

AN EDUCATIONAL EXPERIMENT WITH A GROUP  
OF NEGRO PRE-SCHOOL CHILDREN.

by

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AN EDUCATIONAL EXPERIMENT WITH A GROUP  
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INTRODUCTION.

A. The Negro in America.

In order to determine the status of the negro child, it will be necessary to know something of the conditions and circumstances of his family life, and that in turn is conditioned largely by social and economic conditions that now exist or have existed.

1. Assimilation of the Negro into American Civilization.

Frazier is discussing the Negro family group says, "The first fact which should be made clear about the Negro family as it exists in America today is that it has developed out of the American environment. It is phantastic to seek explanations for the deviations in the American Negro family from American standards in African customs." And further still, "it is not surprising to find that the assimilation of the negro was greatest where he was brought into intimate contact with the master class in their homes and as a part of the family organization. On the other hand, the assimilation of the plantation Negro, especially in such regions as the Sea Islands off the coast of South Carolina, was less complete and even at the present time the difference between these two classes is apparent." (1) p. 44 .....

2. Slave and Free Negroes.

"Almost from the time that Negroes were introduced into this country there were free negroes. According to the first census returns, there were 59,557 free Negroes in the United States in 1790. Although the free Negro has generally been portrayed as rather debased, the free Negro class

which increased through constant emancipations to nearly half a million in 1860, constituted in many sections of the country a distinct class. Especially was this true of the mulattoes in Charleston and New Orleans where we find them owning slaves. In New York, Philadelphia, Baltimore and Washington there was a large class of free Negroes who had acquired some degree of culture and property. It was among these classes that the family tradition was first built up among Negroes.".....

"Where the institution of slavery showed more consideration for the personality of the slaves we find family groups in the slave quarters." (1) p.45

It can be seen from the earliest beginning of the Negro family life in America that there were differences in the status of the family, according to the social and economic conditions surrounding them.

In this study we are concerned with the conditions that surround family and child at present in a small, selected, local group. However, in order to understand the conditions which are determining factors in any given locality, it will be necessary to review studies made by research workers in social and economic fields which will form a background for and explain existing conditions.

## B. The Health Status of the Negro Family.

### 1. Relative Mortality.

The following is taken from a report<sup>(2)</sup> of data collected by the Metropolitan Life Insurance Company over a period of several years from nearly two and one-half million Negro policy holders. From the data available in 1925, the death rate of white policy holders was 11.2 per thousand, while the death rate of Negro policy holders was 18.2 per thousand, which is 62.5 per cent higher than the white rate. In the rural districts the excess of the Negro over the white mortality is only 50 per cent, but

in the cities of the registration area the excess is about 90 per cent. The death rate of colored infants is approximately two-thirds higher than that of white infants. In early childhood, the margin is even greater, from five years of age up to adolescence, the margin is 57 per cent excess for males and 72 per cent for females. The Negro has a birthrate of 26.3 per thousand and a death rate of 17.7 per thousand or a natural increase of 8.6 per cent a decade.

The outstanding diseases to which the Negro shows marked susceptibility are: tuberculosis, with a death rate of 226.2 per/hundred thousand or a little more than three times that for whites; organic heart diseases with a death rate of 211.6 per/hundred thousand or nearly double that for whites; chronic nephritis with a death rate of 122.1 per thousand, also double that for whites; cerebral hemorrhage with a double toll for life among Negroes as compared to whites; pneumonia with a death rate two and one-half times that for whites.

Other causes with a death rate double that for whites are: typhoid fever, whooping cough, bronchitis and puerperal conditions, Acute nephritis, malaria and pellagra have a death rate from three to eleven times as high as the rate for whites.

Of the diseases known as "childhood diseases", German measles, scarlet fever and diphtheria, the death rate among the white race is higher than that in the Negro race. The Negro child is more susceptible to whooping cough.

## 2. Maternal Mortality.

Records of mortality from pregnancy and child birth are not as favorable for colored females as for whites. Among the white race in 1927, there was a decline of 25.9 per cent in maternal mortality as compared with 1911.

The Negro maternal mortality rate of 1927 was higher than those from 1915 and 1917 and from 1923 and 1926. Syphilis is a tremendous factor in this death rate and is largely responsible for the excess in death rates.<sup>(2)</sup>

### 3. Infant Mortality, Growth, and Morbidity.

An extract from a Chicago Public Health Survey made in 1927, gives the Negro infant mortality rate as 94.7 per hundred thousand live births.<sup>(3)</sup>

A study of infant growth during the first eighteen months of life which was made in Cleveland, Ohio, in 1927, showed the following results. Of the 597 infants examined, 290 of whom were females, the colored infants were found to be smaller than the white infants, and grew at a slower rate. "These differences were accounted for by several factors: 1. Environment. The infants were admittedly of a poor class and lived in a congested district where disease, darkness and deficient nutrition abound. 2. Geographical. These curves probably do not represent the true growth curve of the negro infant, because as yet the race has not become acclimated to the northern regions. Their true growth curve must be obtained in their native environment. 3. Pathological. Rickets and tuberculosis are the menaces of the northern region and undoubtedly effect the curve to a considerable degree. 4. Chronological. Probably more than 50 per cent of these weights were made during the pre-war period. The working conditions of the Negro at that time was excellent and since there was very little food shortage, this factor is negligible. 5. Racial. In all probability, the difference between growth curves of whites and colored infants is due to racial characteristics. To strengthen this belief we have the work of Riggs and also Baldwin, who show definitely that colored infants are smaller than the white infants at birth, and the work of Baldwin on the growth of colored infants, which agrees quite closely with our work."<sup>(4)</sup>

In a report on the health of colored babies in St. Louis, a comparison

of the incidence of rickets and malnutrition among infants in a clinic has shown that both of these conditions occur three times as frequently in colored infants as in whites. (5)

#### 4. General Trend of Negro Mortality.

There has been a marked decline in general Negro mortality as shown by the figures for 1911 to 1927; in 1911 the mortality rate was 17.5 per thousand and in 1927 it was 14 per thousand which represented a drop of approximately 29 per cent for this period. This marked decline in the death rate is due to lessened mortality in tuberculosis, pneumonia, malaria, typhoid fever, pellagra and Bright's disease. (2.p.80)

#### 5. Health of Negro School Children.

In the examination of a group of over nine hundred school children in Atlanta, Georgia, the Negro children were as a whole in a much better physical condition than the white children. The children compared were approximately on the same economic level. The outstanding differences were those connected in some way with nutrition; (1) the teeth of the Negro children were better as there was rarely more than one cavity in the mouth of the negro, while there were frequently five or six completely decayed molars in the mouth of the white child of the poorer class; (2) malnutrition as reckoned by appearance and at least ten per cent under weight, was almost absent among Negroes while common among whites, even the well to do; (3) suspicion of pulmonary diseases was three times as frequent among the whites as colored; (4) flat feet were twice as common among negroes; (5) tonsillar enlargement associated with gland enlargement was almost three times as common among the whites; (6) skin diseases were four times as common among whites; (7) signs of syphilis were absent in whites and present to the extent of 3 per cent among negroes. (8) Inguinal hernia was absent in the negroes and present to the extent of one per cent in the whites.

(9) Heart murmurs were almost twice as common among the white.

Two hundred and sixty-six<sup>or 39</sup> per cent of Negro children were free from defects. (6)

#### 6. General Morbidity.

There were a number of tubercular negroes in the vicinity of Phipps Institute in Philadelphia for the period of 1904-1913; the average number of patients seen at the Institute was 51. For the year ending 1927, there were 1,040 cases, the total dispensary visits were 6,107 and the number of homes visited by paid nurses was 6,760. This change was brought about when the idea was conceived that negro nurses and doctors might succeed in reaching the people; with the appearance of the negro nurse and her personal visits the negro willingly came for advice. Therefore, the conclusions were that the Negro is reached and educated in health matters through the negro nurse and in no other way can be reached so successfully. (7)

#### 7. Health Education.

Health education among negroes has become a nation wide movement, one of the most recent and most significant demonstrations is the one in progress at Winston-Salem Teachers College in North Carolina. The American Public Health Association initiated the demonstration and the association is utilizing as cooperative agencies, the National Committee for Mental Hygiene and several other national and local health organization.

The American Social Hygiene Association for the last ten years has been increasing the efforts in the negro group itself to prepare youth for the responsibilities of marriage and parenthood. Howard, Fiske, Tuskegee, and Hampton colleges in the North and South Carolinas, now include sex education in their curricula.

The American-Social Hygiene Association has cooperated vigorously with



the United States Public Health Service and State Departments of Health in the development of a program of educating negroes in facts and hazards of social diseases. Thousands are reached with lectures, films and literature dealing with these subjects.

8. Public Health Protection.

Educational programs and hospitalization of tuberculosis are largely in the hands of State Tuberculosis Societies and State Boards of Health. In the northern states, the Negro is quite generally included in the health educational programs and afforded hospital facilities. In some of the southern states serious conditions are found due to discrimination between the races in the operation of civic and welfare machinery. Interesting examples of what can be done to improve conditions may be found in Arkansas, Texas and North Carolina. Among Health agencies carrying on health education in the Negro group and actively supporting public agencies are the large insurance companies such as the Metropolitan Life Insurance and the North Carolina Mutual.

The problem of an adequate number of well trained colored nurses in the south is still acute. The public health nurse is one of the most strategic forces for the spread of health education.

National Negro Health Week, fostered by Tuskegee Institute, with the cooperation of the United States Health Service, State Boards of Health and the National Health Council, has made a distinct contribution to the health education of the Negro. (8)

C. The Educational and Cultural Status of the Negro Family.

The early advocates of the education of Negroes were of three classes; first, the masters who desired to increase the economic efficiency of their labor supply; second, sympathetic persons who wished to help the oppressed; third, zealous missionaries who, believing that the message of divine love

came equally to all, taught slaves the English language that they might learn the principles of Christian religion. (9)

### 1. Education Before the Civil War.

The important events in the educational history of the Negro before the Civil War may be said to be the following:

1620 Virginia established public schools for Indians and Negroes.

1701 A society was organized in England to carry the Gospel and its teachings to Indians and Negroes in this country.

1750 Evening schools established in Philadelphia by Quakers.

1798 City of Boston established Negro primary schools.

1807 First school erected by Negroes for Negro children in Washington, D.C.

1824 Rev. William Livingstone, a colored priest of the Episcopal Church opened a day school in Baltimore for Negroes.

1837 What is now the Cheyney Training school for teachers of Cheyney, Pa., was started with funds left in the will of an ex-slaveholder.

1844 Rev. Hiram S. Gilmore founded the Cincinnati colored high school.

1849 The Legislature of Ohio established public schools for Negro children.

1853 First Normal School for Teachers established in New York City.

1854 Presbyterians founded Ashmun Institute in Chester County, Pa., later known as Lincoln University, 1866.

1856 Booker T. Washington was born; in 1881 he established Tuskegee Institute. (10.p.284)

### 2. Education during the Civil War and the Reconstruction Period.

In 1861, the American Missionary Association established at Fortress Monroe, Virginia, the first day school among the Freedmen. This school laid the foundation of Hampton Institute and was the beginning of the general education of the Negro in the South.

In 1862, schools were established in Virginia, North Carolina and Arkansas. After the Emancipation Proclamation, January 1, 1863, Negro schools were established in all parts of the South occupied by the Federal Army. In 1865, the Freedman's Bureau was created, and the education of the Freedmen became one of its special objects, until 1870, when the Bureau was discontinued.

Higher education for the Negroes was begun under the auspices of the Freedmen's Bureau. It assisted in establishing some of the largest Negro institutions in the United States, namely, Atlanta University at Atlanta, Georgia, Fisk University at Nashville, Tennessee, Howard University at Washington, D. C., Shaw University at Raleigh, North Carolina and Virginia Union at Richmond, Virginia.

### 3. Present Educational Status.

In 1920 there were in the United States, according to the census reports, 3,797,957 Negro children, five to twenty years of age inclusive. Of these, 2,030,269 or 53.5 per cent were enrolled in schools. In 1924 according to the reports of the State Superintendent of Education, there were in sixteen former slave states and Oklahoma and the District of Columbia, 3,141,869 Negro children of school age. Of these 2,149,548 or 68.4 per cent were in school.

Atlanta University has listed the number of college graduates by decades as follows:

1820-1829	3
1830-1839	0
1840-1849	7
1850-1859	12
1860-1869	44

1870-1879	313	
1880-1889	738	
1890-1899	1,126	
1900-1909	1,613	
<u>Total</u>	<u>3,856</u>	(10.p.299)

In 1924 according to the Crisis Magazine, 675 Negroes received Bachelor's Degrees in the Arts and Sciences. The total number of Negro college graduates is now about 10,000 of whom about 870 have graduated from northern colleges. (10.p.299)

The degree of Doctor of Philosophy, which is the highest earned degree conferred by educational institutions, has been conferred by American Universities upon twenty-nine Negroes according to records of 1925.

The Negro membership in the Phi Beta Kappa fraternity were sixty, according to the Negro Year Book of 1925-26. This honor is conferred in the leading colleges and universities on undergraduates who are among the best scholars.

In 1920, there were 4,931,905 persons ten years of age or over in the United States who were illiterate. Of this number, 3,089,744 or 62.6 per cent were white and 1,842,161 or 37.3 per cent were Negroes. By age periods there were of the Negro illiterates, 166,416 or 9.1 per cent ten to fifteen years of age; 162,758 or 8.8 per cent sixteen to twenty years of age, and 1,512,987 or 82.1 per cent twenty-one years of age and over. (10.p.295)

Charles H. Thompson in a critical appraisal of facts with reference to the educational achievements of the Negro children, draws the following conclusions:

"(1) That the doctrine of an inherent mental inferiority of the Negro is a myth unfounded by the most logical interpretation of the scientific facts on the subject produced to date.

"(2) That the mental and scholastic achievements of Negro children as compared with White children are, in the main, a direct function of their environmental and school opportunities rather than a function of some in-

herent difference in mental ability.

"(3) That a philosophy of education based upon the current unwarranted interpretations of achievement differences between White and Negro children, as due to the inherent racial mental inferiority of the Negro, is not only unjust but a little short of disastrous, especially in view of the many other disabilities the Negro has to undergo in this country. (13.p.208)

#### 4. The Negro's Contribution to Literature.

Alain Locke in discussing the Negro's contribution to American art and literature says, "The cultural history of the Negro is as unique and as dramatic as his social history. Torn from his native culture and background, he was suddenly precipitated into a complete and very alien culture and civilization and passed through the fierce crucible of rapid, but complete adaptation to its rudiments, the English language, Christianity, the labor production system and Anglo-Saxon mores. His complete mental and spiritual flexibility, his rapid assimilation of the essentials of this new culture, in most cases within the first generation, is the outstanding feat of his group career and is almost without parallel in history. Costly as it was, it was complete and without reservations. And yet from the earliest efforts at crude self-expression, it was the African or racial temperament, creeping back in the overtones of his half-articulate speech and action, which gave to his life and ways the characteristic qualities instantly recognized as peculiarly and representatively his.

"The materials were all American, but the design and pattern were different - in speech, social temper, song, dance, imagination, and religious attitude. Some of these reactions were so vivid and so irresistible that they communicated themselves by contagious, though condescending imitation to the general community and colored the temper and mores of the Southern whites. This generally unacknowledged influence was the Negro's

first and perhaps most basic contribution to American culture."

Chief among the literary efforts of Negroes before the Civil War were: Frederick Douglas in the field of oratory, Martin Delaney and Henry Hyland as essayists, Frank W. Webb as novelist and Phyllis Wheatly as poet. Since the war, the leaders in the literary field are Charles Waddell Chestnutt novelist and story writer and Paul Laurence Dunbar, best known as a dialect poet but who is also a versatile lyric poet, story writer and novelist.

From the period 1915 on in the field of poetry, we have James Weldon Johnson, Fenton Johnson, Charles Bertram Johnson, Roscoe Jameson, Georgia Douglas Johnson, Claude McKay, Jean Toomer, Countee Cullen and Langston Hughes.

During the period 1895 to 1905, two noted Negro educators in their writings expressed different points of view in regard to the education of the Negro. Booker T. Washington emphasized industrial education and cultural laissez faire. His autobiography "Up From Slavery" articulated this thought. On the other hand, Du Bois in his "Soul of the Black Folk", emphasized undifferentiated educational and cultural ideals for the Negro.

Du Bois has also written several books of fiction, "The Quest of the Silver Fleece", "Dark-Water", and "The Dark Princess". Other writers of fiction are Claude McKay, Jessie Fauset, Jean Toomer, John Mathews, Walter White, Zora Hurston and Eric Waldron. (12)

##### 5. The Negro's Contribution to Music.

James Weldon Johnson in his "Book of American Negro Poetry" sums up the distinctive creations of the Negro under four heads: "The Uncle Remus Stories", "The Spirituals or Slave Songs", "The Cake Walk", and "Rag Time". He also says, "It is to be noted that whereas the chief characteristic of Ragtime is rythm, the chief characteristic of the

"spirituals" is melody. In the riotous rhythms of Ragtime, the Negro expressed his irrepressible buoyancy, his keen response to the sheer joy of living; in the "spirituals" he voiced his sense of beauty and his deep religious feeling". (10.p.342)

Three things are especially emphasized in the spirituals: First, this life is full of sorrow and trouble; Second, religion is the best thing in the world. It enables one, though a slave, to have joy of the soul, to endure the trials of life, and finally to gain a home in Heaven. Third, the future life is happy.

