Mutual Choices \longrightarrow - One Way Choices

In examining the boys' sociogram, one sees that there are more mutual choices than in the girls' and that there is not such a definite central group. Clifford is the most popular boy. He chose Shirley, who did not return his choice, and George and Ferd, who did. With George and Ferd, Clifford forms a triangle of mutual choices.

Estel, Frank, Gilbert, and Toby were each chosen by five children, but none of Frank's choices were reciprocated. He chose Estel, Rita, and Katherine. Gilbert and Randy chose each other, and Toby and Bill each made two choices which were reciprocated.

There are a number of fringers in the group. Neil, Ben, and Leroy were chosen by no one. Paul and Kenneth each received only one choice. As in the case of the girls, these fringers chose the most popular boys in the class.

It is evident that the boys chose girls more often than the girls chose boys; however, the boys' choices were limited almost entirely to the most popular girls in the class.

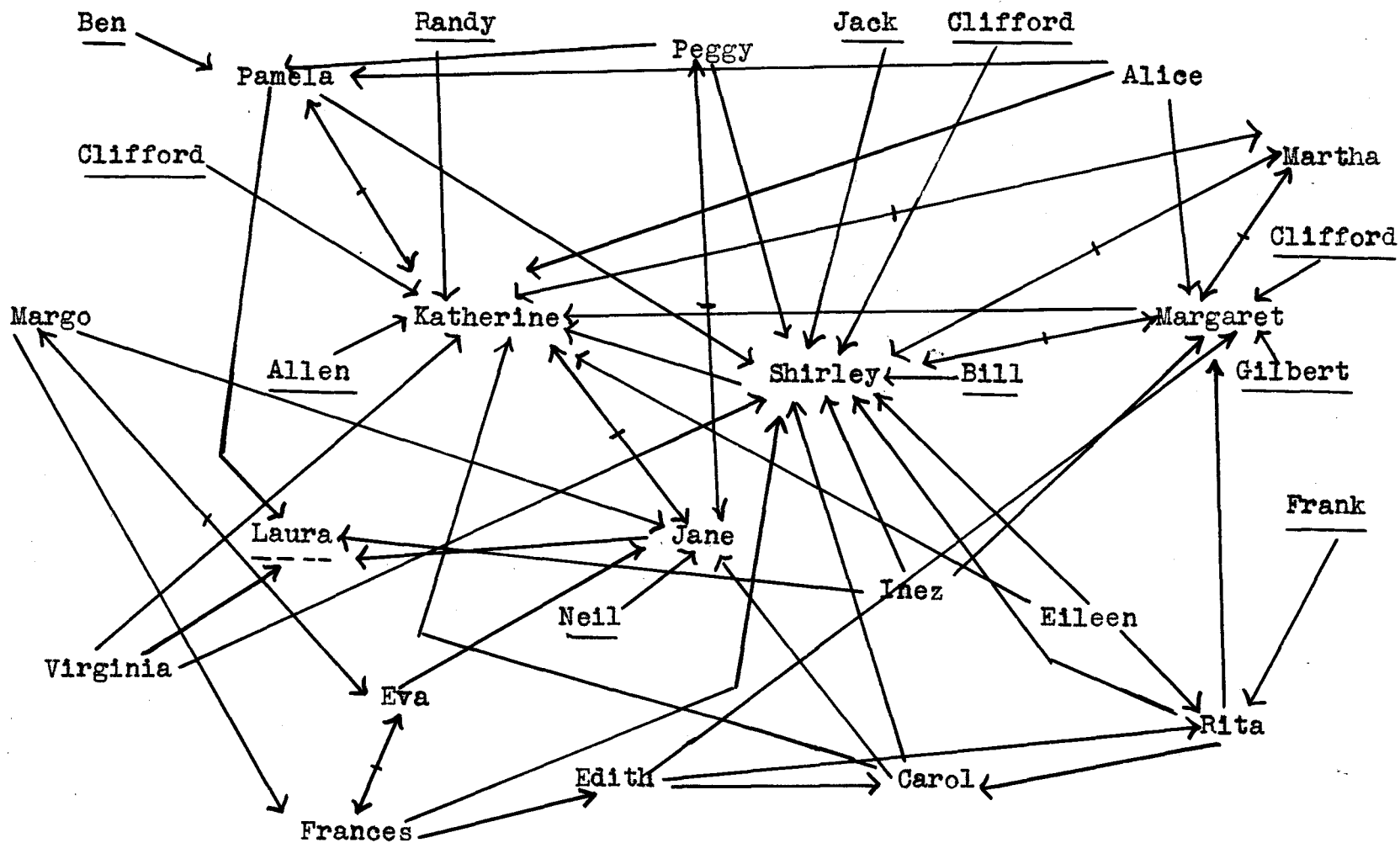
On the whole, the boys' sociogram seems to be indicative of a more integrated group than the girls'.

In May, the children were again asked to choose three people to come to a birthday party. The results are on the following pages.

TABLE XXVIII
CHOICES ON SOCIOMETRIC TEST
MAY

Child making choice	First choice	Second choice	Third choice
1. Ray.....	Frank.....	Max.....	Allen
2. John.....	George.....	Toby.....	Ray
3. Eva.....	Margo.....	Jane.....	Frances
4. Jane.....	Peggy.....	Laura.....	Katherine
5. Gilbert.....	Frank.....	Randy.....	Margaret
6. Ben.....	Clifford....	Pamela.....	George
7. Pamela.....	Katherine...	Shirley.....	Laura
8. Margaret.....	Martha.....	Shirley.....	Katherine
9. Katherine.....	Martha.....	Pamela.....	Jane
10. Randy.....	Gilbert.....	Boyd.....	Katherine
11. Peggy.....	Pamela.....	Jane.....	Shirley
12. Inez.....	Shirley.....	Margaret....	Laura
13. Kenneth.....	Estel.....	Frank.....	Gilbert
14. Rudy.....	Gilbert.....	John.....	Toby
15. Margo.....	Eva.....	Frances.....	Jane
16. Carl.....	Bill.....	Frank.....	John
17. Max.....	Bill.....	Carl.....	Frank
18. Bill.....	Shirley.....	Max.....	Frank
19. Martha.....	Margaret....	Shirley.....	Katherine
20. Alice.....	Katherine...	Pamela.....	Margaret
21. Boyd.....	Clifford....	Frank.....	Allen
22. Leroy..(absent)....			
23. Jack.....	Shirley.....	Allen.....	Frank
24. George.....	Toby.....	Estel.....	Max
25. Edith.....	Carol.....	Margaret....	Rita
26. Toby.....	Estel.....	George.....	Neil
27. Estel..(absent)....			
28. Allen.....	George.....	Katherine....	Paul
29. Shirley.....	Katherine...	Margaret....	Martha
30. Virginia.....	Shirley.....	Laura.....	Katherine
31. Frances.....	Edith.....	Eva.....	Shirley
32. Ferd.....	George.....	Clifford....	Toby
33. Rita.....	Margaret....	Carol.....	Shirley
34. Frank.....	Ray.....	Rita.....	Allen
35. Neil.....	Clifford....	Jane.....	Jack
36. Clifford.....	Katherine...	Shirley.....	Margaret
37. Laura..(absent)....			
38. Paul.....	Gilbert.....	Allen.....	George
39. Carol.....	Jane.....	Katherine....	Shirley
40. Eileen.....	Shirley.....	Katherine....	Rita

FIGURE 3. SOCIOGRAM OF GIRLS IN FOURTH GRADE CLASS - MAY



Key: ----- - Absent Girl ↔ - Mutual Choices → - One Way Choices

The girls' second sociogram, made in May, shows a number of changes. There are more mutual choices than in March and although Katherine is still very popular, Shirley is a little ahead of her. Shirley chose Katherine, but Katherine did not choose Shirley. The two girls seem to be very close friends and often play together without including the other children. This has not, however, affected their popularity.

Margaret and Jane seem to be holding their own. Margaret chose the same people in May as she chose in March, and two of her choices were reciprocated. Jane's choice of Penny, a fringer, was reciprocated, as well as her choice of Katherine.

Martha, who was chosen by only one child, Margaret, in March, was chosen also by Katherine and Shirley in May. This shows a great change for Martha, since all three of her choices were reciprocated and by the three most popular girls in the class. Martha gained this new status largely through perseverance. She always joined these children on the playground and frequently invited them to her home. Being a quiet, unassuming little girl, and easy to get along with, she succeeded in gaining a place with the group to which she wanted to belong.

There are still several fringers in the group. Alice, Virginia, Inez, and Eileen were chosen by no one. Eileen is a rather timid newcomer and has as yet not

been accepted by the group. Alice, Virginia, and Inez had few votes in either March or May.