The movement for the vindication and preservation of folk music began in 1878 with the Fisk Jubilee Singers and has culminated since 1900 in the work of Negro musicians like Harry T. Burleigh, Samuel Coleridge-Taylor, J. Rosamond Johnson, Carl Diton, Nathaniel Dett, Lawrence Brown, Edward Boatner, Grant Still, C.S. Ballanta and others.

Secular Negro music, after a period of sentimental treatment, culminated in the melodies of Stephen Foster.

Modern scholarship is coming to the rescue of folk material. Among the most notable works are, Odum and Johnson's, "The Negro and His Songs", University of North Carolina Press, 1926; Krebheil's "Afro-American Folk Songs", Schirner, New York, 1914; Weldon Johnson's prefaces to the "First and Second Book of Negro Spirituals", Viking Press, 1926; Weldon Johnson's transcriptions of Negro ante-bellum sermons in his "Seven Sermons in "Verse" (God's Trombones), Viking Press, 1927; and Ballanta's "St. Helena Spirituals", Scribner, New York, 1925.

White American artists who have given purely artistic treatment of Negro themes are Stripling, Shands, Clement Wood, Ellen Glasgow, Julia Peterkin, Du Bose, Heyward, Ridgley Torrence, Eugene O'Neill and Paul Green. The foremost vocal artist of the race is Roland Hayes. The most

(12.p.242)

noted violinists are Joseph Douglas and Clarence Cameron White.

#### 6. The negro's Contribution to Art.

The leading Negro artists in the field of painting are, Archibald Motley, Aaron Douglas, William Edward Scott, Laura Wheeler, Hale Woodruff, Edward Harleston and Palmer Hayden.

The sculptors of note are Henry O. Tanner, Meta Warrick Fuller, May Howard Jackson, Augusta Savage, Sargent Johnson and Richmond Barthe.

#### D. Economic and Industrial Status of the Negro Family.

##### 1. Wealth and Vocation.

The economic status of the Negro is revealed by the following data taken from the Negro Year Nook for 1926-25, published at Tuskegee, Alabama.

	1866	1926	Gain in 60 Years.
Homes owned	12,000	700,000	688,000
Farms operated	20,000	1,000,000	980,000
Business conducted	2,100	70,000	67,000
Wealth accumulated	20,000,000.	2,000,000,000.	1,980,000,000. (10.p.1)

Research in economics reveals that the majority of the Negroes in the South are engaged in agriculture. The Negro cultivates 40,000,000 acres of land which constitutes 40 per cent of all southern agriculture. Of these in 1920, 51 per cent of the farms were operated by tenant and only 49 per cent by owners.

The following figures show the Negro's status in land tenure.

	1920	1910	1900 (19.p.84)
Owners	218,612	218,912	187,797
Cash tenants	193,102	285,950	273,560
Share tenants	510,424	384,524	283,614
Managers	2,126	1,434	1,744



Negro progress in agriculture in the South has been retarded for several reasons. (1) Laxity in tenant agreement; (2) The iniquitous credit system; (3) peonage, a condition in which Negroes are held in semi-slavery by force of continual indebtedness to landlords.

The value of land and buildings owned by Negroes of the South in 1920 was \$522,178,136. (10.p.369)

The 1920 census showed 3,000,000 Negroes in cities. Among the number, common laborers and domestics form the largest proportion. There are a number in skilled trades, professions and business.

Comparison of the census of occupations of 1920 with the census of 1910 shows significant changes.

Occupations	1920 Number	1910 Number
Agriculture	2,178,888	2,893,375
Miners, quarries, manufactur- ing and mechanical	960,039	692,506
Domestic and personal service	1,064,590	1,122,231
Transportation	312,421	255,969
Trade	140,467	119,491
Public Service	50,552	22,382
Professional	80,183	67,245
Clerical	37,611	19,336 (19.p.98)

The skilled Negro faces many difficulties in earning a living. All investigations of the position of the Negro in industry show that there is a wide difference in policy as to the payment of equal wages, employment for equal hours, and employment in similar processes. The Negro's treatment in these respects is largely dependent upon the sense of justice of individual employers.

The census of 1920 indicates the following distribution of Negroes in business:

Business	Number of Establishments
Hotel keepers and managers	1,020
Restaurant and lunch room	7,511
Barbers	2,500
Hairdressers, manicures and toilet goods	3,500
Shoe makers (not in factories)	2,700
Retailers	23,526
Bankers, brokers, money lenders	142
Undertakers	1,558
Real estate	500
Theatrical proprietors	185
Tailoring	400
Laundry proprietors	199
Insurance	173 (19.p.120)

## 2. Negro Women in Industry.

Between 1910 and 1920, there was a shrinkage of 440,000 in the number of Negro women engaged in agriculture and a small decrease in the number in domestic service. Some of the loss in agriculture and domestic service, however, is offset by entrance of colored women into industrial pursuits. (19.p.102)

The position of the Negro woman in industry is precarious in the North. In the South they are rarely employed in industries managed by white people, except in laundries, tobacco factories and peanut-product factories. There is one overall factory in Atlanta which has, for some time, operated entirely with colored women workers. The management is pleased with the

results. The increasing number of Negro commercial industries offer a field for ambitious colored women as well as men. Among these are banks, toilet goods companies and insurance companies. (19.p.104)

#### E. The Social and Community Status of the Negro Family.

##### 1. Race Prejudice.

The social and community status of the Negro is reflected in certain existing conditions which have assumed the proportions of social and political problems. Robert E. Park says that racial prejudice is the resistance of the social order to change and there is probably less racial prejudice in America than elsewhere, but there is more racial conflict and more racial antagonism. The measure of the antagonism the Negro encounters is to some degree the measure of his progress.

In the South, where we find race prejudices, the social order which they perpetuate is breaking down and racial animosities are most intense. It is when the Negro invades a new region that race riots occur; it is when he seeks a place in occupation or a new profession that he meets the most vigorous opposition; it is when he seeks to assume a new dignity that he ceases to be quaint and become ridiculous.

"The Negro achieved in slavery a definite position in the social organization and the cultural life of the South. In the South the black man is native and has his roots in the soil; he has a place in tradition and is a figure in literature.....Tradition assigns him a place in the social order, and race prejudice has made it difficult for him to get out of it." (24.p.15)

The first exhibition of race prejudice was seen in the North in 1800 among the lower classes of white people, largely Irish and German, who, devoted to menial labor, competed directly with the Negro. It did not require a long time, however, for this feeling to react the higher

(25.p.41)

classes of whites where Negroes settled in large groups.

## 2. Segregation.

"The last humiliation the Negroes have been forced to submit to, is that of segregation. Here the efforts have been to establish a ghetto in cities and to assign certain parts of the country to Negroes engaged in farming. It always happens, of course, that the best portions go to the whites and the least desirable to the blacks, although the promoters of segregation maintain that both races are to be treated equally. The ultimate aim is to prevent the Negroes of means from figuring conspicuously in aristocratic districts where they may be brought into rather close contacts with the whites. Negroes see in segregation a settled policy to keep them down, no matter what they do to elevate themselves..... The United States Supreme court in the decision of the Louisville segregation case, recently declared segregation measures unconstitutional." (25.p.158)

In a study of Negroes in the Public Elementary Schools of the North, E. George Payne, assistant dean of the School of Education in New York University, in discussing segregation in the Northern schools says: "The various factors leading to segregation do not allow the Negro to be exposed to the same educational or cultural situations to which the whites are exposed in the North. Moreover, the special treatment is not lost in its effect. It serves to create an attitude of mind in both whites and Negroes that enforces totally different educational effects." (11.p.227)

T. J. Woofter, Jr., in his survey of racial separation in urban communities found wide differences within the same city and between different cities. "Each city visited has examples of all degrees of separation. Some servants live under the same roof as their employers, and occasionally white and Negro families occupy the same apartment houses or duplex dwellings. There are many cases both in the South and in the North, where col-

ored and white are mixed in the same block, and in other instances the dividing line can be more or less definitely traced along the streets.

"Each city has a pattern of its own determined by the percentage of Negroes in the total population, the distribution of the areas where property is within the means of the colored families, the attitude of the people toward segregation, and the rate of expansion of business and manufacturing sections. Where there is a wide variation from city to city, several general patterns may be described." (28.p.105)

In a paper on the distribution of Negro communities in St. Louis, Berenice O'Fallon makes an interesting comparison of the character of various neighborhoods in the larger Negro communities. She says, "Extending from the central business district (I) into the zone of transition (II) are (a) the Negro slums along the river frontage frequented by hoboes, dope fiends, drunkards, (b) a low grade of rooming house district within certain streets given over to prostitution, inhabited by low grade workers in nearby railroad yards and factories; (c) better furnished rooms where dwell men employed as porters, waiters, policy venders, professional card sharks and women workers out in service as cooks, maids, chamber maids of hotels and laundresses, and where is located such institutions of night life as the dance hall, the cabaret and the club house. In the working men's zone (III) is located (d) a working man's district with low rents and little repair on dwellings where men do various kinds of laborious work for a weekly pay check of twenty to twenty-five dollars, and the women work in laundries and factories, scrub office buildings and do housework by the day. In the residential zone (IV) are found (e) a good residential section of fine, large homes lately acquired by the Negroes from wealthy owners who have moved into palatial apartment buildings or into exclusive suburban sections, and (f) a bungalow district in which reside men who are

postal clerks, mail carriers, small business men and highly paid, skilled working men with weekly incomes of forty-five to fifty dollars, and women who are housewives, stenographers and elevator and stock girls in department stores. In the suburban zone (V) there are located (g) near the wealthy districts several small Negro settlements whose inhabitants are mainly mulattoes". (26.p.113)

Robert E. Park has made the statement that Negro society is not at all homogeneous as erroneously thought by most outsiders, but has actually as many, if not more, economic and social gradations as white society. (26.p.113)

### 3. Recreation.

In the field of recreation there have been some investigations. Forrester B. Washington in a study of recreation facilities for Negroes bases his discussion on observations in fifty-seven cities, forty of which are located in the North and seventeen in the South. The chief problem in the South in connection with public recreation and the Negro is the number of cities in which there is no provision, or very limited provision, for public recreation for the Negroes. In the case of public parks for instance, four of the seventeen Southern cities have facilities for whites only; one-half of those cities which have recreation centers for whites have none for Negroes. These have public bathing beaches for whites only, and ten out of seventeen have swimming pools for whites only. These figures relate to tax-supported enterprises which the property-owning Negro must help to maintain.

Even in cities where there are some playgrounds, parks, recreation centers and the like for Negroes, the amount of acreage allotted for Negroes is usually far below their proportion in the population. There are some extreme instances of this type of discrimination. In Charleston, South Carolina, for instance, Negroes are compelled to pay a tax for a

city stadium they cannot enter. The item of stadium tax appears as a special item on their tax bills.

In the forty Northern cities some form of segregation is practiced in connection with the Negro and public recreation in at least two-thirds of their number.

The problem in the South in connection with private, non-commercial recreation is very much like that in connection with public recreation. Out of the seventeen Southern cities listed, only three have privately supported recreational centers for Negroes, only two have playgrounds for Negroes, only two provide for Campfire organization for colored girls and only two have colored Boy Scouts; six provide summer camps for Negroes.

In forty Northern cities there seems to be no set policy of operation where a considerable Negro population has grown up around social settlements or community centers. In only five of the forty Northern cities have Negroes been admitted to social settlements on an equality with representatives of other racial groups. Even in these cities the handling of the Negro patron has been considered somewhat of a problem. In some cities, as in Detroit at the Sophia B. Wright Settlement, one day a week is devoted entirely to Negro clubs. In Highland Park center, Highland Park, Michigan, there are special clubs for Negro women and children. At the Western Community House and the College Settlement at Philadelphia, there are special clubs and classes for the colored patrons. Other Northern cities evade the issue by excluding Negroes altogether.

The following conclusions were given in Woofter's, "Negro Problems in Cities",<sup>(27)</sup> in regard to recreation.

"Recreational activities in Negro neighborhoods constitute a definite group of problems. (1) Juvenile delinquency is much more prevalent among Negro children than white children. (2) Negro neighborhoods are especially

limited in municipal facilities for the use of leisure time taken in connection with crowded housing conditions which forces so many of the young to find recreation away from home, especially as conditions in many pool rooms, dance halls, and other commercial amusement places were found to be deplorable." (27)

Tulsa, Oklahoma is an example of the way municipal recreation is apportioned between the races. The city provides thirteen playgrounds for the white population which includes 1,000 acres with an equipment value of \$74,000 and an appropriation for operative expenses of \$100,000. To the Negroes, who represent 11 per cent of the population, two acres with thirteen benches and four swings were given.

In general the studies of recreational facilities seem to reveal lack of adequate provision for playgrounds in many sections of the country for Negro youth. In a great many instances where playgrounds are owned by the public, the Negro is not permitted the use of the ground. Where separate playgrounds are provided, they are hopelessly inadequate.

With the congestion found in large cities, it means that the Negro child is, in many localities, forced to play in the streets which in turn leads to a large per cent of delinquencies.

Segregation and discrimination are social evils, and when practiced in regard to playground and housing facilities are detrimental to the physical, mental and moral development of Negro youth.

#### 4. Housing.

Housing is another phase of Negro life of which some study has been made. A survey conducted by the Institute of Social and Religious Research in sixteen large cities in America revealed the following conditions in regard to housing.

"Congestion is due largely to conditions over which the Negro has



little control, such as:

- (1) Obligated to go to segregated neighborhood where they are subjected to vicious exploitation.
- (2) Congestion further increased by necessity for many families to take lodgers either to pay high rentals or to meet substantial payment on homes under purchase.
- (3) Overcrowding saps vitality and moral vigor.
- (4) Inferior living conditions contribute largely to respiratory, intestinal and venereal diseases and higher death rate.
- (5) Rentals vary with amount tenants can pay. In some instances, rent took 23.4 per cent of the income." (27)

5. Organized Efforts for the Advancement of the Negro in America.

There are a number of social work activities among Negroes whose purpose is to improve the status of the Negro. Eugene Keniele Jones, executive secretary of the National Urban League in discussing social work among Negroes says "The national organizations which are most widely established among Negroes are: the Young Women's Christian Association with about seventy-five branches for Negroes; the Young Men's Christian Association with about seventy-five city and industrial branches; the National Urban League with forty-two branches; the Boy Scouts of America with 5,923 colored scouts in 305 troops in 176 cities; and the Playground and Recreation Association, with 103 local branches doing work among colored people." (30.p.287)

He discusses in this report these and other movements and agencies, notably the following.

a. The National Urban League.

The League makes a speciality of seeking to improve the living and working conditions of Negroes in cities. Its Boards of Control, both national and local, are made up of white and colored citizens. Through its national

office, located in New York City, with a Southern field office at Atlanta, Georgia; it publishes a monthly magazine, "Opportunity", a journal of Negro life, which publishes its results of social investigations and the products of the writings of white and colored persons on the problems relating to interracial contacts or to the Negro. It conducts a Department of Research and Investigation which assembles facts on Negro life, which it furnishes to writers, lecturers and students of race problems. This department makes a survey of social conditions among Negroes in cities, usually under the auspices of the local community chest, or interracial committees, the findings of which are used by these local committees as bases for inaugurating social service programs in the interest of the Negro.

b. Playground and Recreation Association.

The Playground and Recreation Association of America since the World War, has conducted a special program for the organization of community activities for Negroes. It maintains a summer school for the training of its workers and seeks to provide leisure time activities in the form of play, choral and pageant work and community house activities.

c. Visiting Teacher.

The work of the visiting teacher is being extended somewhat among Negroes, so that the colored children in many public schools are receiving the benefit of professional advice to parents on the causes of retardation. New York City and Philadelphia are outstanding cases of success in this direction.

d. Health Center.

The outstanding health center among Negroes is probably the Shoemaker Center in Cincinnati, sponsored by the Public Health Federation and financed by the Cincinnati Community Chest.

e. Probation Work.

The probation work movement has gained considerable headway. Most of the larger cities having Negro probation officers for work with juveniles, and in some cities probation officers at work connected with the courts of the adults.

f. Child Welfare.

Child welfare in the form of day nurseries and kindergartens have been widely extended. The largest project is in New York in the Utopia Neighborhood House developed under the direction of Negro club women.

g. Social Housing Projects.

Woofter's "Problems in Cities" <sup>(27, p. 140)</sup> includes the large housing projects undertaken by Negro promoters and with capital, in Portsmouth, Virginia. The company purchased for \$141,000 one of the developments of the United States Housing Corporations for colored laborers. The property comprises one hundred acres, 253 houses, a ten-room brick school, hard surface streets, sewers, water and lights. It has the highest elevation of any section of Portsmouth. The outstanding housing experiments are the Schmedlapp houses in Cincinnati, the Dunbar Garden Apartments in New York City, the West Side district of New York City and a Philadelphia Housing Association.

h. Negro Case Work.

Twenty family service societies return a total of 9,060 Negro cases during 1927. This is not a full indication of the relief needs of colored families, as the agencies quite uniformly report that the Negro families are the last to apply for relief, and the first to become independent again. There are said to be some 1,500 Negroes in America who are doing some form of social work although not more than 500 of these are trained.

i. Church Organizations.

Several churches have inaugurated very elaborate social service programs including a gymnasium, employment service, adult classes, domestic science courses, a working girls' home and a boys' club. (30.p.287-293)

R. R. Moton of Tuskegee in discussing the Negro efforts for racial progress, included the church at large with a combined membership of 3,253,733 and at least 20,000 pastors. (30.p.257-263)

j. The Rosenwald Fund for Rural School Extension.