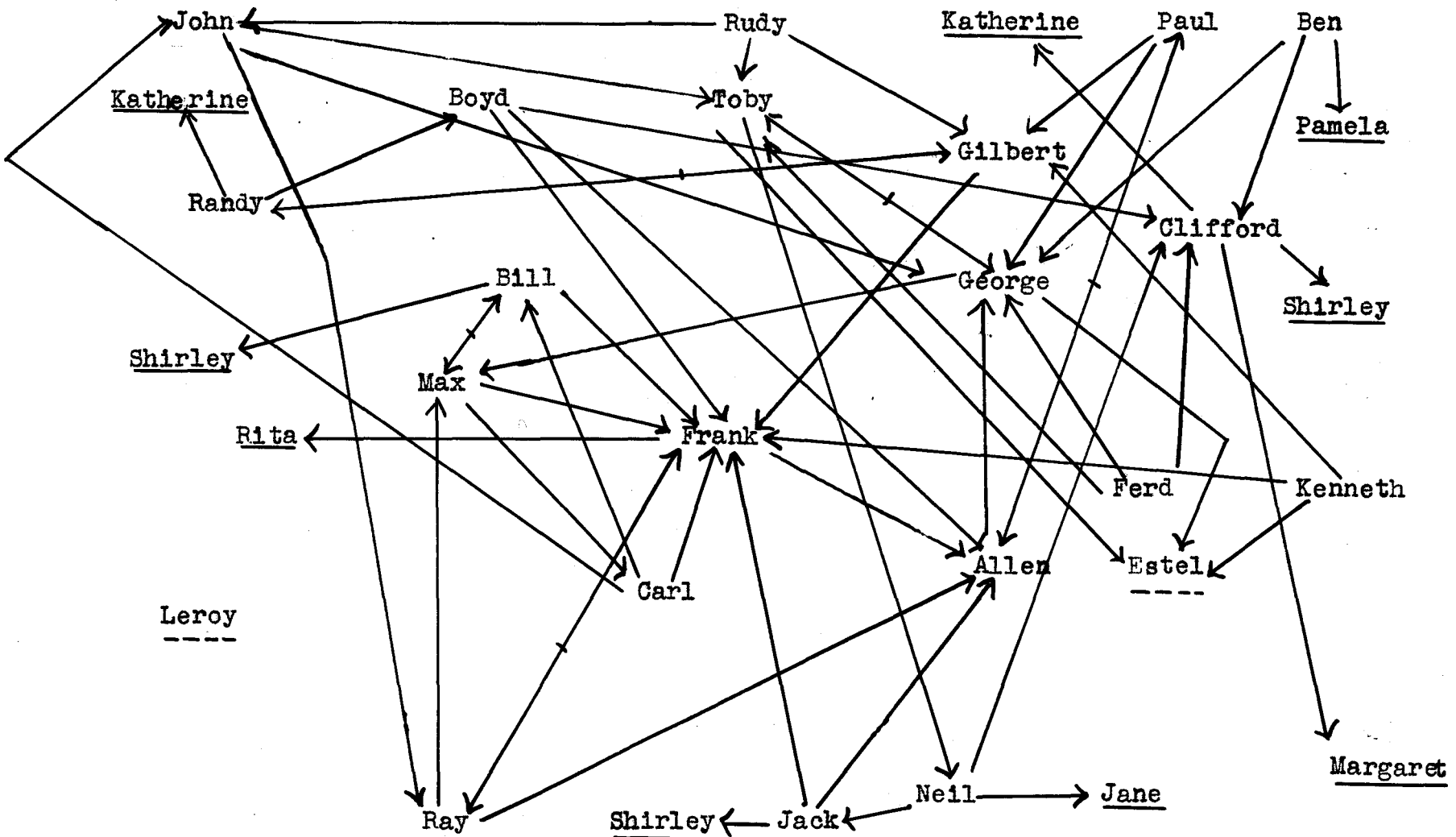
The May sociogram, like the one in March, has no chains of any length. There is also no evidence of any choices of boys made by the girls, although in March one girl chose two boys.

In examining the boys' sociogram for May on the following page, one can see that they made far fewer mutual choices than in March. The triangle of choices between Clifford, George, and Ferd has dissolved. Ferd still chose Clifford and George, but neither chose him, nor each other.

Frank gained in popularity between the two tests, while Clifford lost ground. This may have been due to the fact that, as has been mentioned before, Clifford is sullen and resentful toward the boys at times if he does not have an important part in their games. The day of the test may have been at a time when some of the boys were not feeling very kindly toward Clifford and because of this did not choose him.

Ben, Ferd, Kenneth, and Rudy were chosen by no one, and thus may be considered fringers. Ben received no votes in March either. In the boys' sociogram, as in the girls', there are to be found few long chains of choice.

FIGURE 4. SOCIOGRAM OF BOYS IN FOURTH GRADE CLASS - MAY



Key: ----- - Absent Boy ↔ - Mutual Choices → - One Way Choices

CHAPTER VIII

A STUDY OF CARL

CHAPTER VIII

A STUDY OF CARL

INTRODUCTORY STATEMENT

Carl, a boy of nine years of age, is in the Fourth Grade at X__ School. His father is Jewish and owner of an automobile agency. His mother, who is not living, was Christian. His stepmother, too, is Christian. Carl has one brother, Roy, who is five years old.

Carl attended another school in the First Grade, but has spent the last three years at X__ School. He has made normal progress from year to year.

GENERAL APPEARANCE

Carl is a beautiful child with dark hair and eyes. He usually has a worried expression on his face.

He wears attractive clothing and always looks neat and well-dressed.

PHYSICAL CONDITION

There has been no general physical examination given since Carl entered X__ School; however, he seldom misses a day at school and does not seem to be subject to colds or other common ailments. He appears

to be in good health. His height is fifty three inches and his weight, sixty eight pounds. These are normal for a child of Carl's age and build. His eyesight is 20-20.

MENTAL ABILITY

Carl was given the Kuhlmann-Anderson I.Q. Test in the Third Grade. On it he rated ninety four, which is considerably below the class median of one hundred eight. There are only two other children in the class, at present, who have I.Q.'s below Carl's. One, a girl, has an I.Q. of seventy one and another, a boy, has an I.Q. of eighty nine. The rest of the class range from ninety five to one hundred twenty five.

Carl also took the Kuhlmann-Anderson I.Q. Test in the First Grade. On it he rated one hundred six. From observation of the child, it is believed that one hundred six is nearer his true I.Q.

ACHIEVEMENT IN SCHOOL

On a Stanford Achievement Test in Reading given in the Third Grade, on February 25, Carl rated 3.3. This was below the class median of 3.6. On a reading test given during the second month in the Fourth Grade, Carl rated 4.5, which was twenty second in a class of thirty seven. This was not a standardized test, but

one published by My Weekly Reader. On the second form of this same test, given in January, he rated 4.6, and on the third form, in April, his score was 4.9. These figures indicate an improvement of four months in Carl's reading ability from the beginning of the year to the end.

Carl's grades during his first four years of school have been satisfactory except in application and arithmetic.

STUDY HABITS

On the whole, Carl's study habits are very poor. Most of the time he has a great deal of trouble in getting started on an assignment. He spends much time cleaning out his desk, which is usually quite untidy, but never seems to make any progress. When he is to start on some work, he usually has to begin searching for pencil or paper, which he can never find. Even after he has started on his assignment, he has trouble sticking with it. He looks around the room, talks to his neighbors, or daydreams.

Now and then, for perhaps two weeks at a time, Carl's study habits will improve, and he will hand in beautiful work, but this does not last. He soon lapses into his old habits.

ATTITUDE TOWARD WORK

Carl does not like school very well. He said on a questionnaire that school was the one thing that he did not like. He seems interested only in playing.

INTERESTS AND SPECIAL ABILITIES

Carl shows few special interests or abilities. One of his great troubles is his inability to remain interested in anything for any length of time.

He reads about two comic books a week and prefers adventure comics. He attends the movies once a week and likes all kinds of pictures except musicals.

Carl takes dancing and music lessons, and his hobby is basketball. He would like to be a flyer when he grows up.

PERSONALITY

Carl gets along fairly well with the other children. He seems to want to do everything he can to please them. He is definitely a follower rather than a leader.

RESULTS OF A QUESTIONNAIRE GIVEN TO CARL
IN THE FOURTH GRADE

NEWS ABOUT MY FAMILY

I have 1 brothers and sisters.

They are 5 years old.

I like to play with brother.

Father plays blank with me.

Mother plays blank with me.

I (like, do not like) to play alone.

I help at home by blank.

NEWS ABOUT MY FRIENDS

I like (him her) because blank.

We play guns.

I would rather play at my house because blank.

I would rather play at my friend's because blank.

NEWS ABOUT MY PETS

I have a pet dog.

I (do do not) take care of my pet.

MY HOBBIES AND COLLECTIONS

I collect cards.

My hobby is playing.

I want to collect stamps.

NEWS ABOUT THINGS I LIKE AND DISLIKE

I do not like these things: fighting.

I am afraid of these things: dark, bear.

I like these things: dog, cat.

NEWS ABOUT MY WISHES

When I grow up, I want to be blank.

If I could have three wishes I would wish

- (1) I wish we did not have school.
- (2) blank.
- (3) blank.

MY WISHING STAR

Carl checked the following wishes on the questionnaire:

- (1) I wish they did not push me around.
- (2) I wish I could stay up later.
- (3) I wish I had more time for play.
- (4) I wish I were chosen to do things more often.
- (5) I wish I did not have trouble with arithmetic.
- (6) I wish I could do more things without having people tell me what to do.
- (7) I wish I did not have bad dreams.
- (8) I wish my playmates would choose me as "leader" more often.
- (9) I wish I played games so well that children would want me on their side.
- (10) I wish my friends did not "pick" on me.

INTERVIEW WITH CARL'S FORMER TEACHERS

Second Grade: Carl's Second Grade teacher found that he was very inattentive and had trouble set-

ting down to anything.

Third Grade: Carl's Third Grade teacher, too, found him restless and inattentive, unable to concentrate.

MY VISIT TO CARL'S HOME

I went to Carl's house three times before I found his mother at home. I did not meet his father, since he works quite late.

The home was beautiful. The family is evidently rather wealthy, since there were several servants.

Mrs. R. was very friendly and seemed to be a most attractive person. During my visit she did most of the talking. She told me how Carl's mother died when he was four years old. She said that Carl and his little brother, who was only a few months old at the time, were turned over to nurses and servants. For three years the two boys had little training. Their father gave them practically no attention and the servants waited on them hand and foot.