Quite significant in its contribution to Negro progress is the work of the Rosenwald Fund in its campaign for the erection of rural schools for Negroes. In 1913, Mr. Julius Rosenwald of Chicago made an offer through Tuskegee Institute to contribute a maximum of one-third of the cost of any rural school building for Negroes on condition that the Negroes themselves should contribute at least one-third, the other third to be contributed from the public school funds of the country or state. The offer was eagerly accepted by the leaders in educational effort among Negroes. Since 1915 (reported under date of September 15, 1928), 4,148 school units, including 47 shops and 170 teachers' homes, have been erected in twelve southern states. The total cost of these buildings was \$20,378,472, of which amount \$3,342,752 came from the Rosenwald Fund, \$904,453 from local white contributors, \$3,920,547 from the Negroes and the balance from public funds.

k. Hospitals.

The medical profession among Negroes is responsible for the organization of some 150 hospitals for the care of Negro patients.

l. The National Association for the Advancement of Colored People.

This organization has laid the greatest emphasis on the defense of the Negro in his civil and legal rights, both in courts and before legislatures, at the same time conducting an active propaganda in shaping pub-

lic opinion for the correction of injustices of which the Negro is a victim.

m. National Federation of Colored Women.

The National Federation of Colored Women with headquarters in Washington, D.C., is the outgrowth of Women's club work originating locally in various parts of the country. The local clubs engage in all forms of welfare work for women and girls, as well as other activities for the general welfare of the group and for the cultural development of their members. In the state organization, they take the initiative for the establishment of institutions for the care of delinquent boys and girls. The National body has interested itself in the preservation of historical sites of significance in the development of the American Negro and the encouragement of a stronger social consciousness among the women of the race.

n. Other agencies.

The work of the different fraternal organizations provide insurance, scholarships, sanitarium treatment and similar benefits for their constituency schools.

The Department of Agriculture of the United States Government is doing a very large work for improving the conditions of Negro farmers. This work was initiated in a Negro institution and was subsequently taken over by the government. State institutions for the care of delinquent and dependent children have in the main been taken over by municipal state governments after the work was initiated by private individuals, likewise a number of school organizations. (32)

Organized effort to promote business among Negroes, on a large scale, was made in the organization of the National Negro Business League in 1900 under the leadership of the late Dr. Booker T. Washington. Profession-

men of the race have organized the National Medical Association, the Negro Bar Association, and Negro Press Association, the National Association of Musicians and the National Association for teachers in colored schools.

#### F. The Negro Family in Lawrence, Kansas.

##### 1. Seat of Free-state Controversy.

Lawrence was the site of much of the ante-bellum, anti-slavery and pro-slavery controversy, it was even called the capital of the Free-State Party.

It had the reputation in Missouri of being one of the stations of the underground railroad. "In a certain sense, she deserved that reputation - most of the people had no sympathy with any attempt to stir up insurrection among the slaves or to entice them from their masters. But they hated human slavery and believed in every man's right to freedom. They would never consent that any man should be taken back to slavery who came to them in an effort to be free". (35)

John Doy in his "Kansas Narrative", says there were sixteen Negroes in Lawrence in 1859 - but due to "attempts by a gang of unprincipled fellows living around Lawrence and Lecompton to kidnap and sell them into slavery in Missouri, they decided to go to Iowa." John Doy and his son started to accompany the band of Freedmen to Iowa; however, before they reached the borders of Kansas they were captured by some Missourians who claimed they were aiding Negroes to escape from their masters. The Negroes were sold into slavery and sent South while John Doy was sentenced to three years in a Missouri prison.

John Doy says, "Kansas was called free by the will of the inhabitants but was only partially so in consequence of the patrols sent from Missouri and their traitorous abettors." (34)

At the beginning of the war in 1861, Negroes came to Kansas by the

scores and a number—settled at Lawrence, Kansas. The Negroes brought nothing but the clothes they had on but were healthy and strong. Work was found and they were self sustaining from the start.

## 2. Early Schools.

These negroes were eager to learn and to accommodate them, a night school was established. A writer in the Lawrence State Journal describes a visit to this early Negro school in December, 1861. He says that there were 83 scholars present and twenty-seven teachers. They were of all ages, a class of restless girls on one bench and a class of grown men on another. They all began with the alphabet and in a very short time they read and did sums in arithmetic.

## 3. Settlement of North Lawrence.

Just after the war in 1866 and 1868, a large number of Negroes came to Lawrence and settled north of the river in what is now North Lawrence. They were from different sections of the country; a great many were Freedmen from Michigan, Indiana and Ohio, while a large number were emancipated slaves from Missouri, Texas, Louisiana, Tennessee and Mississippi. They established the North Lawrence Baptist Church in 1868 and the first school in 1869-70. Since there were a large number of Negro children and one teacher for all the children in the locality, the white children went to school in the forenoon and the Negro children in the afternoon. Largely by common consent, separate schools for the elementary education of white and Negro children grew up in North Lawrence. After the children reached the eighth grade, both Negro and white children attended the same school in unsegregated rooms.

## 4. Present Status of North Lawrence Negroes.

North Lawrence has a fairly equal number of colored and white population. The situation is favorable; drainage and sanitation good. There

is one relatively new and well equipped school for each colored and white children. Lincoln Grade school for colored children is an attractive brick building with gymnasium, large playground and is modern in all respects.

Practically all the Negro citizens in this section of the city own their homes. Their chief occupation is truck gardening. The Negro Year Book published by the Bureau of Research at Tuskegee Institute, gives the following account of a Negro truck gardner in North Lawrence. "Riley Rogers, a Negro farmer, living near Lawrence, Kansas, had an income of \$6,000 a year from a twelve acre farm. Truck gardening is his speciality. Practically all his produce is sold to local stores. He has  $4\frac{1}{2}$  acres under irrigation. The returns from the products of this plat alone were \$4,500 for one year. His four sons and two daughters are graduates of Kansas University."  
(10)

North Lawrence has had 65 graduates from the High School during the period of 1881-1929, and sixteen graduates from the University of Kansas.

This Negro group has produced a number of substantial citizens. Before the commission form of government was adopted, the Negroes of North Lawrence always had one of their race as a member of the city council and one as a member of the school board.



## CHAPTER II.

### THE STUDY.

#### A. The Purposes.

1. To define the physical and social needs of a group of Negro children of pre-school age as determined by the study of said children in their homes and in an experimental play group.

2. To define the extent to which the types of homes included in this study meet the needs of the children living in them.

3. To see to what extent conditions may be improved through home visits and conferences with the mothers.

#### B. The Method.

##### 1. The selection of families.

In taking the census of the pre-school children in the Lincoln School district preliminary to the annual pre-school health center, the author of this study found six mothers who agreed to cooperate with her in the purposes of the study.

##### 2. Personal visits.

The author then made several personal visits to each home for the purpose of observing:

- a. The provisions in the home for the physical health and comfort of the child.
- b. The provisions for play and activity.
- c. The child's behavior reactions to the home situation.
- d. The general home atmosphere including parent-parent, parent-child, and child-child relationships.
- e. To discover at first hand, the actual problems of the home.
- f. To offer friendly suggestions.

- g. To observe the effect of the educational project upon the home situation.

### 3. Case Studies.

These studies are given in detail in a subsequent section. The case record of each family covered the following points:

#### A. Factors of Heredity.

##### 1. Family history.

- a. Parents of father.
- b. Father's sibs.
- c. Parents of mother.
- d. Mother's sibs.

##### 2. Parental history.

- a. Father.
- b. Mother.
- c. Children.

##### 3. Maternal history.

##### 4. Child's feeding history.

##### 5. Child's developmental history.

##### 6. The physical examination.

#### B. Environment.

##### 1. Home.

##### 2. Economic status.

##### 3. Social setting.

#### C. Home observations.

##### 1. Mother.

##### 2. Father.

##### 3. Children.

4. Other members of household.
5. Child's activities in the home.

D. Health examination of the children.

Five of the children were examined in the regular pre-school health center which was held at Lincoln School during the period of this study. One child was unable to attend this center, but was subsequently examined over the regular health-center form. The results of the health examinations are included in the case study reports.

E. Study of the Children in Group play.

These children were brought together in the Lincoln School kindergarten room for a total of twenty-three two-hour play periods for the purpose of observing their reaction to a situation outside their home. This is reported in detail in Educational Program.

F. Weekly conferences with the mothers.

These served for instruction and also for further information as to their attitudes and problems. These are reported in Part III.

G. Summary.

### C. Case Histories.

No. 1. Alice - 18 months old.

#### A. Factors of Heredity.

##### I. Family History.

The father's parents were natives of Arkansas and came to Kansas during the reconstruction period. The grandfather is seventy years of age and his health is fairly good. The grandmother died at the age of sixty-seven of heart disease. Both grandparents had very limited education. Their interests were largely in the church and in their family life.

##### The father's sibs.

The children of this union were two sons and three daughters, all of whom are living except one son, who died two years ago of organic heart trouble. All of the children have had at least an eighth grade education and they have all married and established homes.

##### The mother's parents.

The mother's parents were natives of Kansas. The grandmother died at the age of thirty-five of typhoid fever, and the grandfather at the age of forty-five as the result of a shotgun accident. Both grandparents had an elementary education. The grandfather was employed on the city police force at the time of his death.

##### The mother's sibs.

The children of this union were two sons and four daughters of whom one son and three daughters are living. One son drowned when fifteen years of age. The daughter died of digestive disorders at twenty-five. All the children received at least an eighth grade education. All the surviving children are married and have established homes.

## II. Parental History.

The mother is a native of Kansas. She was nineteen years old at the time of her marriage and thirty-two years old at the birth of the child who is the subject of this study. Her height is sixty-five inches and her weight is 125 pounds. Her health is fair and she has had no serious illnesses. She has had the equivalent of a junior high school education. Her present occupation is housekeeping.

The father was twenty-five years old at the time of marriage and thirty-eight years old when this child was born. He has had an eighth grade education, and was a native of Kansas. His present occupation is a beater tender in a paper mill.

The children of this union are three daughters and one son all of whom are living with the exception of one son who died in infancy. The order of births are as follows: a girl in 1915; a boy in 1919; a girl in 1922 and a girl in 1927.

### Maternal history.

The mother first consulted a physician during the fifth month of pregnancy. There were no emotional or physical disturbances. Her occupation was largely housework and her recreation consisted of reading or visiting neighbors. Her chief exercise was walking and housework which she did with the assistance of an older daughter. Rest was taken at least once a day. The diet was not restricted, and consisted largely of vegetables, chicken, bacon, fruit, eggs and milk. Her general attitude and general condition were good.

The place of confinement was in the home with medical service and the services of a visiting nurse. The hours of labor were long and the delivery difficult. Ten days were spent in bed and the general condition

of mother and child was good.

#### B. Feeding History of the Child.

The child was breast fed exclusively for one year. After weaning, milk, cereals, fruit and eggs were given.

She now eats four meals a day, at four-hour intervals. Graham crackers apples and occasionally candy are given between meals. She has formed no special likes or dislikes of food. She eats all kinds of vegetables such as potatoes, tomatoes, greens, peas, spinach, and beans. She usually drinks two or three glasses of milk a day; eats eggs twice a day and fruit at least once a day.

#### C. Developmental History and Physical Condition.

The child weighed eight and one-half pounds at birth. She sat alone when six months old, stood alone when nine months old, and walked alone when ten months old. She is now making sentences.

She is being trained to the toilet and is cooperating very well. She has not developed any undesirable physical habits.

She has had two attacks of the flu, one of which was rather severe, and has colds and earache occasionally. Her present health is good.

The child's mother and fourteen year old sister are largely responsible for her care.

She sleeps with her mother; goes to bed at seven o'clock, and gets up between seven and eight in the morning. Naps are taken regularly from one to two hours a day. She usually goes to sleep quickly and sleeps well.

She frightens easily at loud noises. She is not difficult to govern; when punishment is necessary, she is either spanked or shown the switch. She cries easily and sometimes stamps her feet when she is displeased.

Physical examination as recorded in the regular pre-school examination.

Weight-28½ pounds; Height -33½ inches; should weigh -26 pounds.

Posture and nutrition - good. Heart and lungs - O.K. Abdomen - OK.  
Genitals - O.K. Adenoids - O.K. Tonsils - suspicious. Teeth - O.K.  
Ears - infected.

Doctor's recommendations were: "To take the child to the clinic and have her ear treated."

"Be very regular and positive in government and avoid contest without spoiling."

#### D. Factors of the Environment.

##### Home.

The house is a five room cottage without bath. The sanitation is fair; the floors in the kitchen and dining room are covered with linoleum which is scrubbed twice per week. The living room has a rug which covers the entire floor, and is cleaned by sweeping. The bedroom floors are bare and can be cleaned easily. The house is screened. The furnishings are plain and durable. The house has adequate window space and electricity is used for artificial light. The living room is very well arranged but the other rooms are not very convenient. There is no special place provided for play indoors, but the child is free to play in all parts of the house.

The house has porches on the front and back which are used for play space; also a fair sized yard with plenty of sunlight where the child plays when the weather permits. The front and side yard are covered with grass, and with flowers and shrubbery quite attractively arranged. There are several fruit trees in the back yard, also a pen for chickens, and the garden plot is across the street from the house.

The home atmosphere is quite congenial as mother and father seem well mated and even tempered, which is reflected in the behavior of the two older children.

The apparent scale of living is about average. The family seems to have all the necessities of life and a few of the luxuries such as a piano, books and current papers.

#### Economic status.

The father's income is approximately \$1,400 a year. The only other source of income is the rent of \$60 a year from a small house which the family owns. The total money income is \$1,460. The family cultivates a garden and raises enough chickens for the family's own use.

#### Social status.

The mother is a member of one social club connected with the church. She takes an active interest in the church, but her chief interest is in family life. She realizes her great responsibility as a mother and she appreciates any advice or instruction which will make her a more efficient mother.

The father's main interest is in family life, and he feels the responsibility of providing the family with the essentials of life and as many of the cultural phases as possible.

#### The children.

The oldest child in the family is a girl fourteen years old. She is rated average in intelligence and is in junior high school. She is especially interested in reading and music. Her poor health, due to asthma which she has had since she was a very small child, has kept her from taking part in many school and community activities. She is very helpful and cooperative in her attitude toward the family.

A sister seven years old is rated above average in intelligence. She is in the second grade and she takes an active interest in reading and in play activities. She is very companionable with her eighteen months old sister.



### Child's Activities at Home.

The pre-school child's activities are largely individual, sometimes other members of the family play peeping games or tag games with her. Her individual activities are examining various objects, such as books, dolls, box, tearing up newspapers, scattering blocks and spools over the floor.

Her favorite toys are a rag doll and picture book, spools, blocks, etc.

#### First visit.

Alice went in the bedroom and brought out various articles of clothing and asked to be dressed. She associated the author's presence with the play school and she wanted to be dressed in order that she might go to the play school.

Her other activities were tearing up paper and scattering blocks and spools over the floor. She cried several times for apparently no reason at all.

#### Second visit.

Alice was in the yard picking dandelion flowers. She brought the author several and proceeded to tear others to pieces. Other activities were chasing chickens and playing in the loose dirt in the yard.

#### Third visit.

Alice was on the porch watching some very small baby chicks. Her mother cautioned her several times to leave chickens alone as she often tried to pick them up.

#### Fourth visit.

Alice was in the house playing with her favorite rag doll and tearing paper and scattering magazines about the room. She cried and said that she was sleepy.

Topics of conversation with the mother.

What foods are available in the early spring for the family diet before the garden things come in.

Alice's health and behavior.

Suggestions for the rearrangement of the family kitchen.

Some of the advantages and disadvantages of serving the family meals in the dining room.

Future plans for enlarging the home.

E. Record at Play School.

Alice attended fourteen of the twenty-three sessions. Her first day she was accompanied by her sister and then left alone. She cried and had to be sent home with a cousin. For three sessions she was accompanied by her mother who stayed throughout the sessions; if her mother attempted to leave the room, she would cry. After attending six sessions, she was perfectly happy to be left alone and seldom cried unless annoyed by some of the children in the group.

Behavior in play group.

At first Alice was inclined to play by herself but upon acquaintance she began to enjoy taking part in such activities as marching, singing, playing ball and telling stories.

She learned to cooperate in putting away toys and other routine procedures of the play group. At first she would not go to the toilet and wet her clothing every day. She got over this entirely, however, and for the last several periods did just as the rest in this respect.

She did not concentrate very long on any one thing but examined and tried the various toys. At first she was quite independent and took her time in getting acquainted with the various objects and children, and was

usually annoyed at any interference. She usually exhibited her annoyance by crying. Later if children interfered with her playing, she either accepted it as play and responded cooperatively, or she thought they were fighting and fought back in self defense.

She had a very bad habit of putting things in her mouth, such as, chalk, crayola, putty, celluloid toys, sand and dirt. However, she had improved at the close of the session and seldom put anything in her mouth. She became very imitative and wanted to do what other children were doing; if they wrote on the board, she did the same. If they drew pictures, she wanted to draw; if they sang, she sang. The other two girls usually counted their steps as they went up and down to the basement. Alice learned to count when going up or down steps.

Her favorite toys are ducks in water, crayola, books, dolls, blocks, sand and sand bucket, putty and colored beads. She is very fond of music and story telling.

#### F. Mother's Conference.

In the parent group, Alice's mother has taken part quietly but freely in the discussions. She seems to be very much interested in problems of child development and behavior. Her health has prevented her from attending all of the meetings.

#### G. Summary.

The chief defects in the home situation of this child seem to be the habit of sleeping with her mother, lack of sufficient play material, and rather uncertain management or control. The child was too dependent upon her mother, and capricious in her reactions.