Two years ago, Mrs. R. became Carl's stepmother and tried to take him and his brother in hand. She gave to each child special duties about the house. Each one was to keep his room straight and his clothes and toys put away. With the younger child she made some progress, but she is much concerned about Carl's

inability to stick with any job until it is finished. Nothing holds his interest for long. He has a beautiful electric train with which he never plays, and a toy airplane with a gasoline motor, which he has never asked to take out of the house.

While I was there, Carl came in all excited because he had seen my car outside. He wanted to show me his clarinet. It was a beautiful instrument, but his mother said that he had already tired of it. She had hoped that it might hold his interest because he had wanted it so badly.

After Carl had been inside awhile talking to us, his mother sent him out to play. He wanted to go to some other child's house, so she told him to be back at exactly five o'clock and not a minute later. She suggested that he tell some adult in the house to remind him.

When Carl had left, Mrs. R. told me that she loved the children as though they were her own and had, just the day before, adopted them.

During our conversation, Mrs. R. mentioned the fact that Carl has so much trouble doing his homework. She said that since she and Mr. R. are often out at night the maid helps Carl, but complains that he spends as much as two hours on a fifteen minute assignment. He just sits and looks at the book.

At the end of my visit, Mrs. R. invited me to

call again and offered to do anything that she could to help Carl in his school work.

ANECDOTAL RECORD

September 13

When we were ready to have spelling today, Carl could find neither pencil nor paper. He spends a great deal of time cleaning out his desk, but still has trouble finding things in it.

September 14

The children are given free music lessons at school. Carl is taking private lessons at home, but wants to take them at school with the rest of the children. Yesterday, he made arrangements with the teacher for the lessons at school. When she sent for him this morning, he did not have his clarinet. He said, "Mother won't let me bring it to school. She is afraid that I will break it."

September 15

Carl did not finish his work in class today. He just sat and looked around the room or talked to anyone who would listen to him.

September 16

Carl was late coming in from recess. I watched him from the window. He stopped beside a mud puddle

and acted as though he were going to step in it. Two Third Grade boys were watching.

September 17

Carl left his money out on his desk when he went home this afternoon. He also left crayons, paper, and books scattered on his desk.

September 20

When it was time to get ready for the bus, Carl found that his raincoat was missing. He looked every place, but could not find it. He even went to the Principal's office to see if it was there. He had to go home without it.

September 21

Someone brought in Carl's coat from the playground today. He had left it in the janitor's wheelbarrow. "I remember where I put it now," said Carl.

September 22

Carl was very much excited about singing in the choir at church. He said that his mother had promised to come to hear him.

September 23

Carl did not finish his arithmetic today. When-

ever anyone went to the library shelf, which is near his desk, he stopped working to talk to them. When I asked him why he was not working, he said, "They bother me."

September 24

Carl played over his work again. He also played in the lunchroom. He just talked and laughed with those around him instead of eating his lunch. I suggested that he sit by me for several days.

September 27

Carl was jumping up and down in line today saying, "I have a special seat, goody, goody!" He did not seem to mind sitting by the teacher at all.

While we were at the table he told me about the newspaper which he and the boys of the neighborhood are going to edit. He is going to buy some paper from the school tomorrow so that they will be ready to start as soon as he has saved up enough money to buy a second-hand mimeograph.

September 28

Today was Ferd's birthday and Carl had given him a toy airplane as a gift. The plane was supposed to fly one hundred feet into the air. At recess the

boys all went out to watch the airplane, but it did not work at all well. Carl said over and over, "My mother tried it and she said it would fly," He seemed quite worried. He is very anxious for the approval of the other children.

September 29

We are having a paper drive at school this week. Carl's mother brought out a large bundle today. She said that she had not listed her hobby on the questionnaire sent out by the P.T.A. because it was horse racing. She said that she owns a stable and spends a great deal of time at different tracks.

September 30

Carl did not bring in his P.T.A. note today because his mother and father had not been at home last night to sign it.

October 1

Carl was to have had charge of opening exercises this morning, but he forgot about it.

October 4

Carl called me tonight on the telephone and wanted to know whether or not he could bring his encyclopedias

to school. He said that his maid had helped him to look up some material on the rhinoceros and he wanted to report on it to the class. (We are studying about Africa.) I told him that we would be glad to have any extra material.

October 5

Carl said that his mother was not at home when he called me last night, and that she would not let him bring his encyclopedias to school.

October 6

Mrs. R. called me tonight very much worried about Carl. She had been noticing that the papers he was bringing home were very poorly done. She assured me that she wanted to help him. This afternoon, she said, when Carl came home, she asked him what lessons he had studied at school. He just blinked his eyes and said, "I don't remember." Did he really not remember or was he just hoping not to become involved in anything?

October 7

Carl worked better today. I wonder if some reward for improved work has been offered at home, or perhaps some punishment threatened.

October 8

I asked Carl about the newspaper he was planning to publish. He said that he had decided not to bother with it. He seemed to have lost all interest in the paper, which two weeks ago had been his chief topic of conversation.

October 13

Carl has done much better work today. He finished everything on time. He seemed to be very proud of himself. "How did I do today?" he asked. He loves praise and I give it as often as possible.

October 14

Carl was one of the few who finished work today when Miss B. had charge of the class for a study period. I rewarded him with a free period while the others finished. He was very proud of himself.

October 15

Our class gave a play in the auditorium this morning. Carl was our announcer. He did a beautiful job. When it was over, he said, "It would have been perfect if my mother and father had been here." Mr. and Mrs. R. had gone out of town on a short trip.

SUMMARY

Carl is an attractive nine-year-old boy who lives with his rather wealthy father, his stepmother, and younger brother. His I.Q. is one hundred six or ninety four, and he is apparently in good health. His reading ability is near average as is indicated by his test scores of 3.3 at mid-term in the Third Grade, of 4.5 at the beginning of the Fourth Grade, 4.6 at the middle, and 4.9 at the end. He is particularly weak in arithmetic.

Carl shows no signs of leadership and has a tendency to daydream and to waste time. He seldom finishes a task unless forced to do so. He has a great deal of trouble remaining interested for long in any sort of undertaking. For instance, he was very much excited over printing a neighborhood newspaper, but in a few days he lost all interest in it. The same thing happened in regard to his music lessons. A few weeks after he had begun to take lessons on his new clarinet, he paid little attention to the instrument or the lessons on it.

What is wrong with Carl? It seems quite possible that his trouble stems from a feeling of insecurity. Psychologists tell us that early experiences mold a child's life. During the years after the death of Carl's mother, he evidently suffered from a lack of

love. It is true, he received attention from nurses and servants, but this did not make up for the parental love he needed. These early years left their mark on Carl and today he is still feeling the effects of them.

Carl's stepmother shows some interest in him, but apparently is at home too little to give him the care and supervision he needs. The father, too, seems to neglect the child to a certain extent.

If Carl can be made to feel more secure at school, he may come to like it better and to show improvement both in and out of school. This is a problem for the teacher and the parents to work out together.

CHAPTER IX

A STUDY OF RAY

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INTRODUCTORY STATEMENT

Ray, a boy of nine, is in the Fourth Grade at X__ School. He is from a rather well-to-do family. His father is owner of an insurance company.

His mother is a large woman with light hair and blue eyes. She is always well-dressed and seems to have a great deal of free time which she devotes to her children. She worries about their appearance and wants them to dress up to come to school, but the boys prefer to wear blue jeans as many of the other children do.

Ray has one brother, Earl, who is thirteen years old and is in the Eighth Grade at the same school. The two boys have completely different dispositions and do not get along at all well. Earl is quiet, but critical of others, while Ray likes to tease.

Ray attended another school in the First Grade, but he has spent the last three years at X__ School. He has made normal progress from year to year.

GENERAL APPEARANCE

Ray is a tall, good looking boy with blue eyes and blonde hair. He is very slender, almost too slender

for his height.

He wears attractive clothing and is well-dressed at all times.

PHYSICAL CONDITION

There has been no general physical examination given since Ray entered X__ School; however his mother reports that he is quite healthy, although he is very thin. He has had the usual childhood diseases, including scarlet fever which he had while in the Second Grade. His height is fifty five inches and his weight, sixty six pounds. His eyesight is 20-20.

MENTAL ABILITY

Ray was given the Kuhlmann-Anderson I.Q. Test in the First Grade. On it he rated one hundred six. This test was given again in the Third Grade. On it Ray rated one hundred, which was eight points below the class median.

ACHIEVEMENT IN SCHOOL

On a Stanford Achievement Test in Reading given in the Third Grade on February 25, Ray scored 3.6. The class median was 3.6 also. On My Weekly Reader Silent Reading Test given during the second month in

the Fourth Grade, Ray rated 4.9. This score was eighth in the class. On the second test given in January of the same year, he rated 4.7. On the third test, in April, he received a score of 5.6, which indicates an improvement of seven months in reading ability since the beginning of the year.

Ray's grades during his first four years of school have been satisfactory.

STUDY HABITS

Ray's study habits are not good. He is inclined to become discouraged if he makes a mistake and often tears up his papers if he is not pleased with their appearance.

ATTITUDE TOWARD WORK

Ray does not work well unless there is a powerful incentive. He must be very much interested in what he is doing or he does not do it at all well.

INTERESTS AND SPECIAL ABILITIES

Ray is very much interested in dramatic art and takes lessons from two teachers. He also takes dancing and ice skating lessons; however, most of his teachers say that he is not sufficiently interested in

any of these activities to become an outstanding performer.

Ray reads about one comic book a week, attends the movies almost every other day, and wants to be an actor when he grows up.

PERSONALITY

Ray has a great deal of trouble getting along with his peers. He likes to tease other children, but becomes very angry when they tease him.