The family is planning to remedy the first situation. Alice is to have a bed of her own in the room with her sister. The mother is interested

in the problems of child development and with more information as to importance of play and right habit formation in the life of the child, is trying to remedy the matters of play and better control.

No. 2. Robert - 41 months old.

#### A. Factors of Heredity.

##### I. Family History

###### The father's parents.

The father's parents are natives of Illinois. The grandmother is forty-eight years of age, and the grandfather is fifty years of age. The grandparents have good health. They have an eighth grade education, and the grandfather is employed as a painter. The grandmother is a housewife. They are members of the Baptist church. They have one son who has had a high school education and has had electrical training in a technical school.

###### The mother's parents.

The mother's parents are natives of Kansas. The grandmother is fifty-four years old and the grandfather is fifty-six years old. They are in good health. The grandparents have an eighth grade education and their chief interest is in family life. The grandfather's occupation is farming and grandmother is a housewife. She also operates a sandwich shop with the help of her daughter. The children of the union are one son and one daughter, both of whom are living. The son has a college education and is now employed as a mechanic. The daughter is a graduate nurse.

##### II. Parental History.

###### The mother.

The mother is a native of Kansas. At the time of her marriage she was

twenty-three years old and twenty-four years old at the birth of the child who is the subject of this study. She weighs ninety-eight pounds and her height is sixty inches. Her health is fair; five years ago she had a rather serious illness caused by pneumonia. She is a high school graduate and a graduate nurse.

#### The father.

The father is a native of Illinois. At the time of his marriage he was twenty-four years old and twenty-five years old at the birth of this child. He weighs about one hundred and thirty pounds and his height is sixty-two inches. His present health is good. He has a high school education and technical training as an electrician. They have one son, born September, 1925.

#### III. Maternal History.

The mother consulted a physician during the first month of pregnancy. There were no emotional disturbances, but during the sixth month, physical disturbances occurred. She contracted pneumonia, the effects of which lasted two months. A special diet of milk, eggs, fruits and easily digested vegetables was prescribed which was observed throughout pregnancy. Her occupation before the illness was housewifery, but after her illness she did not do any work. Her recreation was reading and sewing. Very little exercise was taken. Rest periods were frequent, usually several times a day.

The place of confinement was at home with medical and nursing services. The hours of labor were long and the delivery was difficult. Two weeks were spent in bed and the condition of mother and child was fair.

#### B. Feeding History of the Child.

Previous to weaning at twelve months, the child was fed on breast milk with additional foods consisting of cereals, orange juice, eggs and milk. After weaning, the diet consisted of milk, eggs, cereals and orange

juice.

He now eats three meals a day with crackers, milk and fruit between meals. His food preferences is milk and he has formed a dislike for bread, meat and some vegetables, such as, tomatoes and cabbage. He eats vegetables such as, carrots, potatoes, spinach, peas and beans, and drinks six glasses of milk a day. His appetite is fair.

#### C. Developmental History and Physical Condition.

The child's weight at birth was eight pounds. He sat alone when seven months old, stood alone when ten months old and walked alone when one year old. He formed sentences when fifteen months old.

He was trained to the toilet when one year old. He had a tendency to masturbate.

He has not had any "childhood" diseases. He has had slight colds.

The mother and grandmother have the care of the child. He sleeps by himself and he goes to bed regularly at nine o'clock and gets up at six o'clock. He seldom takes a nap during the day, but usually goes to sleep quickly and sleeps well.

He does not frighten easily; on several occasions he has become frightened at loud noises.

He is rather difficult to govern; when punishment is necessary, he is spanked or deprived of some of his privileges. The most difficult behavior problem is to keep him from running away.

Physical examination as recorded in the regular pre-school examination center.

Age 41 months. Height -  $39\frac{1}{2}$  inches. Weight - 31 pounds. Average weight for height and age - 35 pounds. Circumference of head - 19 inches; of the chest -  $19\frac{1}{2}$  inches; of the abdomen - 19 inches. Posture and nutrition good. Heart and lungs O.K. Abdomen O.K. Genitals - / /. Glands and adenoids O.K. Teeth O.K.

Doctor's recommendations: circumcision and more hours of sleep.

The following diet was prescribed by the dietitian:

7:00 - cereal, milk, toast and fruit.

9:30 - milk or fruit.

12:00 - meat, vegetables, fruit, milk-dessert, some kind of custard.

3:00 or 4:00 - milk and crackers.

6:00 - soup, cereal, fruit.

#### B. Factors of the Environment.

##### The home.

The house is a cottage with five rooms and a bath. The house is screened and everything is kept very clean. The furnishings are adequate and durable and not overcrowded. The house is well lighted; there are at least two windows in each room and electricity is used for artificial lighting. The house is heated by two stoves, one in which coal is burned in the dining room, and a gas stove in the living room.

No special play space is provided but the child is free to play in the dining room, kitchen and on the front or back porch. His play materials are kept in the bedroom which he occupies with his mother.

The apparent scale of living is above average. The mother and child in this study live with the mother's parents. The grandparents have accumulated some property and other savings. The furnishings of the home show a great deal of taste in selection and arrangement. There are a number of pieces of well made furniture which were made by an uncle of the child. There are books and pictures, and a victrola with a large selection of popular and classical records.

The grandmother and mother of the child operate a sandwich shop which is two blocks from the home. The family spends most of the time at the shop. It has an atmosphere of refinement; everything is kept scrupulously clean.

All food is kept in glass cases or the refrigerator.

Economic status.

The grandparents own their home. The money income of the mother is about \$850 per year, and that of the grandparents is about \$2,000 per year.

The mother is usually employed outside the home as a trained nurse for a total of several months during the year.

Social status.

The mother does not take an interest in any social activities outside of the family circle. She is interested in her profession and is rated as a very good nurse. Her responsibilities as a mother prevent her from taking any permanent position as nurse. As a mother, she seems willing to cooperate and put into practice any advice which will improve the general health of the child. She has been especially faithful in carrying out instruction in regard to diet. Her work in the shop has prevented her regular attendance at the parent group discussions.

The father and mother are separated and he has never been a resident of Lawrence, consequently nothing is known of his personality or his interests. He does not assume any responsibility toward the child.

The grandmother's chief interest is in family activities. She assumes some of the responsibility for the direction of the child. She cooperates with the mother in trying to do the things which they think are for its best interest.

The grandfather assumes the responsibility of putting the child to bed at nine o'clock regularly every night. Grandfather and child are very good chums.

Child's activities.

The child does not have any playmates. Most of his day is spent at the shop and there is very little space for play indoors. There is some



space on the screened back porch and a large back yard with a sand pile. He also plays on the cement walk in front of the shop. His play is all individual, largely in the sand pile, riding scooter or bicycle, throwing balls and building houses and barns out of building blocks. His favorite indoor plays are playing in sand, cutting pictures out of picture books and playing the victrola. Mother or grandmother usually put away play materials for him. These are kept in a regular place.

First visit.

Robert was playing indoors at the shop. He was entertaining himself by playing the victrola; various selections were played. He seems to get as much fun out of hearing Caruso as some of the popular "blues". Other activities were looking at pictures in a magazine and watching children play along the sidewalk.

Second visit.

Robert was riding scooter along sidewalk in front of the shop. He was told by his mother to stay near the shop. He also dug in sand with a shovel.

Third visit.

Robert was having his supper of milk, carrots, baked potatoes and butter. He had to be called back to the table several times before he finished his meal. He was eating alone as is his usual custom.

Fourth visit.

Robert was out of doors visiting with a neighbor (a man of 50 years), who was planting a garden. He was interested in watching the man plant the seed and set out plants. He did not ask many questions. Mother had to caution him several times to stay out of the man's way.

Topics of conversation with mother and grandmother.

Children's likes and dislikes of food and how they are formed.

Children's behavior problems, such as running away and crying, and their possible causes.

Discussion of pies - difference between home made and baker pies, as to taste and appearance and cost. Why one sometimes has failure with pie crust. Difference in cost between one and two crust pies. Which kind of pies are more popular in the shop among different classes of people.

Discussion of the noted musicians in the Negro race. Questions about various Negro newspapers. Where published. Some advantages of reading Negro papers.

Various types of people who come to the shop; their various likes and dislikes.

#### E. Record at Play School.

Robert has been absent nine times out of the twenty-three sessions. He entered at the second session of the play group and attended regularly until the last seven sessions. He would not stay with the group but left the room whenever he would see some one on the playground. After this tendency developed, his mother kept him at home.

#### Behavior in Play Group.

He is not sociable. He does not know that any one has rights to anything that he wants. If he plays with a thing once, he claims it as his own. He very seldom cried, but on several occasions he cried when he did not succeed in getting the thing for which he was contending, and on those occasions he would also have tantrums.

He objected to routine in that he wanted to go out of the room at other than the stated intervals, when all the group left the room. He exhibited pugnacity in cases where he wanted some toy that some one else had; when some one wanted something he had, or when he wanted to annoy or attract the attention of some individual or group.

He lacked power of concentration; whatever he saw some other child do, he would immediately want to do the same thing. His most undesirable habit was taking toys from other children. He showed very slight improvement at the end of the sessions. In some few instances, he would watch his chance and play with the toy when the other child had finished with it.

When school was out in the evening, Robert would seldom want to leave the playground. Mother finally came for him when the session closed.

#### Activities in Play Group.

His activities in the play group were largely individual. His favorite play materials were sand, shovel, blocks, picture books and scissors, ball, ducks and fish in the water, swing, and colored beads.

He enjoyed the instrumental and vocal selections on the victrola. He enjoyed pictures on the screen, but did not care for story telling, and he would never take part in telling stories. Very seldom did he make more than one or two sentences at a time, and one could not hold his attention long enough to have a conversation.

#### F. Mothers' Conference.

The mother was unable to attend all the sessions on account of her work. She attended only one meeting.

#### Improvement in the home.

More regular feeding periods with the vegetables and other foods that had been advised. More play materials such as sand bucket and shovel, garden implements, hoe, shovel and rake; colored crayola and paper for drawing,

#### G. Summary.

From a study of heredity and environmental factors and the child's activities and physical conditions, it would seem to indicate that all the requirements for the social and physical life of the child are not

being met.

Physical development could be improved by: regular food habits; adequate diet; circumcision; more sleep;

The social development could be improved by: contacts with other children near his own age; very definite and regular program of government; and by developing habits of performing personal services for himself, such as putting away play toys.

No. 3. James - 43 months old.

A. Factors of Heredity,

I. Family History.

The father's parents.

The father's parents were natives of Kansas. The grandmother died at the age of thirty-five of typhoid fever and the grandfather at the age of forty-five as the result of a shotgun accident. Both parents had an elementary education, and the grandfather was employed on the city police force at the time of his death.

Father's sibs.

There were two sons and four daughters born to this union, of whom one son and three daughters are living. One son died when fifteen years of age as the result of accidental drowning. The daughter died when twenty-four years of age of digestive disorder. All the children received at least an eighth grade education. All the surviving children are married and have established homes.

Mother's parents.

The mother's parents were natives of Kansas. The grandfather died when forty-five years of age of diabetes. The grandmother is living and has very good health. Both grandparents had a high school education.

The grandfather was very active in social, civic and religious affairs of the community. He was employed as foreman of a labor crew. The grandmother is very active in all sorts of social and religious activities. Her occupation is housewifery.

#### Mother's sibs.

The children of this union are four daughters and two sons of whom four daughters and one son are living; one son having died when twelve years of age of stomach trouble.

All the daughters have attended high school and two have attended college, one being a graduate of the University. The surviving son has attended high school and was in active service during the World War. On his return from service over seas, he was committed to a sanitarium for mental treatment. He was confined to the sanitarium for about eighteen months and was then released with health restored.

## II. Parental History.

#### The mother.

The mother is a native of Kansas. She was twenty-five years of age at the time of her marriage and thirty-six years old at the time of the birth of the child who is the subject of this study. Her weight is 136 pounds and her height 63 inches. Her present health is good and she has had no serious illnesses. The mother has had high school training, and her religious preference is Baptist. Her occupation is housewifery.

#### The father.

The father is a native of Kansas. He was twenty-eight years old at the time of his marriage and thirty-nine years old at the birth of this child. The father's weight is 200 pounds and his height is 68 inches. His present health is good. He has had no serious illnesses, but was confined in the hospital six months about two years ago with a fractured limb. The

father has an eighth grade education. His religious preference is Baptist. His occupation is fireman at the paper mill.

### Children.

There are six children in the family, all of whom are living. The order of births is as follows: a girl 1916; a boy 1919; a boy 1921; a boy 1923; a boy 1925; and a boy 1929.

### Maternal History.

The mother consulted a physician during the third month of pregnancy. There were no physical disturbances but there were emotional disturbances which lasted practically the whole nine months period, such as fright at unusual or sudden noises, a feeling of impatience, and restlessness. No special treatment other than rest was prescribed. She carried on her usual housework with the assistance of her daughter, ten years of age and occasional help from her niece, sixteen years of age. Her recreation consisted of reading, attending social clubs and occasionally lectures. Walking and housework were her sources of exercise. Rest was taken when she felt tired and no special diet was prescribed. Her general attitude was one of impatience and restlessness but her general condition was good.

The place of confinement was in the home with medical and nursing services. Hours of labor and delivery were brief. Ten days were spent in bed and the condition of the mother and child was good.

### B. Feeding History of the Child.

Previous to weaning at ten months, the child was fed on breast milk, cereals and orange juice were given as additional foods. After weaning, when the diet consisted of cereal, fruit, milk and vegetables.

He now eats three meals a day which are usually given at interval of four from breakfast to dinner and a six hour interval from dinner to supper.

Candy, crackers, bread and butter, are occasionally taken between meals. He has no special food preferences and the only dislike is for eggs, which has been formed quite recently. He eats all kinds of vegetables, such as spinach, carrots, peas, potatoes, beans and cabbage. The usual amount of milk taken is four glasses per day. Meat is not given more than two or three times during the week and fruits at least once per day.

#### C. Developmental History and Physical Condition.

The child's weight at birth was  $8\frac{1}{2}$  pounds. He walked alone when one year of age. His first words were "dada" when he was six months old. He was making sentences when 18 months old.

He has had slight attacks of constipation, the treatment of which usually consisted of enemas or castor oil. He was trained to the toilet when one year of age. He has not developed any undesirable physical habits.

He has had measles and colds, none of which have been severe. His present health is good.

The mother has had the care of the children with occasional help from her sister and husband.

James sleeps with a brother near his own age. He goes to bed regularly at eight o'clock and gets up regularly at eight o'clock. Naps are irregular, sometimes from one to two hours per day. He usually goes to sleep quickly and sleeps well.

He does not frighten easily, the only occasion when fright is noticeable is when terrifying stories or incidents are told to him.

This child is not difficult to govern, but when punishment is necessary he is spanked or is put to bed. Occasionally, he becomes stubborn when he does not wish to perform activities the mother or some other member of the family thinks best, and sometimes he will go into a tantrum if his activities

are blocked.

Physical examination as recorded in regular pre-school examination center.

Age 43 months. Height - 38 inches. Weight - 31 pounds. Average weight for height and age - 33 pounds. Circumference of head - 20 inches; of the chest - 20 inches; of the abdomen - 20 inches. Posture and nutrition, good. Heart and lungs O.K. Abdomen O.K. Genitals *ff*. Glands and adenoids O.K. Teeth O.K. The doctor's recommendation was circumcision.

D. Factors of the Environment.

The home.

The house is a cottage with six rooms without a bath; the house is screened, floors are bare and are kept clean by scrubbing. The furnishings are simple and fairly durable, and the rooms are not crowded. The house is well lighted, there being at least two windows in each room and electricity is used for artificial light. The house is heated by a stove in the dining room in which coal is burned as fuel.

No special place is provided for play but the children are free to play in the living quarters of the house, namely, the living room with study adjoining on one side, and the dining room on the other side.

The apparent scale of living is average. The income seems to provide for adequate food for the family and sufficient clothing; the house is modestly furnished and has a few pictures and books; medical attention is freely provided when needed; provision is made for the present education of the children; a small per cent is used for recreation and benevolences and there are evidences of savings as they own their home and the mother, father and four of the children have some form of insurance.

The cultural needs are met largely through reading, conversation and story telling; also through the social activities of the school and church.



### Economic status.

The family owns its home. The money income of father is \$1,200 per year and the income of the mother is about \$150 per year, making a total income of \$1,350.

The mother's employment outside of the home is largely as a waitress in serving dinners and parties in private families. She is probably employed on an average of three or four times per month.

The family cultivates a garden and raises chickens which adds substantially to their income during the summer months.

### Social status.

The mother is a member of several social clubs, one of which is connected with the religious activities of the church. She is a good conversationalist and a good mixer. She takes special interest in community and social affairs. She is an alert and intelligent mother and takes her responsibilities very seriously, at the same time she is blest with a rich gift of humor and an active imagination. She tries to promote the general health of her children, including the mental, moral and physical. She is the type of mother who is ready to take and put into practice any advice which will improve the welfare of the children. She is willing to cooperate in promoting any work which is for the betterment of society.

The father is affiliated with the Baptist church and has no special abilities other than being a very patient and even tempered father. Although firm, in his relation with the child, his feeling of responsibility for the child is largely that of providing food, shelter and clothing. However, he leaves the management largely to the mother.

The family atmosphere is largely one of harmony; there is a good deal of respect for the various personalities in the home. Mother and father

are both open minded and realize that each member of the family is entitled to certain rights and there must be a certain amount of cooperation for the good of the group.