On one Who's Who test, Ray was chosen by only three children in the class, and none of his own choices were reciprocated.

On another test he was chosen by five children and rejected by ten. His own choices were reciprocated in two cases. Twenty children voted for him as the boy who had the most trouble getting along with his classmates. He voted for himself as having the most outstanding ability in acting.

RESULTS OF A QUESTIONNAIRE GIVEN TO RAY IN THE FOURTH GRADE

NEWS ABOUT MY FAMILY

I have 1 brothers and sisters.

They are 13 years old.

I like to play with blank .

Father plays cards with me.

Mother plays cards with me.

I (like do not like) to play alone.

I help at home by cooking.

The thing I like to do best at home is read a book.

NEWS ABOUT MY FRIENDS

I like (him her) because blank.

I would rather play at my house because blank.

I would rather play at my friend's because blank.

NEWS ABOUT THINGS I LIKE AND DISLIKE

I do not like these things: blank.

I am afraid of these things: blank.

I like these things: lions, tigers, and more.

NEWS ABOUT MY WISHES

When I grow up, I want to be President of the U.S..

If I could have three wishes I would wish

(1) I could fly.

(2) blank.

(3) blank.

MY WISHING STAR

Ray checked only three wishes on this questionnaire.

(1) I wish my classmates liked me.

- (2) I wish I did not have trouble with arithmetic.
- (3) I wish I were not afraid of making mistakes.

INTERVIEW WITH RAY'S FORMER TEACHERS

Second Grade: Ray's Second Grade teacher found that he could do his work very easily and as a result had developed lazy habits.

Third Grade: Ray's Third Grade teacher found that he was inattentive in class. He did not make much effort to do his work well; therefore she placed him in a slow reading group, although he was capable of working with the first group. She also found Ray uncooperative and unable to get along with other children. He was constantly pushing and shoving others. He liked to fight on the playground and was much inclined to tattle on his classmates.

MY VISIT TO RAY'S HOME

I visited in Ray's home several weeks after school started. I knew his mother well, because I had taught her older son, Earl, when he was in the Fourth Grade.

Mrs. G. was very gracious. Her home was lovely.

She was anxious to discuss her children and made the remark that she devoted her life to her boys. She talked much about the contrast between her two children. Earl, she said, was very quiet and very slow. I had found that quite true when he was in the Fourth Grade, but his present teacher is complaining about his critical attitude toward others.

Mrs. G. seemed very proud of the fact that Ray is so much faster in his thinking and in his work than Earl. She told me how unhappy Ray was at the beginning of this year when he was placed in a slow reading group. She said that he felt that he was in a baby class. Later, when he was put in the faster group, his mother said that he was very happy. I had been uncertain about this change, because Ray was inclined to day-dream instead of work, but I thought that it might prove to be a challenge to him, since he was capable of doing the work.

Mrs. G. suggested that I give Ray little jobs to do around the room in order to make him feel important and do his work better. I had already tried this and had found that he did any extra jobs well.

Mrs. G. thanked me for calling and asked me to come again.

ANECDOTAL RECORD

October 1

Ray has been daydreaming today. He did not finish any job he started.

October 4

The children were in line to wash their hands in the lunchroom, when Alice held up her hand and said, "Ray just pushed me out of the way and got in front of me." I asked Ray why he had done this and he just shrugged his shoulders.

October 5

Gilbert and Ray had a fight on the playground today. Ray said that Gilbert was teasing him; therefore he pushed Gilbert down on the ground and pulled him by his feet across the playground. Gilbert is about half the size of Ray.

Ray again did not finish his work in school today. He spent his time looking out of the window or walking around the room.

October 6

Mrs. G. came to school this afternoon to get Ray. She said that Gilbert's mother had called her on the telephone last night to complain about Ray's treatment

of Gilbert. Mrs. G.'s answer to Mrs. R. was that she would have to hear Ray's side of the matter before she could discuss it. With that she hung up.

October 7

Ray did not finish his reading work today. He spent his time looking around and trying to attract the attention of others.

This afternoon Ray left the room with the children who ride the first bus. He is supposed to ride the second bus.

October 8

I asked Ray why he left early yesterday and he said that he had asked Mark, a boy in another grade, to let him ride home in his car. I told Ray not to do this again as I was worried about him when I found him gone.

October 11

Ray left again at first bus time without getting permission.

October 12

When Ray's mother came for him this afternoon, I told her that I did not think it best for Ray to catch rides home. She agreed with me.

October 13

I moved Ray into the highest reading group today. He was not doing any work in the slow group. I wonder if this will act as an incentive for him to do better.

October 14

Ray worked well today. He finished nearly everything.

October 15

We had a little play in the class this afternoon. We pretended that different members of the group were visiting a friend in New York. Ray was chosen to be the New York friend because he had been there recently. He played the part rather well, but made a great effort to get laughs from his audience.

October 18

We have a post card collection in our room and we are connecting the cards by red string to a map of the United States. Ray asked me for the job of taking care of this. He is doing it beautifully.

October 19

At recess today, some one came to tell me that Bill was hurt, so I went over to him. He was lying on the ground under the bleachers. He said that Ray had

pushed him off. (Bill and Ray live on the same street and do not get along at all well at home or at school. Their parents have taken up their quarrels and do not speak to each other, nor do they allow the children to play together at home.)

October 20

Peggy, who sits behind Ray, asked me to move her seat. She said that Ray wouldn't sit still and that he made faces at her. I moved Ray in front of Carol, a very quiet little girl.

October 21

Bill and Ray had another fight on the playground this afternoon. When someone separated them, Ray said to Bill, "I'll get you when I get home."

October 22

Frank came back to school today. He has been with his parents to South America. Ray and Bill are very fond of Frank and were extremely glad to have him back. They both wanted all of his attention in the room and on the playground.

October 25

Bill and Ray had an argument on the playground. Frank and Bill were playing together. Ray wanted

to play with them, but Bill objected. Frank said that he would not play with either, if they did not stop quarreling over him.

October 26

Since Bill sits near my desk, I asked him to help me fix our paper movie on the stage. Ray, who sits in the back of the room, came up immediately to ask if he could help, too.

October 28

I moved Ray's desk again today. I put him behind Randy, who never bothers anyone.

October 29

Our class had charge of assembly this morning. Several children played the piano and recited poems. Ray said "Casey at the Bat" and did unusually well. His mother came to hear him. Only two other mothers came, as this was only a small program for the first four grades. Mrs. G. said that she couldn't enjoy the program until Ray's part was over because she was so afraid that he would forget.

November 1

Ray pushed to the front of the line again today. The children complained. He was sent back to his place, but played with his yo-yo all of the time.

November 3

I gave Ray the job of calling the Fifth Grade to lunch. He said that he would always remember because he liked to do it. Ray likes any kind of a job that no other child in the room has.

November 4

I gave Ray the job of closing the windows in the afternoon just before we leave.

November 5

Ray brought me a candy bar today. He gave it to me in front of the entire class.

November 8

Ray wandered up to my desk five times without permission today. He wanted to ask or tell me something.

November 9

When Ray came to school this morning, he put down his books, ran out of the door, knocked two girls off the steps, hit a boy who was chasing a girl, and then got into a fight on the playground.

November 10

Ray is boys' leader this week. About eight people have come to complain that he is too bossy and that he

pushes them when they do not do as he wants them to. I told Ray that he would have to give up his job if he didn't do better.

November 15

Ray sat down at the wrong table at lunch today. When the table captain told him to move, he became very angry. While he was moving, he dropped his tray. This upset him so much that he cried. I put my hand on his shoulder to try to calm him. After he had settled down, I sent him back to buy some more food. I talked to him about not losing his temper so easily.

November 16

Ray told me that his mother is in the hospital for an operation. I wonder if his conduct lately could have been due to worry over his mother's illness.

November 17

Ray and Ben had an argument on the playground at recess. Ben came running to me with 7¢, which he said he had found. Ray came right behind him. He said that it was his money and that Ben knew it because he had seen him drop it.

November 18

A group of us were playing dodge ball at recess

this morning. Ray came to join us, but everytime the ball rolled near him he pushed others out of the way to get it. We had to put him out of the game.

November 19

Our class went to the Public Library this afternoon to celebrate Book Week. We all went on the school bus. We had our pictures taken while we were at the library. Ray pushed his way from the back to the front row, so that he could be seen plainly.

November 20

I met Ray and his brother on the street in town today. Both boys were playing with yo-yos. Just as I walked by, the strings became entangled and the boys seemed very angry with each other. They kept saying to one another, "Look what you have done! It was all your fault! "

November 22

Randy had charge of opening exercises this morning. He let Ray say a poem. For several weeks Ray has been asking each one in charge for a part on the program. It had looked as though no one was going to choose him to help.

November 23

Randy asked to have his seat moved away from Ray's. He said that Ray never sits still and is always getting mad at him. He said that when Ray gets mad, he grits his teeth and shakes his fists at him.

November 24

This morning, Ray told me that his mother has come home from the hospital and is doing nicely.

At recess Ray got the school volley ball and would not let anyone else play with it.

November 30

Ray kicked Shirley in class today. He said that she was copying from his paper. He often makes this complaint about those who sit near him.

December 1

Ray sat next to me at lunch today. He told me that his father had gone on a hunting trip. This was the first time I had ever heard him mention his father. He often talks about his mother. I asked him how his brother was getting along in school. He said, "Not so well. He blames his teacher for everything, but there is nothing wrong with the teacher, so it must be Earl's fault."

December 2

At an activity period this afternoon, each child worked with a partner. Ray wanted to work with Frank, but Frank preferred Bill. Ray worked alone.