The children in the family range in ages from thirteen to four months. The oldest is a girl of thirteen years of age. She is rated average in intelligence and is in junior high school. She takes special interest in sports and has special abilities in sports, such as tennis and volley ball. She also has a good voice and is a member of the junior high school chorus. Her attitude toward her brothers is one of cooperation and helpfulness. She cooperated with her mother in performing the household activities, but she feels that her mother is not allowing her all the privileges that other girls are enjoying, such as meeting in groups for conversation and attending moving picture shows.

A boy of ten years of age is next in order of births. He is rated slightly below average, possibly due to his physical condition, as he has been anaemic for several years. The mother has had medical advice on a number of occasions in regard to his health. The family physician advised her to exercise all the care possible in the selection of his diet, and to take special care that all health measures were observed. He is in the fourth grade and his special interests are reading and sports.

A brother eight years of age is above average. His school placement is the fourth grade and his special interests are reading and sports.

A brother six years of age is below average, and has a defect in speech. His health is good. He is quite companionable with the younger brother and there is no attempt on his part to force his ideas on the younger brother, nor does he allow the younger brother to "boss" him.

A niece eighteen years old rooms with the family and works in a private family, where she receives her board in addition to her wage. She shares a

room with the daughter. She has been living with the family about four or five years and cares for the children occasionally. She is a high school graduate and her attitude toward the children is one of helpfulness.

A nephew sixteen years old, has lived with the family seven or eight years. His mother pays his board and he does odd jobs to take care of his other expenses. He is a senior in high school and a member of the high school colored boys basket ball squad. He has little contact with the children as he is seldom at home.

#### Child's activities.

The child has several playmates outside the home group. There is an abundance of play space out of doors. The front yard is not large but it shows that it has been well utilized for play as the children have succeeded in destroying most of the grass. However, there is some grass and shrubbery in the side yard. There is more play space in the back yard and it also shows signs of much use. The front porch is another favorite place for play; the children have broken many of the supports in the railing, which is now being repaired. The school yard across the street has several acres in the back yard in which the children are permitted to play.

The kind of play is largely individual such as playing in the sand pile, sliding down the slippery slide, climbing stairs, but it is done in the presence of other children.

Favorite play materials are pencil, paper, crayola, picture books, sand and shovel. The child has most of these play materials in common with the other children of the family. He does have a book and some pictures which are his personal property and these are taken care of by his mother. There is no special provision in the home for shelf or cupboards in which to put play materials, consequently the child has not developed the habit of putting away toys after they have been used.

## Home observations.

### First visit.

The mother was not at home and the father was taking care of the baby. The children were playing in the school yard across the street. They were at the back of the building near the fire escape and some stone steps leading up to the back door with wide flat stone sides. The older children were participating in group activities such as marbles, climbing and swinging on trapezes and jumping. James was sliding down the stone bannisters leading to the door at the back of the school building. He also climbed the stairs leading to the second floor of the building. He chased his dog who had entered the game of carrying objects the children gave him. James made no attempt to enter the play of the larger children.

The girl in the family shares largely in the activities of the boys. All the children in the family seem to have an equal chance and there is no domineering of the older children over the younger ones.

### Second visit.

James and his brother were playing in the sand pile at his home. He was building a house in the sand with the aid of a shovel. He also used a piece of wood to help construct his house.

### Third visit.

James was looking at pictures in a magazine; he got scissors and cut out pictures of boys and girls at play; pictures of different foods. He showed the author a toy airplane his father had given to him and he explained how it worked.

### Fourth visit.

James had just come in from the play school and he said that he was hungry. His mother said he might have some bread. He helped himself to bread. Later he asked to go with his sister who was being sent on an

errand. He was permitted to go.

#### E. Record at Play School.

James has been absent only once out of the twenty-three sessions. When he first entered the play group he would not come without some member of the family and on several occasions he cried to go home. On one occasion he decided that he wanted to go home when he arrived within sight of the building. He was permitted to return home, but after that time he came regularly, but always accompanied by a member of his family or by the director of the play group.

#### Behavior in play group.

He was not always social, in many instances he preferred to be left alone. He cooperated well in putting away toys and as a rule enjoyed the story telling. He showed quite a marked power of concentration and would spend 30 to 35 minutes in building houses and tunnels in the sand. He is quite independent in that he does not depend upon others to start his projects.

He very often liked to exhibit his accomplishments. His originality was noticeable in construction in sand and blocks and in his association of objects. He very readily recognized the various Mother Goose pictures on various toys as sand bucket and building blocks, and would recite or sing the songs connected with the pictures.

He has shown irritability when some child interfered with his play, usually exhibited by scolding. When some child had a toy that he wanted and failed to give up when he asked for it, he would fight to get it. Also when he is asked to surrender some toy that he is not ready to release. On several occasions he had exhibited leadership, once when John and May were both contending for the same chair, James settled matters by bringing a

chair for May which she very readily accepted.

James sometimes attempts to tease the smaller children, such as playfully spanking Alice (18 months old). At first she would cry but later she would either fight back if she thought he was in earnest or sometimes she would laugh if she thought he was playing.

A very mild temper tantrum was noticed on several occasions when he did not succeed in getting the toy he wanted or was blocked in some of his activities. He also has shown signs of sulking when he did not succeed in having his own way.

His chief improvement has been in his attitude; he is much more cooperative.

#### Activities in play group.

His activities in the play group are largely individual. His favorite play materials are sand, blocks, boxes, sand bucket to be used for constructing houses and tunnels in the sand, pencil, paper, crayola, stencils for tracing drawings, story books and picture books, modeling clay and marbles. He enjoys music, especially Mother Goose rhymes and enjoys story telling. Out of doors his favorite amusements are swinging and teetering.

#### F. Mothers' Conference.

In the parent-teacher group, James' mother is one of the most faithful members and she is especially interested in behavior problems. She contributed many interesting incidents of her children's behavior. She has taken advantage of health clinics and health literature and is quite modern in her ideas on child care. She has a rich fund of humor and common sense.

#### Topics of conversation with mother during home visits.

Children's health and how it influenced their behavior.

The problems of a girl entering her "teens".

James' behavior on his trip to Cleveland.

Things that interested the mother on her visit to Cleveland last summer.

Some of the problems of married life.

#### G. Summary.

From a study of the hereditary and environmental factors and the child's activities and physical condition, it would seem that most of the requirements for the social and physical life of the child are being met. There could be better provision for play space and play material for home play.

Circumcision has been recommended and the parents are planning to have this done in the near future. The older boys in the family have already been circumcised.

#### Indications of benefits derived from visits to the home and from the parent discussions.

Had adopted different modes of punishment. Mother attempts to fit the punishment to the act.

Takes more interest in children's activities. She is a companion in more of their games.

Has expressed a wish for a larger program of parental instruction.

Has told other mothers of benefits derived from parent discussion meeting.

No. 4. John - 52 months old.

#### A. Factors of Heredity.

##### I. Family History.

##### Father's parents.

The father's parents came to Kansas from the south during the recon-

struction period. The grandmother is eighty-three years of age and has had poor health for several years caused by disorders common to old age. The grandfather is seventy-five years old and has good health. Neither the grandfather or the grandmother has had any formal education. However, they can read and write and possess a fair degree of intelligence. The grandfather is a veteran of the Civil War and receives a pension which is his chief means of support. The grandparents have very little social life outside of their immediate neighborhood. They are affiliated with the Baptist church but are not active members.

Father's sibs.

The children of this union are two sons and two daughters. One daughter and two sons are living, one daughter died of tuberculosis more than ten years ago. All the children have had at least an eighth grade education and two have attended high school. The two sons are married and have established homes. The daughter is a widow and keeps house for her mother.

Mother's parents.

The mother's parents came to Kansas from Missouri forty-three years ago. The grandmother is fifty-eight years old and the grandfather is sixty-four years old. They have good health. The grandfather's occupation is truck gardening and the grandmother's chief occupation is housewifery, but sometimes she takes in sewing. Both grandparents have an elementary education and are active members of the Baptist church. Most of their social life is connected with the activities of the church. Occasionally, they attend concerts and lectures outside of the church circles.

Mother's sibs.

The children of the union are four sons and four daughters; two sons and three daughters are living; one son died in infancy and one son died of typhoid fever when twenty-one years old. The daughter died of sleeping



sickness at the age of twenty-one. All the children have an elementary and high school education. The daughters have attended college, one has two years of college training, one three years of training and one is a graduate of college. Two daughters and one son have married and have established homes.

## II. Parental History.

### The mother.

The mother is a native of Kansas. She was twenty-five years old at the time of her marriage and thirty-five years old at the time of the birth of the child who is the subject of this study. Her height is 66 inches and she weighs 175 pounds. Her present health is good. She had one serious illness caused by typhoid fever when ten years of age. She is a graduate of high school and attended one Summer Session at the University. Previous to her marriage, she taught school for five years. Her religious preference is Baptist. Her occupations are housewifery and dressmaking.

### The father.

The father was twenty-eight years old at the time of marriage and thirty-eight years old at the birth of this child. His height is 72 inches and he weighs 160 pounds. His present health is good and he has had no serious illnesses. He has had three years of high school training, and has been employed in the mail service for eighteen years. His religious preference is Baptist.

### Children.

The children of the union are two sons and one daughter and the order of birth is as follows: boy, 1915; girl, 1922; and a boy, 1925.

## III. Maternal History.

The mother consulted a physician during the first month of pregnancy.

Asthma developed and lasted throughout pregnancy. Other disturbances were high blood pressure and a fall which occurred during the sixth month. There were no emotional disturbances. Her recreation consisted of reading, sewing and attending concerts occasionally. Walking and housework were the mode of exercise. She carried on her usual housework with the assistance of hired help occasionally. She rested whenever she felt fatigued and there was little disturbance in the usual sleeping habits. Her diet for the first three months consisted of milk, fruits and cooked vegetables. The last three months the diet was limited to milk and fruit. Her general attitude was cheerful and her condition was fair so long as she observed diet restrictions.

The place of confinement was in the hospital with medical and nursing service. The hours of labor were brief and the delivery easy. She stayed in the hospital two weeks and ten days were spent in bed. The condition of the mother and child was good.

#### B. Feeding History of the Child.

Previous to weaning at four months, the child was fed on breast milk with some modified cow's milk. After weaning, the diet consisted of modified cow's milk and orange juice up until the eighth month when cereals, strained vegetables, egg and bacon were added gradually.

He now eats three meals daily with fruit and candy occasionally between meals. He has no special preferences and the only dislike is spinach. He eats all kinds of vegetables, such as cabbage, potatoes, beans, peas, carrots, tomatoes and lettuce. Eggs are eaten at least once per day and meat several times a week. Fruit is eaten usually twice a day and he drinks two or three glasses of milk daily.

#### C. Developmental History and Physical Condition.

The child's weight at birth was  $7\frac{1}{4}$  pounds. He sat alone when six months

old and walked alone when one year old.

He has had mumps, colds and an attack of stomach trouble last summer which lasted several days. The doctor restricted his diet and all solid foods were withheld one week. Constipation, which seldom occurs, is treated with enemas.

The mother has the care of the child with occasional assistance from father, brother and hired help.

He sleeps alone in a room with his brother and father. He goes to bed regularly at nine o'clock and gets up at eight o'clock. Naps of one to two hours were taken regularly up until two months ago. Since that time they are taken occasionally. He usually goes to sleep quickly and sleeps well.

He has a fear of the police, of the dark, and of some dogs.

He is not difficult to govern and when punishment is necessary, he is usually spanked, put to bed or deprived of something he prizes very highly. Occasionally he has a tantrum if his activities are blocked. He has developed the habit of sucking his thumb.

Physical examination as recorded in the regular pre-school examination center.

Age - 52 months. Height - 41 inches. Weight - 39 $\frac{1}{4}$  pounds. Average weight for height and age - 38 pounds. Circumference of head - 20 $\frac{1}{2}$  inches; of the chest - 20 inches; of the abdomen - 21 inches. Posture and nutrition, good. Heart and lungs O.K. Abdomen - protruding. Genitals O.K. Teeth - stained. Adenoids - ? Tonsils - large. Doctor's recommendations: watch the tonsils and adenoids.

#### D. Factors of the Environment.

##### The home.

The house is a frame cottage with five rooms and a bath. It is well lighted, there being at least two windows in each room and electricity is

used for artificial lighting. The house is heated by a hot air system. Coal is burned for fuel. Sanitary methods of cleaning are used; floor and walls in kitchen and bathroom are scrubbed and the rugs in the dining and living rooms and stuffed furniture in living room are cleaned with the vaccum cleaner.

The furniture may be moved easily. The house, including the back porch, is screened. There is no special provision for play space indoor, but the children are free to play in all parts of the house. Play materials are kept in a closet in the hall and in the bedroom where the child sleeps.

When the weather permits, the children play on the front and back porches, in the garage and in the yard. The front yard is rather small but the back yard is larger and affords several accommodations for play, a sand pile, swing, plenty of sun, several shade trees, and a cement walk for skating and "scooting".

The scale of living is apparently above the average as evidenced by the furnishings of the home which are artistic as well as durable. The rugs and hangings are of good quality and attractive colorings. A general atmosphere of culture is provided by the books, magazines, musical instruments, piano, violins and radio.

The family has a car and the children have had a number of interesting trips in this state and adjoining states.

#### Economic status.

The family owns its home and several pieces of property. The money income of the father is \$2,700 per year. The mother is employed at home as a dressmaker, and her income is approximately \$1,000 a year. During the summer, one boy earns on an average of \$25 per month. Other sources of income are: rent from a house, \$240; from crops cultivated, \$1,000 per year. Thus the income from all sources is about \$5,000 per year.

The family raises all the vegetables they use for six months out of the year.

#### Social status.

The mother is very intelligent and alert. She divides her time between her vocation as mother and housewife and her avocation as dressmaker. She gives a little time to social and civic affairs and is a member of one social club.

She is well aware of her responsibilities as a mother and she is very cooperative in any plan which will promote their physical, mental and moral development. She is interested in the children's activities and associations.

The father shares largely the same views as the mother in regard to the development of the children and he assumes part of the responsibility in directing their activities.

The family atmosphere is harmonious as it is the policy of the family to respect the rights of others including their children.

#### Children.

The oldest child of the family is a boy fourteen years of age. He is in the last semester of junior high school and is rated average in school grades. He is keenly interested in all sorts of mechanical devices, sports, music and agriculture.

He has constructed and installed several radios. He is acquainted with the mechanics of all types of automobiles and possesses a fund of knowledge in regard to electricity. At present he is interested in aviation and had had his first experience in flying.

His preference of musical instruments is the violin, <sup>in</sup> which he has had five years of instruction. He is a member of the school orchestra.

His preference in sports is basket-ball and last year he played on the

second team. He is much interested in agriculture, and recently voluntarily missed a track meet in order to plow. He has had experience in cultivating and marketing farm products.

A sister seven years of age is in the second grade and is rated above average. She takes a special interest in drawing and reading and has shown some special ability in her imaginative drawings.

She is a regular patron of the city and school libraries. She is receiving instruction in piano. The brother and sister have a great deal of respect for the personality of the younger child. Both have a sense of responsibility for his care and training.

#### Other members of the household.

A girl seventeen years old is working for the family. She has had junior high school education and is congenial and cooperative. She is responsible for preparing food for the family.

#### Child's activities.

The child has several playmates outside the home group. They usually play in the yard or in the next block in the school yard or on the cement walk which runs the length of the block in which he lives. His favorite play materials are sand pile, shovels, blocks, pencil, paper, crayola, picture books, train, scooter, dolls, broken dishes and boxes. Part of the toys belong to him and part he shares in common with his sister. There is a place for toys but the child has not formed the habit of putting toys in their accustomed places. Only toys which are specially prized are put away.

#### Home observation.

#### First visit.

John was playing in the house, his activities consisted of drawing on a black board, copying letters from a book, building house out of blocks

and in improvising tables and chairs out of paper and smaller blocks; he listened to a story told by WDAF over the radio.

#### Second visit.

John was playing in back yard with sister. They were making preparations for a play luncheon. The author was invited to have lunch with them. The sister who was the older, led in the activities and brother assisted. They spread a rug on the grass and brought dishes and food from the house. The luncheon was served at 5:30 and consisted of tomatoes, crackers, butter, radishes out of their garden, and fruit salad made of carrots, apples, oranges and pineapple. During the luncheon, John and his sister told of various events of the day. After lunch, they showed me their garden, which produced the radishes we had eaten.

#### Third visit.

John was going with his mother, sister and brother for a ride in the car. The author was invited to go. The party stopped at the air field to see the airplanes. The children left the car and went over to inspect the plane. John wanted to go to Kansas City, but his mother told him they would have to make that trip when they had more time. When we returned from the drive, John and his sister went to the school yard to play.

#### Fourth visit.

John and his sister were playing broadcasting. They would take turns in announcing stations and entertaining. John would entertain by telling stories or making speeches. His sister gave recipes, told stories and sang several songs.

#### Topics of conversation with the mother.

Advantages and disadvantages of separate schools for Negroes.

Race prejudice in Lawrence Public School system.

Discussed possible ways of remodeling a house the family has purchased and are planning to use as their future home.

Discussed wardrobe of daughter for the summer.

Play and toys for the children.

Best materials to select for a wardrobe of a conservative person with moderate means.

How to stop a child from thumb sucking.

#### E. Record at Play School.

John has attended all of the twenty-three sessions. He was always punctual. He was social and cooperative, but seldom led in any activities. Ruth, May and John often cooperated in group activities such as playing school, marching, and singing. Ruth was always the leader. When she was absent one day, John led the activities for May and himself. His power of concentration was noticeable in several instances in group activities with James in constructing tunnels and building in the sand.