December 6

We drew Christmas pictures today. The class voted on the best pictures to be used to decorate the room. Ray worked very hard at drawing a wiseman, but when the class voted, not one person chose Ray's picture, although it was very good.

December 7

During art class today Ray started over several times on new sheets of paper but was never able to finish. He finally got mad and scribbled all over his papers. Was he discouraged because his drawing was not chosen yesterday?

December 8

This morning John loaned Ray a pencil. When he asked for it back, Ray wanted to keep it. John took it anyway and Ray called him an ugly name.

December 9

Mrs. G. came to school for Ray this afternoon and I talked to her about his constant inability to get

along with the other children. She said that he had a temper just like her own, and that she had not learned to control her temper until after she was married. She said that Ray gets angry at home and talks back to her. She also said that she supposed she had spoiled her children.

She made one very interesting statement. She mentioned the fact that Carl (the preceding case study), who is in the same room with Ray and who lives on the same street, is such a sweet child. She said, "I suppose Carl has to get along with people in order to be loved, while my child knows he will be loved by his parents whether he gets along with others or not."

December 10

During our spelling test today, Ray got mixed up, became angry, and stopped writing. I went over the words for him.

During arithmetic class, Ray was given the job of checking off names as each pupil finished his multiplication tables. He became angry if anyone came to his desk to see what he was doing.

December 13

Ray walked to the playground at recess, and as soon as he got on the ball diamond, he called to Ben,

"Oh, you're not so smart as you think you are." The two boys were about to come to blows when someone stopped them. Later, I asked Ray why he couldn't keep from fighting and he said, "They are all against me." I tried to explain to him that if he would treat others better, they would treat him with more consideration.

December 14

We decorated our Christmas tree today. Ben brought the tree and Ray brought the stand. The two boys had quite a discussion about which one should have charge of setting up the tree. They were finally persuaded to work together.

Mrs. G. was here this morning to bring clothing for the poor family we have adopted for Christmas. She came back this afternoon to get Ray. She said that he is trying very hard to get along with others. Ray invited about five boys to ride home with them. Is this an indication of his new resolution to cooperate better?

SUMMARY

Ray is a tall, slender, blonde boy, nine years of age. His I.Q. is one hundred six or one hundred. His reading ability was average in the Third Grade as was indicated by his score of 3.6 at mid-term. In the Fourth Grade his score was 4.9 at the beginning of the term, 4.7 at the middle of the year, and 5.6 at the end. On the last test his score was seven points above the median. From some of these scores made in the Fourth Grade, it is evident that Ray is a little above the average of the class in reading ability. His grades in other subjects are satisfactory, but his study habits, like Carl's, are poor. He becomes discouraged easily if he makes mistakes and requires much praise and attention to keep him at a task.

Ray's greatest difficulty is in getting along with his peers. For instance, he thinks nothing of pushing a child out of his way so that he can be first in line. He craves the limelight at all times and does almost anything to gain it.

Ray is really a child to be pitied rather than censured. He wants friends, but repels them by his rudeness and thoughtlessness. It seems that Ray's conduct is due chiefly to too much attention at home from his mother. His father works until late, sometimes until midnight, and then sleeps until nine o'clock in the morning. Because of this the children

seldom see him and are with their mother constantly. She pampers both of them, but seems to prefer Ray to his brother, Earl. She frequently praises Ray's quickness and compares it with Earl's slowness, even in the presence of the children. Apparently she has told Ray that his temper is just like hers and he has come to believe it to be a good trait rather than a bad one.

Because of Ray's brighter intellect and greater speed, he has no doubt been in the habit of doing as he pleased with his brother, and has begun to think he can do that with everyone.

The fact that his mother now knows the situation should prove a great help, unless she continues to make too many excuses for him.

It seems probable that the home background is the cause of much of Ray's trouble and if it can be straightened out by the home and school working together, Ray will become a happier and more cooperative child.

CHAPTER X

A STUDY OF JOHN

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A STUDY OF JOHN

INTRODUCTORY STATEMENT

John is a boy of nine years of age in the Fourth Grade at X__ School. He lives with his mother and stepfather in the home of his grandparents. He is an only child and both of his parents work.

John started at X__ School in the First Grade. He was not passed at the end of his first year at school. He spent the next two years in another school, but later transferred back to X__ for the Third and Fourth Grades.

GENERAL APPEARANCE

John is an unusually good looking boy with light brown hair, blue eyes, and dimples. He is tall and rather chubby and always has a ready smile.

PHYSICAL CONDITION

John is seemingly in good physical condition. He has missed only three days from school while in the Fourth Grade. His height is fifty six inches and his weight, eighty six pounds. His eyesight is 20-20.

MENTAL ABILITY

John was given the Kuhlmann-Anderson I.Q. Test in the Third Grade. On it he scored eighty nine, which was next to the lowest I.Q. in the class.

ACHIEVEMENT IN SCHOOL

On the Stanford Achievement Test in Reading given in the Third Grade, on February 25, John received a grade equivalent of 3.6, which was the same as the class median. On a reading test given during the second month in the Fourth Grade, John received a grade equivalent of 4.9. This was a non-standardized test published by My Weekly Reader. On the second form of this same test, given in January of the same year, he rated 4.8, showing a decreased reading ability of one month. On a third form given in April, he rated 5.5 which shows an increase of six months in reading ability from the beginning of the year to the end.

John's grades throughout his school years have been low in most of his subjects. He has had trouble especially with arithmetic, spelling, and writing.

STUDY HABITS AND ATTITUDE TOWARD WORK

At the beginning of the Fourth Grade John showed a definite dislike for studying. He would do almost

anything to avoid work of any sort; however, during the latter part of the school year, he has shown a definite improvement in both his study habits and his attitude toward work. He says that spelling is his favorite subject and that he likes arithmetic least of all. (He has a great deal of trouble with both of these subjects, but has shown more improvement in spelling.)

INTERESTS AND SPECIAL ABILITIES

John takes no special lessons outside of school, but is very much interested in his 4H Club work. He enjoys wood carving and won a prize in an exhibition recently. He attends about one movie a week and prefers adventure and comedy pictures. He seldom reads comics.

PERSONALITY

John gets along very well with his classmates. On Who's Who tests he is chosen quite often and is seldom rejected. He seems to be a leader among the children.

RESULTS OF A QUESTIONNAIRE GIVEN TO JOHN IN THE FOURTH GRADE

NEWS ABOUT MY FAMILY

I have no brothers and sisters.

They are blank years old.

I like to play with mother.

We play ball .

Father plays ball with me.

Mother plays ball with me.

I (like do not like) to play alone.

I help at home by raking leaves .

The thing I like to do best at home is rake leaves .

NEWS ABOUT MY FRIENDS

I like (him her) because he is a boy .

We play ball .

I would rather play at my house because I feel at home .

I would rather play at my friend's house because blank .

NEWS ABOUT MY PETS

I have a pet dog .

I (do do not) take care of my pet.

I do not have a pet because blank .

I would like to have a pet blank .

MY HOBBIES AND COLLECTIONS

I collect stamps .

My hobby is reading .

I want to collect blank .

NEWS ABOUT THINGS I LIKE AND DISLIKE

I do not like these things: bad boys and bad animals .

I am afraid of these things: bad animals .

I like these things: candy, movies, shooting a rifle .

NEWS ABOUT MY WISHES

When I grow up, I want to be I don't know.

If I could have three wishes I would wish

- (1) for a 22 rifle.
- (2) blank.
- (3) blank.

MY WISHING STAR

John checked only four wishes on this questionnaire.

- (1) I wish I could stay up later.
- (2) I wish I did not have trouble with arithmetic.
- (3) I wish my playmates would choose me as "leader" more often.
- (4) I wish I played games so well that children would want me on their side.

INTERVIEW WITH JOHN'S FORMER TEACHERS

It was impossible to interview any except John's Third Grade teacher.

Third Grade: John's Third Grade teacher felt that he was irresponsible and inclined to work as little as possible.

MY VISIT TO JOHN'S HOME

When I visited John's home, I saw neither his mother nor his father since they both work; however,

I did see his grandmother and two of his aunts. They assured me that John's mother would be glad to cooperate with the school in any way possible.

The house was clean and had fairly good furniture. There were seven rooms, and seven people lived in the house.

ANECDOTAL RECORD

December 1

John missed fifteen out of eighteen words in spelling today.

December 2

John does not know his multiplication tables, although the other children have nearly finished learning them. Every day some one works with John. He learns a few of the multiplication facts, but forgets them by the next day.

December 3

We decided to act out the story of "The Enchanted Frog" this morning. John took the part of the frog. He did his part better than anyone else.

December 6

Boyd came back to school today after being absent several weeks. He told me that he could not find his dictionary. We started looking for it and found it in John's desk with Boyd's name erased, but plainly visible.

December 7

In arithmetic class John had all of his problems

wrong. It was evident that he had just guessed at the answers. In spelling he missed sixteen out of eighteen word.

December 8

John asked to be excused after lunch today. He said that he felt ill. He stayed out some time. His grandmother had told me that he was a hearty eater and often vomited after meals.

December 9

John asked to be excused again today. He said that he was ill. He missed the entire spelling class.

December 10

John asked to be excused again after lunch. He missed part of the arithmetic class.

December 13

John left the room again today. He said that he was ill and hurried out.

Jack went out for a drink of water a short time afterwards and found John playing around in front of the building. Jack came back and told me about it. I went to get John, and later talked with him, hoping to find out why he had left the room so often. He said, "I just wanted to get out of my work."

December 14

Paul came back to school this morning after several days' absence, and could not find his water colors. John had been using some water colors several days before, but had taken them home. When I questioned him about the paints he at first said that they were his, and that he had bought them at the store. Later he told me that they were Paul's and promised to return them.