His ability to make associations was fairly well developed. This was noticeable in the association of the Mother Goose stories and songs with Mother Goose pictures on various toys. His power of observation was noticeable in relating incidents and giving description of pictures. He would fight in self defense, but was seldom the aggressor. If a child had a toy he desired, he would wait until it was free to claim it. If there was some toy he wished to play with at a later date, he would sometimes put it out of reach of the other children.

John was controlled a great deal by the activities of the group, and he fitted in very well with the activities of either boys or girls and was quite popular with either group. He liked to display his accomplishments such as block houses, drawings and tunnels.



He was not an excitable child and seldom irritable. He had the habit of sucking his thumb, but so long as he was occupied with something that held his interest, he never sucked his thumb. There was an improvement in the intervals of thumb sucking. It was scarcely noticeable after the tenth session.

#### Activities in Play Group.

John's play activities were often individual, but he joined readily in a group where there were several other children doing the same thing. He also played in group activities such as marching, playing ball and playing school. His favorite activities were playing in the sand pile, manipulating building blocks, drawing with crayola, playing ball, swinging and playing school. He enjoyed story telling and music.

#### F. Mothers' Conference.

John's mother attended most of the parent group meetings and took a very active part in the discussion. She was interested in and very intelligent and modern in her attitudes toward the behavior problems of children.

#### G. Summary.

From a study of the hereditary and environmental factors and the child's activities and physical condition, it would seem to indicate that all the requirements for the social and physical life of the child are being unusually well met except that he might have a definite indoor play space and be trained in habits of regularity and order, such as brushing teeth, putting things away, etc. He should be broken from sucking his thumb. Indications of benefits derived from visits to the home, and from the parent discussion.

Mother has included a childhood magazine in her list of subscriptions of magazines.

She is making provisions to have a special place for play indoors.

She is interested in stopping John's thumb sucking.

No. 5. May - 59 months old.

#### A. Factors of Heredity.

##### I. Family History.

###### Father's parents.

The grandmother is fifty years old and the grandfather is fifty-five. They are natives of Georgia. They have very good health, and have an elementary education. The grandfather is a farmer and the grandmother is a housewife. They are active members of the Methodist church.

###### Father's sibs.

The children of the union are one son and one daughter, both of whom are living and in good health. The children have received the equivalent of a high school education.

###### Mother's parents.

The mother's parents are natives of Kansas. The grandfather is fifty eight years old and the grandmother is fifty-five. The grandmother has a high school education and the grandfather finished the seventh grade. The grandmother's occupation is that of housewife and the grandfather is employed as a porter in a dry goods store. They are both members of the Methodist church and are very active in the religious activities of the church.

###### Mother's sibs.

Children of the union were one son and one daughter. The son was killed several years ago. Both the children attended high school.

##### II. Parental History.

###### The mother.

The mother was twenty years old at the time of her marriage, and

twenty-one at the birth of the child who is the subject of this study. Her weight is 105 pounds and her height is 62 inches. Her present health is good, and she has had no serious illnesses. The mother has attended high school, and her occupation is housewifery.

#### The father.

The father is a native of Georgia. He was twenty-one years old at the time of his marriage and twenty-two years old at the time of the birth of this child. The father's weight is 130 pounds and his height is 64 inches. His present health is good and he has had no serious illnesses. He has had a high school education and his occupation is that of an auto mechanic.

#### Children.

They have one daughter born May 24, 1924.

### III. Maternal History.

The mother consulted a physician during the third month of pregnancy. There were no physical or emotional disturbances. She carried on her usual housework which was her chief means of exercise. Walks were taken occasionally. Recreation consisted of reading and attending social clubs. There were no stated periods for rest but she relaxed whenever she felt tired. Her general condition was good and she was quite happy during the whole period.

The place of confinement was in the home with medical and nursing services. The period of labor was six or seven hours and the delivery was normal. The condition of the mother and child was good.

#### B. Feeding History of the Child.

Previous to weaning at six months, the child was fed exclusively on breast milk. After weaning, the diet consisted of Eagle Brand milk until the ninth month when additional food consisting of potatoes, cereals, bread,

peas, and fruits were given,

She now eats three meals a day with food between meals occasionally, such as crackers and fruits. Her special food preference is bananas, and her dislikes are confined to cabbage, and she very seldom eats fresh meat. She eats all kinds of vegetables, such as beans, peas, potatoes, carrots, spinach and tomatoes. She drinks two glasses of milk daily, and fruits several times a week.

#### C. Developmental History and Physical Condition.

The child weighed  $8\frac{3}{4}$  pounds at birth; sat alone at three and one-half months and stood alone when nine months old. She walked alone when fourteen months old. She was making sentences when a year old and was trained to the toilet when nine months old. She has no undesirable physical habits.

She has had whooping cough when  $3\frac{1}{2}$  years old, chicken pox when 3 years old, measles when 5 years old, colds occasionally. Her present health is good. The mother has the care of the child.

She has a room of her own and sleeps by herself. She usually goes to bed regularly at ten o'clock and gets up regularly at ten o'clock. She seldom takes a nap during the day, and usually goes to sleep quickly and sleeps well.

She occasionally frightens at loud noises, but seldom at anything else.

She is not difficult to govern, but when punishment is necessary, she is spanked or switched. Occasionally she becomes stubborn when she is not permitted to have her own way.

She attends Sunday School regularly and the movies about once in two weeks.

Physical examination record as recorded in the regular pre-school examination center.

Age - 59 months. Height - 41 inches. Weight -  $34\frac{1}{2}$  pounds. Average weight for height and age - 37 pounds. Circumference of the head -  $19\frac{3}{4}$  inches; of the chest -  $19\frac{3}{4}$  inches; of the abdomen -  $19\frac{3}{4}$  inches. Posture, winged scapulae; nutrition, poor; heart and lungs - negative; adenoids-present; tonsils - large; nose- obstructed; teeth - decayed.

Doctor's suggestions: "correct diet; have less meat, not over two or three times per week; 3 glasses of milk every day plus butter and cream. At least one raw and two cooked vegetables daily, besides potatoes. Cooked cereals and whole grain bread daily, with stewed fruit, raisins, dates, etc., one egg daily with toast and cereal for breakfast. No fried food. Stop candy." See the dentist and throat specialist.

#### D. Factors of the Environment.

##### The home.

The house is a cottage with six rooms and a bath. The sanitation of the home is very good. The house is screened and the floor covering and furniture can be easily cleaned. The furnishings are not elaborate and can be easily moved. The house is well lighted, there being at least two windows in every room. Electricity is used for artificial light. The house is heated by several gas stoves.

There is special provision for the child's play in a room arranged for her convenience, and she has a place for her toys and books. A place is also provided for play materials in the dining room.

The apparent scale of living is above the average, as noted by the furnishing of the home. The special provision for the child's play and play materials are evidences, as are those of culture in their books, radio and victrola.

##### Economic status.

The family does not own its home. The money income of the father is

\$1,200 per year.

The mother does not contribute to the money income. She is an only child of well-to-do parents who evidently contribute materially to her comfort and are generous with gifts.

#### Social status.

The mother is a member of several social clubs. She has a general interest in civic and community welfare. Her responsibility as a mother is not taken any too seriously, and is not allowed to interfere with her social activities, although the child is daintily dressed and the mother seems very proud of her.

The father is not affiliated with any organization. His chief interest is in family life. He assumes most of the responsibility for the care of the child in the evening after supper, as the mother is very often at social affairs. He reads to the child and engages in her play activities.

The family atmosphere seems quite harmonious. The parents are interested in the child and each assumes some responsibility for her development.

#### Child's activities.

The child has almost no playmates outside of the home, except three girls near her age in the summer time, and one girl fourteen years old with a mental age of six. This girl is her only readily accessible playmate. There is plenty of play space out of doors, a large yard, back and front. She has a swing, scooter, skates and other toys. The porch is also utilized for play; it is large with a spacious swing.

The child's play is both individual and group play. When she has companions, they like to play house, mother, school, and keeping store.

Her favorite play materials are books, pencil, paper, doll house furnishings, and dishes. The child assumes some responsibility in putting away her toys.

### Home observations.

Only one visit was made to this home.

The child was playing with a neighboring child. They were "keeping house" on the porch. The house was furnished with small doll furniture and broken dishes and discarded vases and glasses, pictures and other material. One child played mother and the other, the child. The child was sent on various errands to the store while the mother busied herself with housework, such as cooking, setting the table, making the beds and caring for the doll.

After the play, she showed the visitor her various toys - her dolls, doll buggy, picture books and scrap books, play dishes, sewing machine, and dominoes. The visitor asked her if she knew how to play dominoes, and said she did not. The child then asked her mother if she knew how and mother replied that she did. The visitor told her she would show her a game she might play with them, and they had a very enjoyable time matching numbers and building various figures from the dominoes.

### Topics of conversation with the mother.

May's playmates and her various play activities.

Some of the various advantages and disadvantages of having parties for children.

May's sleeping and eating habits.

How will the play school affect the child's attitude toward kindergarten?

### E. Record at Play School.

May attended fourteen of the twenty-three sessions. Her absences were caused by illness from measles. She was always punctual and was usually accompanied to the school by her mother and grandmother, who brought her

in a car as she lived quite a distance from the school.

May was very sociable and cooperative, as shown by her readiness to put away play materials, take part in group activities, as story telling, skipping games and marching.

She showed quite a marked power of concentration, as she spent from 25 to 30 minutes making dolls out of crepe paper.

She did not demonstrate very much leadership, but she showed initiative in starting her own activities. She liked to exhibit her accomplishments. Her imagination is quite active, as exhibited by her drawings. She showed signs of irritability several times; once when she did not feel very well and several times when some one interfered with her play.

She was never the aggressor in a fight, but she would fight in defense. Her most undesirable habit was trying to attract the attention of older people when they came into the room. Her outstanding qualities were her friendliness and cooperative spirit.

#### Activities in Play Group.

Her activities in the play group were both individual and group. Her favorite toys were paper dolls, drawing materials, picture books, building blocks and sand.

She liked music and took an active part in skipping and marching. She also enjoyed taking an active part in telling stories.

#### F. Mothers' Conference.

May's mother attended two sessions of the parent group discussions. As she is very young and inexperienced, she did not take an active part in the discussions. She was very much interested in the topic discussed and was sorry she did not attend other meetings.



### G. Summary.

A study of the hereditary and environmental factors and the child's activities would seem to indicate that the requirements for the social and physical life of the child which are not being met are: diet, sleep, medical and dental care, and socialized play.

No. 6. Ruth - 62 months old.

#### A. Factors of Heredity.

##### I. Family History.

###### Father's parents.

The father's parents are both living and are natives of Kansas. The grandfather is fifty-five years of age and the grandmother is fifty years old. They are in good health. Both grandparents have had an elementary education. They are affiliated with the Baptist church and take an active part in the religious activities. The grandfather is a day laborer and the grandmother's chief occupation is housework.

###### Father's sibs.

The children of this union are one son and two daughters, all of whom are living. The children have all received an eighth grade education. They have married and established homes.

###### Mother's parents.

The mother's parents are both living and are natives of Kansas. The grandfather is fifty-four years old and has very good health. The grandmother is fifty years old and is in very poor health. She has been an invalid for ten years, having had a stroke of apoplexy and is in a tubercular condition. The interest of the grandparents is largely domestic. The grandmother is a member of a church club which meets with her several times each year. Both grandparents have had an eighth grade education. The grandfather

is employed as a day laborer.

#### Mother's sibs.

The children of this union are three daughters and four sons, two of the sons were twins. All of the children are living with the exception of one of the twins, who died in infancy. Of the older children, the three daughters and one son all have attended high school. Of the two younger children, one is in the fifth grade and the other in junior high school. The three daughters have all married and have families.

#### II. Parental History.

##### The mother.

The mother is a native of Kansas. She was twenty years old at the time of her marriage and twenty-one years of age at the birth of the child who is the subject of this study. Her height is 65 inches and her weight is 140 pounds. Her health is good and she has not had any serious illness. She has had the equivalent of a junior high school education. She is employed regularly as a maid in a private family.

##### The father.

The father is also a native of Kansas. He was twenty-four years old at the time of his marriage, and twenty-five years old at the birth of this child. His height is 68 inches and he weighs 140 pounds. His health is very good and he has not had any serious illnesses. He has had a junior high school education and is employed as a day laborer.

They have one child who is the subject of this study.

#### III. Maternal History.

The mother first consulted the physician during the third month of pregnancy. There were no emotional or physical disturbances. She carried on her usual housework which was her chief source of exercise, with short

walks occasionally. Her recreation consisted of reading and housework. Rest was taken whenever she felt fatigued. The diet was not restricted and it usually consisted of vegetables, fruit, milk and meat. She was quite cheerful during the period and her general health was good.

The place of confinement was in the home with medical service and the services of a visiting nurse. The period of labor lasted six or seven hours and the delivery was normal. Ten days were spent in bed and her general condition and that of the child was good.

#### B. Feeding History of the Child.

Previous to weaning at twelve months, the child was fed on breast milk, with cereal, egg, fruit juice and strained vegetables given as additional foods. After weaning, the diet consisted of milk, cereals, fruit, vegetables, eggs and meat.

She now eats three meals a day with candy, fruit, bread and butter between meals. Her food preferences are meat and fruits. She has formed no special dislikes. She eats all kinds of vegetables, such as potatoes, greens, cabbage, string beans, tomatoes and lettuce. The usual amount of milk taken is four glasses a day and meat is eaten at least once per day.

#### C. Developmental History and Physical Condition.

The child weighed  $8\frac{1}{2}$  pounds at birth. She sat alone at five months; first teeth erupted when nine months old; she walked alone when one year old. Her first words were "da da", when she was six months, and her first sentences were formulated at the age of twenty months.

She was trained to the toilet when eighteen months old and has rarely had constipation. She has not developed any undesirable physical habits. Her only illness has been from occasional colds.

The mother and grandmother have had the care of the child, and the mother and child live at the home of the grandmother.

The child sleeps with her mother. She usually goes to bed about ten o'clock and gets up at nine o'clock. She seldom takes a nap, but usually goes to sleep quickly and sleeps well.

She is easily frightened and cries easily. Her mother finds her difficult to govern. At times she is very stubborn. The grandmother has very little trouble in managing her. When punishment is necessary, she is usually spanked or scolded. Sometimes she is put to bed or deprived of something she prizes very highly.

Occasionally the child is permitted to go to a movie, and she also attends Sunday School.

Physical examination as recorded in regular pre-school examination center.

Age - 62 months. Height - 44 inches. Weight - 41 pounds. Average weight for height and age - 42 pounds. Circumference of head - 20 inches; of the chest - 20 inches; of the abdomen - 22 inches. Posture and nutrition good. Heart and lungs O.K. Abdomen O.K. Genitals, glands and adenoids O.K. Tonsils and teeth O.K. Doctor's recommendations were: "less sugar and more vegetables and cereals, and also less meat."

D. Factors in the Environment.

The Home.

The house is a five room cottage with front and back porch and without a bath. The house is screened and the floors are bare and easily cleaned. The furnishings are durable and can be moved easily. There is adequate window space; gas is used for artificial light. There is no special place provided for play indoors but the child is free to play in all parts of the house. There is a place for storage of toys in the sleeping room which the child occupies with her mother. The general atmosphere of the home is

largely harmonious due chiefly to the influence of the grandmother.

The apparent scale of living is below average. They have all the necessities of life, such as food, clothing and shelter, but few of the cultural phases. There is an absence of books, pictures, magazines and musical instruments.

#### Economic status.

The mother is employed away from home as a maid in a private family, and her income is \$720 per year. The father's income is \$750 per year, or a combined income of \$1,470. The mother and child live with the maternal grandparents apparently in order that the daughter may help care for her mother. The father lives elsewhere but contributes to the support of the mother and child and seems to be friendly.

#### Social status.

The mother is affiliated with several social clubs, in which she is quite active. Her special interest is taking care of her invalid mother. Her responsibilities in regard to the child are largely providing her with clothing and food with some consideration of her education. Her attitude toward the child shows a lack of sympathy and patience.

The father is not affiliated with any organization and does not seem to possess any special abilities or interest. No observation was made of his attitude toward the child.

There are two children in the home who are the mother's brothers. One is eleven years of age and is in the fifth grade. He is rated average in intelligence. He is especially interested in books. He is quite helpful about the house in assisting with cleaning and cooking. He is very kind and considerate in his relations to the child.

The other boy is thirteen years old and is of average intelligence. He is in junior high school and especially interested in books and sports.

He is also very cooperative and helpful about the house.

#### Other adults in the home.

The grandmother has the general supervision of the child when the mother is at work. She is very patient and secures the cooperation of the child in matters of behavior. The grandfather is away from home a major portion of the time and no observation was made concerning his attitude.

#### Child's activities.

The child has several playmates, both boys and girls, and there is an abundance of play space. There is a large yard and porch. The play activities are largely group activities, including playing mother, house-keeping, school, cutting paper dolls, playing in sand and mud.

Her favorite toys are a black board, chalk, picture books, play dishes, play furniture and dolls.

#### Home observations.

##### First visit.

Ruth was playing alone. Her activities were writing on the board and drawing with colored chalk; selecting pictures of food and children from a magazine and cutting out pictures which she said she would bring to school. Her activities out of doors were digging in dirt and making mud pies.

##### Second visit.

Ruth was playing housekeeping with one of her playmates. They had set the table with the play dishes and had doll furniture in the various rooms of the house. They were busily preparing a make-believe supper on an improvised stove.