December 15

John returned the paints today. I don't know what he told Paul when he gave them back, but Paul seemed satisfied with the explanation and was not angry with him.

December 16

We were making ornaments for our Christmas tree this afternoon. John was very much interested and made some nice things. He has been bringing pictures to school which his mother has painted. She seems to be quite artistic.

December 17

In class, we were discussing the uses of aluminum. John showed a great deal of interest and volunteered information several times.

In reading class he read very well and seemed to enjoy finding answers to some questions raised in class.

December 20

I gave out some words for the class to spell today. I stood by John's desk as he wrote down the words. Whenever he misspelled a word on paper I had him spell it aloud for me. Very often he spelled it correctly orally. Could John's trouble be with his penmanship rather than his spelling? He writes very poorly.

December 21

John brought me a piece of cake today. I thanked him for it and ate it at lunch.

In spelling class I gave out the same words that I had given yesterday. Although I watched John as he wrote, I made no corrections. He missed all but five words in the lesson.

December 22

This afternoon just before school was out, it was found that John had written in ink all over Leroy's leather jacket. John did not tell me why he had done this, but I wondered if it could have been because he was not invited to Leroy's birthday party yesterday.

After talking over this happening with the Prin-

cipal, we decided to tell John not to come to school tomorrow for the Christmas party. I don't know whether we did the right thing or not.

December 23

This morning, John came to school in spite of the fact that he had been told not to do so. The Principal saw him get off the bus and did not let him come to the room. He gave no reason for coming to school. He brought the present for the child whose name he had drawn.

January 5

Yesterday I wrote a letter to John's mother telling her of John's conduct and asking her help. I told her quite frankly that I was puzzled and very much worried. In her reply she said that she thanked me more than she could ever say for my interest in John. Tonight she called me on the phone. She said that she works late, sometimes until 9:00 P.M., and does not have much time to give to her son. Her husband also works, but she promised their full cooperation.

January 10

During the past week John's mother has been helping him at night with his school work. He is showing a definite improvement in his ability to spell.

January 11

This morning John got into a fight with a boy in the Third Grade. They were just getting off the bus. A Safety Councilor took John to the Principal's office and he admitted that he started the fight. She warned him that he would have to bring his mother to school the next time his name was reported on the bus.

February 9

We are going to give a play on Washington's Birthday. John has a good speaking voice and can act well on the stage, so he was chosen for a very important part.

February 14

John is having trouble learning his lines for the play. He forgets to take the script home so that he can study it.

February 16

John still does not know his part for the play. We are all rather concerned about it.

February 18

John is finally learning his lines. Everyone feels better.

February 22

We gave our play today. The first performance went beautifully, but in the second one, the children were rather tired and John forgot his part several times. It embarrassed him very much, but the children were quite nice to him and told him that no one noticed the mistakes and that it did not matter.

John's mother came to school to see the play and stayed awhile to talk to me afterwards. She is not working just now, so she has time to visit. She explained something about which I had been wondering. She said that her first husband left her when John was only five. This made John very unhappy. Later, when she remarried, John did not accept his stepfather at all. He still resents him to a certain extent, although the stepfather is very good to him, perhaps too good, Mrs. L said.

John takes advantage of his grandparents, she also said. He winds them around his finger and does just as he pleases. Now that his mother is not working, she hopes to do much toward helping John to become better adjusted.

March 1

John is showing a great deal of interest in his school work now. He brought in a clipping from the paper concerning an airplane he had read about in class.

March 2

The boys are organizing a ball team so that they can play another grade. John has been chosen to be on the team if he promises not to play too roughly.

March 3

John was helping George wash the blackboard today. George turned over the bucket of water. John went down to the basement to get a mop and cleaned up for him.

We are reading about Greek Mythology this week and John is so interested in the stories on ancient Greece that he can hardly tear himself away from the library.

March 4

John is working very well. He is spelling much better and is learning his multiplication tables, too. It is amazing what a change has come over him since his mother has stopped working and can give him more attention.

SUMMARY

John is a handsome boy of ten who lives with his mother, stepfather, and grandparents. His father and mother are divorced. John is apparently very healthy, and has an I.Q. of eighty nine. He repeated the First Grade, but still has a great deal of trouble with arithmetic, spelling, and writing. Reading is his best subject. In February in the Third Grade, he made a score of 3.6 on a reading test. At the beginning of the Fourth Grade he ranked 4.9 on another test, in February, 4.8, and in April, 5.5.

At the beginning of the Fourth Grade, John showed no inclination toward doing school work of any sort, as was indicated by his frequent requests to leave the room with the excuse of illness. On several occasions he took things from the desks of the other children and failed to return them until reminded.

When John's mother was called in to discuss these problems, many things were ironed out and John now seems on the way toward becoming a better citizen.

It is almost certain that parental attention will be necessary for John's continued improvement. During the months that his mother has not been working and has been able to devote more of her time to him, he has changed immeasurably for the good. However, should his mother go back to work and leave him with his

grandparents again, the outcome is not certain.

CHAPTER XI

A STUDY OF EVA

CHAPTER XI

A STUDY OF EVA

INTRODUCTORY STATEMENT

Eva, a girl of eleven, is in the Fourth Grade at X__ School. She lives with her mother, stepfather, sister, and two brothers. Her sister is in the Fifth Grade, one brother is in the Third Grade, and the other brother is sixteen years old and does not attend school.

Eva's family has moved quite often in recent years and as a result, she has attended five different schools since entering the First Grade. Due to these many changes Eva had to spend two years in the First Grade and two in the Third. She entered X__ School at the beginning of the Fourth Grade.

GENERAL APPEARANCE

Eva is a tall, thin child much larger and more fully developed than the other children in the class. She is usually rather poorly dressed. Her hair is stringy and seldom curled and she is not too careful about cleanliness.

PHYSICAL CONDITION

Eva's physical condition seems to be fairly good. She is probably undernourished, for she is very thin; however she eats enormous lunches at school where she receives her food free. She has been absent from school very little while in the Fourth Grade. She had measles, chicken pox, and whooping cough in earlier year.

Eva's eyesight is poor. Her left eye is 20-40, her right, 20-50. Glasses were recommended at the beginning of the year, but no effort was made by her parents to get them for her. She has been seated on the front row at school during the entire year so that she might have no trouble seeing the blackboard.

MENTAL ABILITY

No I.Q. test has been given Eva since her entrance to X__ School, but it is quite probably that her I.Q. lies between ninety five and one hundred.

ACHIEVEMENT IN SCHOOL

Since Eva did not attend X__ School in the Third Grade, she did not have the Stanford Achievement Test in Reading. While in the Fourth Grade, however, she had My Weekly Reader Silent Reading Test. On the first test in October, she rated 4.5, one point below the class median. On the second form of this test, given

in January, she rated 4.8, which was the same as the class median. In April her score was 4.9.

Eva's work in the Fourth Grade has been very satisfactory.

STUDY HABITS

Eva's study habits are good. She can concentrate on what she is doing even though there are many distractions nearby.

ATTITUDE TOWARD WORK

Eva likes to work and is willing to do anything to be helpful. When given a job to do she nearly always completes it and does it well.

INTERESTS AND SPECIAL ABILITIES

Eva is especially gifted in art. She likes to draw and paint very much and her pictures are nearly always chosen by the children for exhibits.

Eva lists sewing as her hobby and says that she attends the movies about once a week. She listens frequently to the radio and likes to read comic books, especially the ones about Donald Duck. When she grows up she wants to be an art teacher.

PERSONALITY

Eva does not get along too well with the other children. On Who's Who tests she is seldom chosen and is frequently rejected. Her own choice is always Margo, another child in the class who is the same age. Margo reciprocates the choice and often gives as her reason for choosing Eva, "Because she is nice, is a good girl, and is the same age as I am." One child who rejected Eva complained that, "She always gets mad at me."

RESULTS OF A QUESTIONNAIRE GIVEN TO EVA
IN THE FOURTH GRADE

NEWS ABOUT MY FAMILY

I have three brothers and sisters.

They are 9, 14, 16 years old.

I like to play with dolls.

We play blank.

Father plays ball with me.

Mother plays dolls with me.

I (like do not like) to play alone.

I help at home by cleaning the house.

The thing I like to do best at home is play.

NEWS ABOUT MY FRIENDS

I like (him her) because she is kind.

We play ball and dolls .

I would rather play at my house because blank .

I would rather play at my friend's because blank .

MY HOBBIES AND COLLECTIONS

I collect blank .

My hobby is sewing .

I want to collect cards .

NEWS ABOUT MY PETS

I have a pet dog .

I (do do not) take care of my pet.

I do not have a pet because blank .

I would like to have a pet blank .

NEWS ABOUT MY WISHES

When I grow up, I want to be an art teacher .

If I could have three wishes I would wish

(1) for a bicycle .

(2) books .

(3) blank .

MY WISHING STAR

Eva checked the following wishes on the questionnaire.

(1) I wish my family noticed when I did things right.

- (2) I wish we did not move so often.
- (3) I wish my classmates liked me.
- (4) I wish my playmates would choose me as leader more often.
- (5) I wish people did not hurt my feelings.
- (6) I wish people did not tease me.

MY VISIT TO EVA'S HOME

I went to visit Eva's home late one afternoon. I met Eva at the front gate where she was riding her bicycle. She showed me the way to her house and opened several gates on the way so that I would not have to get out of the car.