##### Third visit.

Ruth was playing in the house. Her activities consisted in dressing and arranging her dolls in a make-believe play house; cutting out paper

dolls from a book to act as models for the real dolls.

Topics of conversation with the grandmother.

Training the boys to cooperate in the activities of the home, such as cleaning and cooking.

The standards of achievements her boys had set for themselves.

School activities of the boys in junior high school.

Employment of her boys for the summer months.

Topics of conversation with the mother.

The benefits she had derived from the parental discussions. The mother expressed her appreciation of information gained from the discussions, especially in relation to sex education.

Some of the "hows" and "whys" of Ruth's behavior problems. The mother said she did not have the patience to know the child as she should.

Some phases of social life in Lawrence.

E. Record at Play School.

Ruth was absent three times out of the twenty-three sessions. She usually was very punctual. She cried the first day at school, but stayed through the session and was quite happy before it closed

Ruth is quite sociable in small groups but it is very seldom that she extends the feeling of goodwill to the whole play group. May, John and Alice were always included in her group. Once in a while James was included but Robert and Roland were never invited.

She was quite cooperative in the various activities, such as putting away toys, telling stories and skipping to music. She did not concentrate; her attention was seldom on one thing longer than 15 or 20 minutes. She was quite independent and showed a marked ability to lead. She led the group in a number of activities, such as playing school, and in marching and skipping games. When she was absent from the group, May and John

felt lost without her leadership.

She showed strong imagination in make-believe situations, for instance, drilling the group to imagining music and make-believe play school situations.

She enjoyed exhibiting her accomplishments. She was irritable on several occasions when some child interfered with her activities, usually exhibited by an outcry, scolding, sulking and very often by fighting. She was seldom the aggressor, but was quick on defense.

She took a great deal of interest in planting and caring for the flowers. Her most undesirable habits were screaming and yelling and crying. The mother said that she had developed the habit of yelling because she had been yelled at. She cried on a number of occasions, simply because other children had cried, especially Alice's crying would cause her to cry.

#### Activities in the play school.

Her activities in the play group were individual and group activities. Her favorite toys were picture books, crayola, paper, black board and chalk, swing, sand bucket and dolls. Her interest in music was moderate, but she enjoyed the story telling, though she seldom took an active part in it. Her out of door activities were the slippery slide, swing and teeter.

#### F. Mothers' Conference.

The mother attended several of the parent group meetings, and took part in the discussion. She feels very keenly the need for parental education and was very sorry that she could not be present at all the meetings.

#### G. Summary.

From a study of the hereditary and environmental factors, and the study of the child's activities and physical condition, it would seem to indicate that the requirements for the social and physical life of the child which are not being met are: insufficient sleep, regular food habits, right kind of food; a definite, regular program of government; applications



of principles which lead to stable character formation; and more contact with cultural aspects of life as good music and opportunity to hear children's stories.

Indications of benefits derived from visits to the home and from parental discussions.

Mother is following dietary recommendations.

Mother is showing greater interest in the child's behavior problems.

Summary of Subjects Discussed in the Homes on the  
Occasions of the author's visits.

1. Subjects relating to feeding of children or family.
  - a. Children's likes and dislikes of food and how they are formed.
  - b. Adults' likes and dislikes of food.
  - c. Food for the family.
  - d. Where to serve family meals (kitchen or dining room).
  - e. Discussion of pies.
  - f. Training child in proper food habits.
2. Subjects relating to sleep, exercise and other health habits.
  - a. Health problems of the child.
  - b. Establishing regular sleeping habits.
  - c. Children's health and how it influences behavior.
  - d. Play and toys for children.
3. Subjects relating to child behavior and training.
  - a. Children's behavior problems.
  - b. Training to cooperate in the home.

- c. Standards of achievements for boys.
  - d. Some of the "hows" and "whys" of child behavior.
  - e. The problems of a girl in her "teens".
  - f. Child's behavior when away from home.
  - g. How to stop child from sucking thumb.
  - h. Child's playmates and her various play activities.
  - i. Children's parties.
  - j. How will the play school effect child's attitude toward kindergarten.
  - k. School activities of boys in Junior High School.
  - l. Employment of boys for the summer.
4. Subjects relating to improvements or additions in the home.
- a. Suggestions for rearranging family kitchen.
  - b. Future plans for enlarging the home.
  - c. Discussed probable ways of remodeling house.
5. Problems relating to Negro life and culture.
- a. Negro musicians of note.
  - b. Negro newspapers.
  - c. Advantages and disadvantages of separate schools for Negroes.
  - d. Race prejudice in Lawrence public schools.
6. Miscellaneous.
- a. Benefits derived from parental discussions.
  - b. Some phases of social life in Lawrence.
  - c. Things that interested mother on her summer vacation.
  - d. Problems of married life.
  - e. Wardrobe of growing girl.

## CHAPTER III.

### THE EDUCATIONAL PROGRAM.

#### A. The Play School.

##### Place and time of meeting of play school.

The play group met three times per week, Tuesday, Thursday and Friday, from two to four P.M. in the kindergarten room at Lincoln School.

##### Setting for play school.

The room used by the play group had a hall adjoining with low hooks for the children's wraps. There was also space for a swing which was hooked to a beam across the top of the hall.

The toilet for the play group was in the basement, which was reached by two short flights of steps. The drinking fountain was in the hall leading to the kindergarten room.

##### Play materials and equipment.

The room was supplied with the regular kindergarten equipment, low tables, small chairs, piano, sand box with sand. Play materials, such as peg boards, large colored wooden beads, building blocks, paper, crayola, scissors, shovels, large rubber balls, doll house with equipment, all of which was placed at the disposal of these children.

Certain play materials were added: small doll equipment which included beds, bath tub, table and chairs, dolls, both the rag and celluloid; celluloid fish, ducks and a wash basin to provide a place for swimming the ducks and fish; crepe paper in various colors, clothes pins and bottles for making dolls; story books made of oilcloth with cut out pictures of animals, fruits and vegetables; magazines, with colored pictures,

modeling clay, sand buckets, shovels and swing for indoors.

The group had the use of the school victrola and records. Additional records provided for the play school included Mother Goose selections and simple rhythmic exercises for skipping and dancing.

A box for planting flowers, flower seed and potted plants was also added.

#### The staff.

a. The Director of the Kansas Bureau of Child Research directed the entire project.

b. The author of this thesis, a graduate student in Education, carried on the active work of the school.

c. A colored University student in Child Care served as a voluntary helper.

#### The children.

There were six children, three girls and three boys, ranging in age from eighteen months to sixty-two months.

#### The routine.

As each child entered the playroom at 2 P.M., he was greeted by attendants in charge and escorted to the hall where he was assigned a hook for his wraps. He was encouraged to remove his wraps and only necessary assistance was given in removing and hanging up the wraps. The child returned to the room and found a suitable occupation. In cases of indecision, he was given assistance. When the child had finished with one occupation, he was encouraged and given assistance in putting play material in assigned place before he selected another.

After an hour with the play material, the children were given an opportunity to go to the toilet and get a drink. After this, story telling and music were given as a diversion. Then the children usually went out

of doors to play. Before going outdoors, each child's cooperation was secured in putting away play materials, and it was a matter of pride to leave things so the janitor would have no extra work.

All the children put on their wraps with as little assistance as possible, and the group was escorted out of doors. Each child was given a chance to find play occupations and assistance was given when needed. The children were thus occupied until time for dismissal.

The routine of the group may be said to be standardized according to the following rules which were formulated as a guide in procedure.

#### The Daily Program.

1. Greet each child in such a way as to call forth a response from him.
2. Each child puts away his own wraps and waits on himself with only such assistance as is really necessary.
3. Each child finds his own occupation and is never to be interrupted in the development of a project.
4. At three o'clock, start a group project, but do not insist on the children participating if interested in doing something else.

Alternate story, music, conversation, games and news.

5. Visit toilet, get a drink, put on wraps.
6. Go out of doors.
7. Say good-by to each child in such a way as to encourage a response from him.

#### Staff Rules.

1. Keep an atmosphere of order by having places for all material and showing each child how to put things away as soon as through with them, and encouraging him to do this by himself; help as much as necessary, but hold child's attention until it is done. This eventually fixes the idea in his

mind.

2. Avoid all coercion; never lay hand on a child or push him. Give him time to do things by himself.

3. Speak clearly, in an ordinary conversational tone. Never raise the voice. Use simple words and complete, correct sentences. Encourage children to talk correctly and freely. Converse with each child for a few moments by himself each day. Record this.

4. Introduce one new idea or experience each day -i.e., a flower, a new toy, a new play, etc. Widen the experience and avoid monotony without producing confusion.

5. In repeating stories, tell them the same way; repeat simple basic experiences like telling stories, naming colors, features, giving names and age, days of week, etc.

6. Help the child only when he needs showing with a new project, or help with something which needs three hands, etc. Avoid doing anything for a child which he can do for himself.

7. In conflicts between children, give them time to settle it themselves, then if necessary, divert them to something else. If really necessary, put away the object of conflict so neither child will feel humiliated.

8. Encourage continuous interest and development of play projects, but do not insist on attention after interest lags.

9. Avoid presence of older children or adults as far as possible; request necessary visitors to sit at the side and not talk.

Observations.

The author and her assistant, as far as possible, made daily notes upon the following points:

a. Child's play activities.

Type of play selected by each child and the frequency of selection.

The play material selected and frequency of selection.

How long various types of activity held child's attention.

b. Child's Behavior.

Frequency and cause of child's crying.

Exhibitions of temper tantrums and probable cause.

Observe each child's cooperation or lack of cooperation.

Observe evidences of pugnacity and cause.

Observe any undesirable habits and try to find the cause and notice any improvement.

Observe child's dependence on group or individual.

Observe unusual activities.

Observe any evidences of excitability or nervous instability.

Observe the social responses.

Tabulated summaries of these observations appear on pages 97, 99 and 100.

The following is a typical example of a day's record.

Robert, 41 months.

1. Cut pictures from a paper but did not finish the task.
2. Strung beads.
3. Was interested in music, played the victrola.
4. Asked the assistant to tell a story.
5. Played with Roland.
6. Cooperated in putting away toys.

May, 59 months.

1. Strung beads and was interested in naming the colors of the beads as she placed them on the string.

2. Was interested in victrola music.
3. Was interested in cutting pictures from a magazine and displaying finished products to the director.
4. Looked at growing plants the author had brought and said, "I would like to bring some flower seed and plant them in boxes."

Author: "You may bring some seed to plant."

James, 43 months.

1. Was interested in a story book with colored pictures.
2. Played in the sand.
3. Played with blocks.
4. Cried to go home.

Ruth, 63 months.

1. Was interested in putting colored pegs in form board. She was asked by the assistant to name the color of each peg as she placed it in the form board. She knew all the colors except violet, which she called pink.
2. Ruth said, "I have some shoes that mother brought me;" She displayed shoes to the author.

Author: "Ruth, are you going to wear your shoes Easter Sunday?"

Ruth: "Yes, and I am going to say a speech Easter Sunday that mother learned me".

Author: "Please say the speech your mother taught you".

3. Ruth stands and recites her speech:

"Thanks for the sunshine,

Thanks for the rain,

Thank you for the wind that sweeps

The blue sky blue again."



Roland, 40 months.

1. Roland said as he entered the room, "Where is Robert?"

Assistant: "He will be here in a few minutes."

Roland: "Oh".

2. Finds a ball and plays about the room.
3. Becomes interested in a doll and small chairs; places chairs on the floor and tries to sit on each one, but each time he sits on the floor.
4. Looks at the picture books.
5. Hears assistant telling the story of the wood chuck to some of the children, he becomes interested and brings his chair over and joins the group.

John, 52 months.

1. Came early and watered the flowers.
2. When the children began to arrive, he asked for Dr. S--. He was told she would not come to-day.

John: "Was that Dr. S-'s car out in front of the school?"

Author: "No, that is not Dr. S-'s car, it is Miss D-'s car".

John: "Does Dr. S- ride in a car?"

Author: "Yes, sometimes she rides in a car and sometimes she rides on the bus."

John: "I saw her walking one day."

Author: "Yes, she walked part of the way, but she got off the bus when it came along."

3. Copied pictures from a book.
4. Played in the sand.
5. Cooperated in putting away toys.

April, 18th.

Ruth was absent. James and May missed her very much and found it somewhat difficult to adjust themselves at first. May and John decided to play school, John took the lead in planning their activities.

James is quite self sufficient. He played in the sand and looked at the picture book.

John finally joined James and Roland in play. They built houses of blocks in the sand.

May became interested in drawing.

During the rest period, May decided to march to music of the victrola. John joined May in the march. Assistant taught the children a simple drill. James would not take part in the play.

After marching, John, James, Roland and May enjoyed singing nursery rhymes.

April, 16th.

James, Roland and Robert were playing with the ducks in a pan of water. James put on an apron before he would put his hands in the water. Robert persisted in taking the ducks out of the water when Roland wanted to see the ducks swim. Roland could not get Robert to leave the ducks in the water. So he shook the chair on which Robert was kneeling and succeeded in shaking the ducks out of Robert's hand, and in making Robert lose his balance and fall into the water. Robert's sleeve was wet as a result, but neither child became really angry. The author suggested that he go near the radiator and playmwhile his sleeve dried.

Robert became interested in building with blocks and Roland and James went to the sand box to play.

Alice, after 45 minutes of play, became homesick and began to cry and went to Ruth for comfort. Ruth cried out of sympathy for Alice. James

and Robert were very much concerned over Ruth's crying. Interesting occupations were found for the children and the crying ceased.

TABLE I

Showing Relative Interest of the Children in the Various Play Materials and Play Activities.

Play materials and play activities.	18 mo. Alice	41 mo. Robert	43 mo. James	52 mo. John	59 mo. May	62 mo. Ruth
Sand	++	++	+++	+++	++	++
Bucket	++	++	+++	++	++	++
Shovel	++	++	+++	+++	++	++
Building blocks	+	++	+++	+++	++	+
Boxes			+++	++		
Ball		+	+	++	+	
Pencils			+	++	++	++
Paper		+	++	++	++	++
Crayola	+		++	++	++	++
Scissors		++	+	+	++	++
Picture books	+	+	+++	++	++	++
Modeling clay	+	+	++	+	+	+
Swing		++	++	++	++	++
Dolls	+		+	+	++	+
Duck & fish in water	++	++	+		+	+
Stringing colored beads	+	++	++	++	++	++
Cutting paper dolls	+				+++	+
Doll furniture	+		+	+	++	+
Peg board		+	+	+	+	+
Music	++	++	++	++	++	++

TABLE I (CONT'D)

Care of flowers			+	+	+	++
Playing school				++	++	++
Story telling	+	+	++	++	+++	++
Skipping				++	++	++
Drilling	+			++	++	++
Climbing ladder		+	++	++	+/	+
Slippery slide		++		+	++	++
Marking on drawing or black board	+				++	++

A summary of the play activities in the school would seem to indicate that the boys' favorite materials are raw materials, which may be used for construction, such as: sand, blocks, boxes, with implements for manipulation as shovels, hoes and buckets; materials for drawing, including paper, pencil, crayola and scissors for cutting.

The favorite play materials for older girls also lend themselves to construction, but a quieter type than those chosen by the boys. Cutting out pictures, dolls which can be cut out of paper or made out of clothes pins or bottles with crepe paper dresses, and drawing materials, such as pencil, paper and crayola, were the materials most popular with the girls.



A summary of the behavior of the children would seem to indicate that several traits of behavior were common to all. Bidding for attention of the attendants in charge of the group seemed characteristic of all the children. All exhibited a noticeable amount of independence. John, 52 months, James, 43 months, and May 59 months, showed marked ability to concentrate. Distinct signs of leadership were exhibited by James, 43 months, and Ruth, 62 months.

All the children cooperated well except Robert, 41 months, who had never had any playmates. He showed a slight improvement, but needed a continuation of the play experience.

The girls were more sociable than the boys. The older boys showed a greater power of concentration and they stuck to individual projects longer. The boys required less variety of play materials than did the girls.

TABLE III.

Showing Home Activities Observed.

Home activities	Alice 18 mo.		Robert 41 mo.		James 43 mo.		John 52 mo.		May 59 mo.		Ruth 62 mo.	
	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close
Sand			-	+	+	+	+	+			-	-
Shovels	+		-	+	+	+	⊕	+			-	-
Pencils			+	+	+	+	+		+	+	+	+
Paper	+	+	+		+	+	+	+	+	+	+	+
Crayola		+	-	+	-	+	+	+	+	+	+	+

TABLE III (CONT'D)

Home activities	Alice 18 mo.		Robert 41 mo.		James 43 mo.		John 52 mo.		May 59 mo.		Ruth 62 mo.	
	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close	At beginning	At close
Picture book	+	+	+	+	-	-	+	+	+	+	+	+
Scooter			+	+	-	-	+	+	+	+	+	+
Train			-	-	-	-	+	+			-	-
Dishes			-	-	-	-	+	+	+	+	+	+
Dolls	+	+	-	-	-	-			+	+	+	+
Playhouse furnishings			-	-	-	-			+	+	+	+
Tricycle			+	+	-	-	+	+	+	+	+	+
Ball			-	+	+	+	-	+	-	-	-	-
Building blocks	+	+	+	+	-	-	+	+	+	+	-	+
Swing			-	-	-	-	-	-	+	+	+	+
Black board			-	-	-	-	+	+	-	-	+	+
Doll carriage			-	-	-	-	-	-	+	+	+	+
Victrola music			+	+	-	-	-	-	-	-	-	-
Cutting out pictures			+	+	+	+	+	+	+	+	+	+
Playing housekeeping			-	-	-	-	+	+	+	+	+	+
Play with dog			-	-	+	+	-	-	+	+	+	+
Play with cat			-	-	-	-	-	-	-	-	+	+
Chickens	-	+	-	-	-	+	-	-	-	-	-	-

Improvements in behavior in each child of Play group.

Alice, 18 months, became more sociable, learned to cooperate, developed independence, learned how to defend herself and cried less.

Robert, 41 months, showed slight improvement in cooperation and sociability.

James, 43 months, was more cooperative with the play school procedure. He cried easily at first but not at all after the third session.

John, 53 months, became less dependent on those in charge of the group. He was observed to suck his thumb six times during first six sessions and only three times in all afterwards.

May, 59 months, improved in cooperation and sociability.

Ruth, 62 months, showed decided improvement in toning down her voice, also improved in adapting herself to the routine of the group. At first, she would sometimes leave the room willfully.



### Summary and comparison with home activities.

The favorite play materials for the boys in the home were: sand or garden dirt, shovels, blocks, pencil and paper, crayola, and pictures for cutting.

The favorite play materials for girls were books, paper and pencil, crayola, picture books, play house furnishings and dolls.

Comparing the activities of the boys at school with the activities of the boys at home, they were very much the same in as far as they had similar materials at home.

Comparing activities of the girls at school and at home, their activities were similar with one exception, the older girls at home were more interested in playing housekeeping, This activity did not appear in the play school.

### B. The Mothers' Meetings.

#### Time and place.

These meetings were held one evening each week for seven weeks at the home of the author. of this study.

#### Method.

The director of the experiment met with the group each evening and conducted a very informal discussion, chiefly upon topics suggested by the mothers themselves. Some reading matter was circulated. Personal experiences were freely given and questions asked.

In general the course followed the following outline.

#### Why children cry?

There were several reasons advanced for children crying:

##### 1. Because of some physical disturbances.

###### a. Illness.

b. Hunger.

c. Fatigue.

2. Because the child has found it convenient for getting what he wants.
3. Because of resentment at thwarted effort when prevented from completing some experience.

Why children lie?

Reasons advanced for lying were:

1. To escape punishment.
2. Because they cannot clearly distinguish between the real and the imagined.
3. To fulfill desire to keep up with the other children, to create a favorable impression.
4. Because of example set by adults.

Children's fears.

There are certain fears common to all children.

1. Fear of falling.
2. Fear of loud noises.
3. All other fears have 1 and 2 as their bases.

Effects of fear on children.

1. Produces secretiveness, repression (introversion)
2. Lying.
3. Causes discouragement and mental restraint.
4. Causes break in confidence between parent and child.

Should fear ever be used?

All fear should be converted into habits of caution and cease to become real fears, such as fear of fire, fear of crossing the street. The mothers agreed from their own experience

and observations that it is wrong to scare children, especially with threats of policemen, black bears, etc.

How shall children be punished?

1. Object of punishment is development of character, otherwise it makes a child hate authority and rebel from it as soon as he is old enough.
2. Children who are constantly punished may become cruel or be made liars.
3. Mothers often punish to relieve their own nerves and temper.
4. Principles to be used in punishment.
  - a. Make the punishment the result of the offense in as far as possible. Make the situation a "complete experience" for the child.
  - b. Discover motives - get the child's side of the situation.
  - c. Get the child's cooperation.
  - d. Adopt punishment to child's intelligence and development.
5. Avoid these:
  - a. Humiliation.
  - b. Excessive or cruel penalties.
  - c. Anger.
  - d. Establishment of permanent antagonisms between parent and child.

Sex Education.

1. When should sex education begin. It was decided that it really begins when the child first becomes aware that there

are two sexes. The manner of teaching modesty may definitely affect the child's after attitude toward sex, etc.

2. Attitude parents adopt toward sex will largely influence the child's ideas in regard to sex.

a. Should be treated as any other natural phenomenon of life.

3. Materials and methods of instruction.

4. Relative responsibility of parents and school.

5. Parents should give instruction as children ask questions.

6. Keep confidence of children.

The health of the child.

1. Cause of high death rate among Negro children.

2. Diseases most frequently found among Negro children.

3. Effect of certain disease on the physical and mental health

The group discussed tuberculosis and some of the points stressed:

1. In many cases disease was due to neglected colds and malnutrition.

2. Persons were afraid to be examined if tuberculosis is suspected.

3. Large number do not receive treatment in the early stages of tuberculosis.

4. Mothers should see that the child is given proper treatment in cases of childhood diseases as, whooping cough, measles, chicken pox and mumps.

The final meeting gave a summary of the work.

Each mother stated what she thought the play school experience had done for her child and all agreed that they would like to see the plan

continued permanently as an adjunct to the school.

After a discussion of various types of nursery schools, they agreed that they favored the method of short, infrequent periods rather than the daily absence from home of the small child during full school hours.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

The purposes of the study may be briefly restated:

1. To define the physical and social needs of a group of Negro children of pre-school age as determined by a study of said children in their homes and in an experimental group.
2. To define the extent to which the types of homes included in the study meet the needs of these children.
3. To see to what extent friendly visits and conferences may improve conditions in these homes.
4. To study the personality and behavior of the children themselves.
  - A. The status of the children as shown by the study.

The first two purposes as exemplified in the study may be expressed by a comparison of the conditions as first observed with present accepted standards:

1. Present Physical Standards

- a. Every child should have an adequate diet including not less than three glasses of milk daily, fruit, fresh and leafy vegetables and cereal daily.
- b. The child should eat regularly, beginning with an adequate breakfast.
- c. From twelve to fourteen hours sleep with regular and early bed time.

- d. Regular habits of elimination.
- e. Free out door play.
- f. Regular health examination with subsequent correction of defects.

## 2. Present Social Standards.

- a. Adequate play space indoors and out.
- b. Places for keeping play material and personal belongings.
- c. Suitable play material.
- d. Opportunity to play with other children.
- e. Cultural atmosphere; music, books, pictures.
- f. Contact with nature; flowers, garden, pets.
- g. Understanding management and control.

## 3. Physical Needs of the Group

A summary of the early physical findings show: two children did not have habits of regular eating; two did not have a balanced diet; three did not have sufficient sleep; two are subject to constipation. All have free out door play; all have regular annual health examinations.

The physical defects noted by the medical examination records were: two needing circumcision; two who probably should have tonsils and adenoids removed.

## 4. Social Needs of the Group.

A summary of the home conditions show three children needing more inside play space; few, if any of these children had adequate place for keeping belongings; only one child lacked a fairly reasonable assortment of play materials, while several were very well provided; two of these children lacked opportunity to play with other children; one, a girl nearly five years old, an only child, seldom playing with other children; one home was extremely lacking in cultural background, but most of these

homes had musical instruments, books and pictures; in five homes there were yards with flowers, in five the families cultivated gardens; in two there were cats; in two homes dogs; and in two there were chickens. In none of the homes were there any canaries or gold fish.

In three homes there was need of more definite and regular management of the child. In two the child under consideration needed to be helped to develop independence and in one positive character development was indicated.

#### B. Improvements Noted.

One Mother has included a childhood magazine in her list of subscriptions of magazines.

Two are making provisions for more play space indoors.

One mother is interested in working out a program to eliminate thumb sucking.

One mother has adopted different mode of punishment; she attempts to fit the punishment to the act.

Three mothers are taking more interest in children's activities - such as entering into their games.

One mother has expressed a wish for a larger program of parental instruction.

One mother has told other mothers of benefits derived from parent discussion meetings.

One mother is taking a greater interest in child behavior problems and is reading literature on child behavior.

All the mothers have cooperated with play school but the mother of the eighteen months old child has given special cooperation in making it possible for the child to attend the play group.

Two mothers are following dietary recommendations.



One mother is showing a greater interest in child behavior problems and shows a changed attitude toward the child.

One mother has procured more play materials.

### C. Conclusions.

From a study of the social and physical needs of a group of Negro children of pre-school age in their homes and in an experimental school the following conclusions are quite evident.

1. That all the requirements of the Negro pre-school child are not being met even in the homes where the mothers are very intelligent and have sufficient money to provide children with all the necessities and some of the luxuries of life.
2. That conditions of home life may be improved through group meetings and home visits.
3. That the part-time play school has several possibilities:
  - a. It offers social contacts for the only child in the family.
  - b. As children receive the discipline of the group under proper supervisors, they become more sociable and cooperative.
  - c. Offers opportunities for behavior training.
  - d. Affords educational contact with home.
  - e. It prepares the child for school life.
4. This project suggests a practicable modification of the nursery school which may;
  - a. Establish early contact between school and home.
  - b. Afford the school an opportunity to better prepare the child physically and temperamentally for school experience.
  - c. Offer definite and practical and personal parental education.
5. This can be done only where (as in this instance) both the Superintendent of Schools and the principal of the building are sympathetic to the idea, and where the services of a suitable person can be secured

to carry on the work.

## APPENDIX

Form A. A questionnaire for mothers of pre-school children.

This form was used in taking the census of all the pre-school children in Lincoln District preliminary to the annual Health Center. The author of this study volunteered to take the census for the purpose of obtaining material for the experiment. These questionnaires were turned over to the School nurse, the Pre-school Health Center Committee and the City Nurse for their use in the health work in this district.

The data relative to the families cooperating in the study appear in the Case Studies in Part II.

Form A

## QUESTIONNAIRE

FOR

MOTHERS OF PRE-SCHOOL CHILDREN.

Age of child \_\_\_\_\_ number of rooms in house \_\_\_\_\_ number of inmates \_\_\_\_\_

Evident circumstances: good, fair, poor, destitute \_\_\_\_\_

General appearance of mother, children and premises: clean, orderly, sanitary,  
dirty, disorderly, unsanitary. \_\_\_\_\_

Child: illness during past year: contagions \_\_\_\_\_

Have a doctor, for what \_\_\_\_\_. Have earache, stomach ache,  
constipation, colds, other health difficulty \_\_\_\_\_Habits: goes to bed when \_\_\_\_\_ gets up when \_\_\_\_\_ naps \_\_\_\_\_  
sleeps soundly \_\_\_\_\_ full of life \_\_\_\_\_ gets tired \_\_\_\_\_

Plays outside in cold weather \_\_\_\_\_

Eats how often \_\_\_\_\_ Appetite always good \_\_\_\_\_

How much milk daily \_\_\_\_\_ Eats what vegetables and how often \_\_\_\_\_

Behavior: stubborn, easy to govern, tantrums, sucks thumb or anything else \_\_\_\_\_  
\_\_\_\_\_ runs away, wets bed, other behavior problems \_\_\_\_\_

Plays by self, with others, have place to play \_\_\_\_\_

Have own playthings \_\_\_\_\_ evidences of interest in providing  
play and occupation \_\_\_\_\_

General attitude toward child: affectionate, critical, sentimental, etc. \_\_\_\_\_

If mothers' classes are held in Lincoln School, what subjects would you  
especially like to have presented: 1. Health, feeding, care, etc.; 2. Training  
in proper habits; 3. Story telling, toys, occupation; 4. Sex education; 5. Be-  
havior problems, lying, stealing, tantrums, disobedience, etc., etc. \_\_\_\_\_

Form A (Cont'd)

QUESTIONNAIRE (CONT'D)

Will you attend such classes? \_\_\_\_\_ How often and on what days do  
you think these could be most conveniently held? \_\_\_\_\_

Would you prefer that an advisor come to your home? \_\_\_\_\_ Would you  
like both? \_\_\_\_\_

Form B. Factors in Heredity.

This is the form used in the case records of children in the  
Merrill Palmer Nursery School of Detroit, Michigan.

FACTORS IN HEREDITY.

I. Family History.

Child's Name:

Birthplace	Date of Birth	Health if living	Cause of death	Age at death	Serious illness	Mental or nervous diseases	Age when married	Age at birth of child	Height	Weight	Occupation	Education	Religious preferences	Remarks
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Paternal History

Grandfather

Grandmother

Father

Father's Siblings

Maternal History

Grandfather

Grandmother

Mother

Mother's Siblings

II. Parental History.

No. of children	No. of miscarriages	No. of living children.	Cause of death	Age at death	Family tendency toward disease	Order of birth date.	Order of death
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Father

Mother

Child



Form B (Cont'd)

## III. Maternal History

## History of confinement.

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Physician	Place of confinement
First consulted	Medical services
Physical disturbances	Nursing service
Kind	Hours of labor
Duration	Delivery
Treatment	Term
Emotional disturbances	
Kind	
Duration	Days in hospital
Treatment	Days in bed
Occupations	Condition of mother
Recreation	
Exercise	
Rest per day	
Diet	Condition of child
First 3 months	
Last 3 months	
Attitude	
General conditions	

Form C. Environment.

The environmental data were recorded according to an adaptation of the form given in Arlitt's "Psychology of Infancy and Childhood".

ENVIRONMENT.

	<u>Affiliations with organizations</u>	<u>Special abilities</u>	<u>Special interest</u>	<u>Attitude toward child</u>	<u>Responsibility for child</u>	<u>Remarks</u>
A. Mother						
B. Father						
C. Sister and brothers	<u>Age</u>	<u>Apparent intelligence level</u>	<u>School placement if in school</u>	<u>Special interest</u>	<u>Special ability</u>	<u>Attitude toward brothers and sisters</u>

D. Other adults in the home

- 1. Responsibility toward child
- 2. Attitude toward child.

E. Maids.

- 1. Responsibility toward child
- 2. Education
- 3. Any outstanding abilities or disabilities

F. Child's Activities

- 1. Contacts with other than members of household
  - No. of playmates
  - Play space
  - Kind of play
  - Favorite toys

Form C (Cont'd)

## ENVIRONMENT (CONT'D)

Type of dwelling house	Apartment
No. of rooms	
Sanitation	
Furnishings	
Light	
Heat	
Ventilation	
Play space for child	

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Apparent scale of living

Own, renting, or buying house

Employment of mother in or away from home

Money income of father

Money income of mother

Money income of children

Space devoted to garden

Other sources of income

Cow

Chickens

Form D. The Health Examination.

This is the form used in the regular Lawrence Pre-school Health Center examination. Duplicate of these are on file in the office of the School nurse and constitute part of the child's school record on his entrance to the public school.

PHYSICAL EXAMINATION

as recorded in pre-school examination center

NAME: DATE OF BIRTH: AGE IN MONTHS:

HEALTH HISTORY: Weight at birth . . . . . condition first year . . . . .
Underline and give approx. age at any of following: Constipation and remedies used, often, occasional, seldom, never. . .
. . . . . colds: often, occasional, seldom, never, first year. . . second year. . . third year. . . fourth
year. . . colic. . . diarrhoea. . . flu. . . pneumonia. . . tonsilitis. . . earache. . . measles. . . mumps. . .
whooping cough. . . chicken pox. . . small pox. . . diphtheria. . . scarlet fever. . . typhoid. . . rheumatism. . .
eye infection. . . skin disease. . . convulsions. . . operations. . . accidents. . . vaccination
innoculations. . . small pox. . . scarlet fever. . . diphtheria. . . typhoid. . . other. . .
Other illness, age and severity . . . . .

HEALTH HABITS: Breast fed exclusively, how long . . . . . List foods in order of giving during first year . . . .
. . . . . how many feedings now and then . . . . . eats between meals, what . . . .
. . . . . no. glasses milk daily . . . . . meat, how often . . . . . eggs, how often . . . .
Fruit, how often . . . . . name vegetables eaten freely . . . . . name vegetables re-
fused or disliked . . . . . sugar on foods, little, moderate, freely . . . . . candy, how often .
Marked food preferences . . . . . aversions . . . . . appetite good, fair, poor, variable . .
Eats good breakfast . . . . . changes in food habits noted at subsequent examinations . . . .
Sleeps alone . . . . . with whom . . . . . on porch . . . . . windows open in winter . . . . I
Goes to bed regularly at . . . . . irregularly . . . . . gets up at. . . . . regularly . . . . irregularly. .
Naps regularly . . . . . irregularly . . . . . how many hours per day . . . . .
Goes to church, movies, or other public places how often . . . . .

Remarks and later reports: . . . . .

BEHAVIOR PROBLEMS: Sat alone at. . . . . stood alone. . . . . walked alone. . . . . first words at. . . . . talked in short
sentences. . . . . has always gone to sleep quickly and slept well, yes, no, exceptions . . . . .
Frightens easily, yes, no, at what. . . . . crâes easily or often . . . . . high strung, excitable. . . . .
Difficult to govern . . . . . punishments used . . . . .
Other description of temperament . . . . .
Behavior problems, enuresis, tantrums, lying, other . . . . . summary, advice and subsequent notes . . . . .

Height . . . . . Genitals . . . . . Summary . . . . .
Weight . . . . . Glands . . . . . Advice . . . . .
Av. weight . . . . . Adenoids . . . . . Follow-up . . . . .
Circ. head . . . . . Tonsils . . . . .
Circ. Chest . . . . . Ears . . . . .
Circ. Abdomen . . . . . Eyes . . . . .
Posture . . . . . Nose . . . . .
Nutrition . . . . . Teeth . . . . .
Heart . . . . .

Form D

Form E. The Daily Record.

This was adapted from a similar form in use at the Child Welfare Laboratory at the Kansas State Agricultural College, Manhattan, Kansas.

Form E

Daily Record of Unusual Behavior.

Date

Child's name							
Absent							
Crying spell							
Temper-tantrum							
Objection to routine							
Pugnacity							
Irritability							
Unusual activity							
Bidding for attention							
Over dependence							
Undesirable habits							
Excitability							
Lack of concentration							
Improvements							
Anti-social							



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