The house was a tiny four room building. Eva's older brother was sitting at the front door playing on a guitar. When I went in, Eva introduced me to her mother and stepfather. The mother was cooking dinner, but sat down to talk awhile. She was fairly clean and so was the house. Since both Eva and her sister remained in the room during my entire visit I was unable to discuss any of Eva's special problems with her parents. Nevertheless, they told me that they would be glad to help the school in any way that they could.

ANECDOTAL RECORD

February 1

Eva came to me on the playground today to tell me that Margo had said that her (Eva's) mother was dirty. Margo does not even know Eva's mother. I talked to Margo about not hurting people's feelings. She promised to be more careful, and at play period this afternoon, Eva and Margo played together.

February 2

Eva came to school today wearing a new dress. Jane noticed it and asked her where she had gotten it. "At home," said Eva.

February 3

Eva had on a different coat today. It did not look new so it was probably given to her by someone. She is beginning to look more like the other children. She dresses better and even curls her hair sometimes.

February 7

Margo and Eva seem to be the best of friends now. They are both older and larger than the other children.

February 8

Eva came to ask me if she could help me do anything.

I told her to fill the Junior Red Cross boxes with the articles the children had brought in. She selected Inez to help her. Inez, like Eva, does not dress as well as the other children in the class and evidently they feel drawn together because of this.

February 9

The children all went down to look in the lost and found box to see if they could recognize any of the articles. Eva saw a bright piece of jewelry and said that it was hers. Was it hers or does she have so few pretty things that she just wanted it?

February 10

Eva came to school today very much worried about her brother who is in the Third Grade. She said that her stepfather had called the police to look for him since he had not come home last night.

February 11

Eva told me that her brother was at home now. He had just spent the night at a cousin's house.

February 14

Today Eva told me that her brother and several other boys had broken in a house in the neighborhood

a few nights ago and had stolen some jewelry. That was the reason he had not come home last Thursday night. The boys had slept in a barn.

February 16

Eva offered to make and paint all of the silver shoe buckles for the play. She is a fast worker and it didn't take her long. She did a good job.

February 17

At recess Eva seldom plays games with the other children. She seems to enjoy swinging more than anything else. Today she was swinging alone, because the other children were playing games. They asked her to play with them, but she said that she didn't want to.

February 18

In art class today, Eva drew a beautiful picture. It was voted the best picture in the class.

February 24

Eva brought to school a book which she had received for Christmas. She said that she wanted to give it to the library. I was somewhat surprised because I am sure that she has few books at home.

February 25

Today Eva had on a skirt with bells on the pocket. Everytime she walked around the room, the bells rang. Someone had evidently given the skirt to her and she was very proud of it.

February 28

Eva's mother has been ill and her older sister, who is in the Fifth Grade, stays at home several days out of the week to help. I wonder if Eva has a great deal to do at home, too. She often seems so very tired. At one time this afternoon she laid her head down on her desk and went to sleep.

SUMMARY

Eva is a tall child of eleven, several years older than most of the other children in the class. She is from a comparatively poor family and has not had the advantages many other members of the class have had. She is very thin and appears to be somewhat undernourished. Her eyesight is poor.

Eva has repeated several grades due to moving from school to school, but she is near average in reading ability as is indicated by her test scores. At the beginning of the Fourth Grade, she rated 4.5, at mid-term, 4.8, and in April, 4.9. Her grades in other subjects are satisfactory, but she is especially gifted in art. She works well and is cooperative and helpful, but is handicapped by her size, age, and appearance. She is not accepted by many of the other children in the class because boys and girls of this age do not like anyone who is different from themselves.

Eva would perhaps find more friends if she were placed in a higher grade where her size would not cause her to stand out from the group so much.

CHAPTER XII

A STUDY OF MARGO

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A STUDY OF MARGO

INTRODUCTORY STATEMENT

Margo is a girl of eleven years of age who is in the Fourth Grade at X__ School. Her parents are Italian and own a store and a large farm. Margo lives in a fifteen room house with her parents, two brothers, her aunt, and her sister's family. The two brothers are sixteen and eighteen years of age and attend military school. Margo has six other brothers who do not live at home. She is the youngest child in the family.

Margo started to X__ School in the First Grade. She was retained in that grade two years. She spent one year in the Second Grade and two in the Third Grade. This is her first year in the Fourth Grade.

GENERAL APPEARANCE

Margo has very black hair and eyes. She is always clean, but her appearance is rather untidy at times.

PHYSICAL CONDITION

Margo's physical condition seems to be good. She

has not missed a day at school this year. When younger, she had measles and chicken pox, and her tonsils were removed.

When Margo's eyes were examined at the beginning of the year, she was found to be very near-sighted. Her mother took her to an eye specialist at once to get glasses.

MENTAL ABILITY

Margo was given the Kuhlmann-Anderson I.Q. Test her first year in the Third Grade. On it she rated seventy nine. The next year she was given the same test again and received a score of seventy one. Both of these scores were the lowest in the class.

ACHIEVEMENT IN SCHOOL

On a Stanford Achievement Test in Reading given during Margo's first year in the Third Grade, she received a grade equivalent of 2.3. The following year she received one of 2.4, which showed an increase of one month in reading ability.

In the Fourth Grade, Margo made a score of 3.5 on the first My Weekly Reader Silent Reading Test given in October. On the second form, given in January, she rated 3.6, and on the third form, given in April, 4.1. All of these scores were the lowest in

the class.

Margo's special difficulty has been reading, due to a speech defect.

STUDY HABITS

Margo has trouble concentrating on her work if there are any distractions near.

ATTITUDE TOWARD WORK

Margo is interested in school and her work. She wants to do well and is constantly asking, "Am I doing all right?"

INTERESTS AND SPECIAL ABILITIES

Margo takes no special lessons. She does, however, belong to the 4H Club and attends the meetings regularly. She enjoys sewing and lists it as her favorite form of recreation. She attends the movies about once a week and prefers mystery pictures. She spends little money on comic books and listens to five or six radio programs a day. She would like to be a nurse when she grows up.

PERSONALITY

Margo does not get along very well with the other children. None of them want to sit by her because

they say that she never sits still and often becomes angry with them.

On Who's Who tests, Margo is often rejected and seldom chosen. Margo's choice of Eva, a child near her own age, is reciprocated, but her choice of Jack is rejected. She often says that Jack is her boy friend, but he only makes fun of her.

RESULTS OF A QUESTIONNAIRE GIVEN TO MARGO
IN THE FOURTH GRADE

NEWS ABOUT MY FAMILY

I have 9 brothers and sisters.

They are 16, 18 19, 20, 22, 25, 30, 31, 32 years old.

I like to play with my brothers.

We play ball.

Father plays ball with me.

Mother plays ball with me.

I (like do not like) to play alone.

I help at home by cutting the grass.

The thing I like to do best at home is play ball.

NEWS ABOUT MY FRIENDS

I like (him her) because she plays with me.

We play ball.

I would rather play at my house because blank.

I would rather play at my friend's house because it
is more fun.

NEWS ABOUT MY PETS

I have a pet dog and cat.

I (do do not) take care of my pet.

I do not have a pet because blank.

I would like to have a pet blank.

MY HOBBIES AND COLLECTIONS

I collect cards.

My hobby is playing, reading, drawing.

I want to collect more cards.

NEWS ABOUT THINGS I LIKE AND DISLIKE

I do not like these things: blank.

I am afraid of these things: blank.

I like these things: cats, dogs, cows.

NEWS ABOUT MY WISHES

When I grow up, I want to be a nurse.

If I could have three wishes I would wish

(1) to have a cow.

(2) to go to school all of the time.

(3) blank.

MY WISHING STAR

Margo checked the following wishes on the questionnaire.

- (1) I wish my family knew I was growing up.
- (2) I wish I had more time for play.
- (3) I wish I were chosen to do things more often.
- (4) I wish my classmates liked me.
- (5) I wish I knew how to study.
- (6) I wish I had someone to play with after school.
- (7) I wish my friends wanted to play the games I want to play.
- (8) I wish my friends did not "pick" on me.
- (9) I wish people did not hurt my feelings.
- (10) I wish people liked me.

INTERVIEW WITH MARGO'S TEACHERS

First Grade: Margo spent most of her first year in school crying. She did not want to stay inside and study. She had grown up with so many brothers that she was interested only in going to the playground and playing ball with the boys. She did better her second year in the First Grade.

Second Grade: Margo seemed much better adjusted by the time she reached the Second Grade. Her grades were satisfactory, but she had more trouble with arithmetic than with any other subject.

Third Grade: Margo spent the year crying again. If

she became upset in any way, she cried. Her second year in the Third Grade, however, was more peaceful. She changed from crying to giggling. Her work was satisfactory except in English and geography.

MY VISIT TO MARGO'S HOME

I had trouble finding Margo's mother at home for she works nearly every day in their store. Their home is quite large and is very nicely furnished. This was not my first visit to the home, since I had taught three of Margo's older brothers.

Mrs. S. was very much concerned about Margo. She told me that her speech defect is due largely to the fact that until she was six years old, Margo was taken care of by her aunt who lives in the home and does not speak English. Margo learned to speak Italian when she was a baby and consequently she has the greatest difficulty speaking English. She has had special speech lessons which have helped her to a certain extent, but it is still difficult to understand her.

While I was talking to Mrs. S., Margo came in with her little nephew who lives in the house with them. He was a cute little fellow with black hair and eyes just like Margo's. Mrs. S. sent them out to the

kitchen to get me some apples. Margo brought them in just as I was leaving. Mrs. S. invited me to visit her again and assured me that she would be glad to cooperate with the school in any way possible.

ANECDOTAL RECORD

March 1

Margo is very much interested in the paper drive we are making. There is a contest between the boys and the girls. She asked two boys to help her carry the papers to school and promised them half for their help.

March 2

Jack likes to make fun of Margo. He teases her because she does not speak plainly, but she doesn't seem to mind. She always says that Jack is her boy friend.

March 7

Margo surprised us in class today by reading without any mistakes. We can't always understand her, but she has been reading much better lately.

March 9

Margo is sitting near Ray now and some days they have a great deal of trouble getting along. This was one of those days. Margo kept moving her desk either backward or forward, and bumping against Ray's desk. Ray retaliated by moving his desk, too, and by bumping Margo's.

March 10

Margo lost the case for her glasses this morning. She was almost in tears. I let her walk back home to look for it, but she didn't have any luck.

March 11

Margo is very much excited about her brothers who are coming home from school for the weekend. She told me about it half a dozen times today.

March 14

Mrs. S. sent a note today asking that Margo be allowed to leave early this afternoon. They are going to drive the boys back to school and Margo wants to go along.

March 17

Margo came running to me today to say that Laura had her red sweater. It seems that she had lost her sweater several weeks ago and when she saw Laura wearing one just like it she thought it must be hers. Margo almost cried when Laura said that it was her sweater. She sat all afternoon and made faces at Laura. Even on the playground, she insisted that it was her sweater.

March 18

Margo came to school wearing her red sweater. She said that she had found it in the back of her closet.

March 22

We had a history test today, but Margo could answer none of the questions. It worried her quite a bit. She is afraid that she may not pass again this year, although I always assure her that she will if she continues to work nicely.

April 7

Margo and Eva usually play together in the swings at recess and seldom join the other girls. Today, however, Margo brought her jumping rope, and all of the girls except Eva joined her to jump rope.

April 12

When Margo was working near Carl today, he got up and sat in another seat. He said, "I just can't work with Margo wiggling so much."

April 13

We were drawing pictures today for a movie on Switzerland. Margo drew a very good picture showing white mountain peaks against a blue sky. It was decided to include her picture in the movie, but when

it was chosen, Margo almost cried because she didn't want to stand up in front of the class and tell about her picture.

April 15

Margo has had her hair cut in bangs. It looks very nice, but I noticed that some of the children made fun of it.

April 19

Margo brought her box of sewing to show me today. She had made an apron, a potholder, and a towel. They were all neatly done and she was very proud of them.

April 21

Margo has been having trouble multiplying by three numbers. She asked if she could stay after school so that I could help her. We worked for about half an hour until she began to understand the problems. She asked for some extra work to take home with her.

April 22

Mrs. S. called tonight about a questionnaire which the parents had been asked to fill out. After I had explained it to her, she continued to talk for a long time. She said that she would like to put Margo in a boarding school where she would have more

playmates. There are only two little girls who live near her and with whom she can play. These children always wait for Margo in the afternoon so that they can walk home together.

April 26

Margo has been in a giggling mood today. Everything seemed funny to her. I would rather see her this way, though, than unhappy and in tears.

April 29

Margo signed out a book from the library this afternoon and, as usual, brought it to me to ask if it was a "baby book." I don't know why she is so afraid of reading easy books. It is impossible for her to read anything very difficult without help, but she prefers to sign out hard books even though she cannot read them.

May 3

Margo asked me to move her desk today, but no sooner had I done so than she wanted to move again. She said that she couldn't work as well in the back of the room as she thought she could.

May 4

The children were jumping rope today when someone

called Margo to jump with them. She said that she was not playing. Knowing how well Margo likes to jump rope, I asked why. She said that it was Alice's rope and that Alice would not let her play in the game. When I questioned Alice, she said that Margo never let her play with her rope. I talked to the two girls about sharing, and Alice then agreed to let Margo play. Just as soon as Margo had jumped her number of times, she called for Alice to take her place. I was glad to see her do that, and hope that these girls will learn to share their possessions more cheerfully.

May 11

The Fourth Grade wants to have a picnic and Margo has invited us to come to her house on that day. She has a huge front yard and the children will have plenty of room for games.

May 12

Margo's mother came to school this afternoon to tell us how welcome we were to have our picnic at their home.

May 17

We had our picnic today and had a wonderful time. Margo's home was a perfect place for it. Her brothers had just cut the grass and the children played all sorts of games. I wonder if this will cause Margo to be more accepted by the group.

SUMMARY

Margo is a dark-haired, dark-skinned child of eleven, whose parents are Italian. Margo spent two years in the Fourth Grade and two in the Third. Her I.Q. is seventy one, the lowest in the class. She has a speech defect and as a result has special difficulty with reading. In February in the Third Grade, she scored 2.4 on a reading test. At the beginning of the Fourth Grade, she rated 3.5, at mid-term, 3.6, and at the end of the year, 4.1.

Margo has had difficulty adjusting to school. Most of her first years were spent in tears. Not until the second year in the Third Grade did she begin to show any happiness at being in school. She still has some difficulty getting along with the other children, as is shown by her frequent arguments with them and by her trouble in sharing playground equipment.

Due to her low I.Q. and speech defect, Margo will always have difficulty in school unless the curriculum is adapted to her needs and ability. She is anxious to do well, for she volunteers to stay after school for special help, and if she is given work she is able to do, she will acquire a feeling of security and will be happy.

CHAPTER XIII

SUMMARY AND CONCLUSIONS

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SUMMARY

From the preceding study it is evident that this Fourth Grade class is made up of children who vary greatly in physical condition, mental ability, school achievement, home background, and personality.

Included in the class are twenty two boys and eighteen girls, ranging in age at the beginning of the year, from eight to eleven years, in height from forty three to sixty inches, and in weight from fifty four to one hundred thirty two pounds. During the year the class gained an average of three inches in height and six pounds in weight. The children had few childhood diseases while in the Fourth Grade, but many had already had measles, chicken pox, and mumps in previous years. The eyesight and hearing of most of these boys and girls appears to be normal.

A study of the mental ability of the class shows a range in I.Q. from seventy one to one hundred twenty five. Only four children have I.Q.'s below one hundred.

From scores on three reading tests given to the class in the Fourth Grade, the different members of the group improved in silent reading ability from one month to twelve months during the year. Three children showed

no improvement, but two of these received among the highest scores in the class on all three tests.

As a whole, these children's study habits and attitude toward work do not appear to be as good as those of other Fourth Grade groups who have attended X__ School in recent years. When selecting their favorite subjects, spelling was chosen most often, while arithmetic was voted the most disliked subject.

As to the leisure-time activities of the members of the class, it was found that most of them have hobbies of one kind or another. The favorite hobbies of the boys are wood carving, basket ball, stamp collecting, and model airplanes. The girls prefer swimming, skating, horseback riding, and ballet. Both boys and girls enjoy card collecting.

A number of the children take special lessons outside of school. These include chiefly dancing and music lessons. Some children belong to clubs, and the most popular organization is Scouts.

Movies also have a share in the activities of these boys and girls. Most of the children attend movies at least once a week, but the boys attend more regularly than do the girls. Only one child never attends the movies. The comedy type of movie is preferred by the majority of these children.

The boys in the class read more comic books and

listen to more radio programs than do the girls. Twelve boys read more than two comics each week, and the boys, as a whole, listen to an average of nine radio programs each day. The girls average six programs a day.

Over half of the members of this Fourth Grade have attended camp one or more summers. Some of them have also traveled in Europe, South America, Canada, and Guatemala, as well as in many parts of the United States.

From studying the home background of these boys and girls, it is believed that most of them are from families belonging to the middle-middle or upper-middle class. It was found that most of the children live in attractive brick or stone houses. The majority of the families own cars and radios, take a daily newspaper, and subscribe to three or more magazines. Many have servants. A large number of the fathers' occupations fall under the heading of "Proprietors, Managers, and Officials, Excluding Farm." The favorite hobbies of the mothers are sewing, gardening, and sports.

The class, as a whole, seems to be fairly well-adjusted. Some show aggressive tendencies, others have withdrawal tendencies, but none of them seem to be seriously maladjusted.

In studying the group relations of the class, the children tend to center around several very popular members of the group, while a number of pupils remain

on the outside as fringers and are not accepted by their peers. This tendency was shown on the two sociometric tests given during the year.

THE CLASS AND ITS CURRICULUM

Since the members of this Fourth Grade class have such a variety of interests and abilities, it was thought that their needs could best be met by a flexible curriculum, which would help the children to meet the situations of everyday living.

Stratemeyer, Forkner, and McKim¹ tell us, however, that not all of the situations faced by children can be included in the curriculum. Those situations which are most important to the child's development must be chosen.

Among the life situations which were thought important enough to be included in the curriculum of this particular Fourth Grade class were health and safety needs. Some of the children were not eating properly balanced meals. A unit on foods was developed. In this study the boys and girls learned what foods made their bodies grow best and soon they were choosing better lunches.

1. Florence B. Stratemeyer, Hamden L. Forkner, Margaret G. McKim, Developing a Curriculum for Modern Living, p. 311. New York: Teachers College, Columbia University, 1947.

Safety rules for riding the school bus, crossing streets, and playing safely were all discussed in class and sometimes dramatized by the boys and girls

Working in groups on certain activities provided training for another life situation - that of getting along with others. In group work the children learned to share possessions and responsibilities, to make decisions and choices, and to be leaders as well as followers.

Acquiring ease in social contacts is another important life situation these children must face. In school, they learned how to introduce one person to another, how to carry on a conversation with others, how to answer the telephone properly, and how to write friendly and business letters.

In helping these children to face life situations, community resources were not neglected. Trips to places of interest and talks by parents were included in the curriculum.

Music, art, science, arithmetic, reading, and social studies also played an important part in the curriculum.

It may be concluded, then, that the task of the modern school is to study its pupils so that the curriculum may be fitted to their interests, needs and abilities.

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