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UNIVERSITY OF LOUISVILLE

CASE STUDIES OF
NORMAL SIXTH GRADE PUPILS

A Dissertation

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master of Arts

Department of Education

By

Genevieve M. Cowan

Year
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TITLE OF THESIS: CASE STUDIES OF NORMAL
SIXTH GRADE PUPILS

APPROVED BY READING COMMITTEE COMPOSED OF THE
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DATE: June 14, 1946

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CHAPTER I
INTRODUCTION

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INTRODUCTION

The Problem: No matter what a child's capacities are, no matter how he behaves, he is an individual of intrinsic worth and deserves understanding and guidance so that he can realize his potentialities. Understanding a child means realizing (1) that his behavior is the result of his past experiences, the present situation, and his hopes and desires for the future; 2) that his behavior can be changed and no child is hopeless; 3) that each child is unique and many factors influence his behavior and development; 4) that certain tasks must be met only when he has reached the appropriate maturity; 5) the important facts which motivate growth, learning and development and 6) how to gather, organize and evaluate information about a child, and use it to the best possible advantage in guiding him.¹

The lack of understanding and the subsequent inability to guide children have long been an unfortunate situation which has been allowed to exist. Little effort had been made up until recent times to employ methods which would aid in better understanding a child.

1. American Council on Education, Helping Teachers Understand Children, pp.8-12

In the elementary school from which the pupils in this study were selected, it was felt that something should be done to help the children to develop their own resources to the best of their ability, so that the talents they possess can be used to contribute some worthwhile achievement for the good of society. However before effective guidance can be accomplished much information has to be gathered and studied, and so this study is designed to show what means are available and can be used by the classroom teacher whose goal is understanding each child in every class.

The elementary school which these pupils attend has an enrollment of three hundred and fifty. The majority of the children in this school come from homes of moderate circumstances. There are very few indigent pupils, and the number of children who attend this school and who are definite behavior problems is small.

The pupils in this study were members of the 6A class from January, 1945 until June, 1945. It was an average class, very similar to sixth grade classes which in the past were enrolled in this school. They were chosen for this reason, that they were typical.

From this class of thirty students five will be selected to be studied carefully in an effort to understand them better. Detailed case studies will be made using all available information. A summary of the findings and sug-

gestions as to what can be done for these pupils will follow each individual study. Conclusions will be drawn from information about the other twenty-five members of the class as to what can be done in guiding the class as a whole.

There are limitations to this study which were not overlooked by the writer but due to various factors and conditions could not be included. One of the most important limitations is that the success or failure of the suggestions made concerning the five children of whom case studies were made and the class as a whole cannot be determined. This is due to the fact that the class is no longer in the elementary school where the study was made but is now in junior high school; consequently it would be impossible for the writer to try out and observe the results of these suggestions.

One may ask then what is the value of this study? The importance and necessity of understanding children in order to guide them more effectively cannot be overestimated. If the time and effort is taken to understand a few children, the others who are to come cannot help but benefit from this knowledge that is gained from the study. In an article written by Fritz Redl this very point is made. Mr. Redl says, ...¹"by a very careful study of the functioning of a few children one will acquire insight into the functioning of others".

1. Redl, Fritz, Helping Teachers Study Their Children, American Council on Education, (Dec. 1940) p.12.

A study of this kind is of value in understanding children in that after a case study has been made the child can be viewed as a "whole" that is, all the aspects which make up his past, present and even future life can be known to some extent. Much important data which otherwise might not be known can be uncovered, and when it is all put together and organized, the causes which affect a child's behavior can be understood. Knowing a child's physical condition, his home background, his past scholastic success, his feelings about himself and others, his capacities and abilities, his wishes and desires and his attitudes and traits, makes understanding his behavior and guiding him a comparatively easy task.

Child study data provide the best basis for instructional improvement. The purpose of child study is not only to determine what should be done with children to make them fit the instructional program, but also to discover ways and means for fitting the instructional program to the needs of children. When a program of this kind reaches the necessary proportions and curriculum efforts utilize child study, then and only then will the needs of all¹ children be met.

Methods of Procedure: Case study method takes in account all important aspects of one thing; "...the case consists of the data relating to some phase of the life's history

1. Millard, C. V., "Child Study for Better Schools", Educational Leadership, Vol. 3, (April 1946), pp. 314-21.

of the unit or to the entire life process, whether the unit is an individual, a family, a social group, an institution, or a community. The complex situation and combination of factors involved in the given behavior are examined to determine the existing status and to identify the causal factors operating¹".

The above quotation very adequately defines the limits, scope and purpose of case studies, and this author shall try to conform the case studies in Chapter III to this definition.

The methods and procedures used in gathering data for studies of this kind are many and varied. Tests, rating scales, questionnaires, check lists, score cards, direct observations, and interviews are methods which enable us to get information and in turn give us insight and understanding of individuals.

Since the methods for gathering information is of the utmost importance in this study, each will be described in detail.

The tests used and the source of information which this author considers most valuable were the Roger's Personality Adjustment Test, the Wechsler-Bellevue Intelligence Test, the Kuhlmann-Anderson Group Intelligence Test,

1. Good, C. V., "Sequence of Steps in Case Study and Case Work", Educational Research Bulletin, Vol. 21 (Sept. 1942) pp. 161.

the Stanford Achievement Test Intermediate Form E, and the Progressive Achievement Test Primary Form A.

Before test results can be interpreted, the purpose of the test, its limitations, the specific abilities it purports to measure and the degree to which it does so, all must be understood by the reader.

The Wechsler-Bellevue Test is an individually administered test which is designed to measure adult or adolescent intelligence. The final score of this test is in the form of an I. Q. (intelligence quotient), and this I. Q. "...tells how much above or below the average any individual is when compared with persons his own age."¹

The value of this test is not so much that an individual's I. Q. is determined, but even more important the examiner has an opportunity to observe the reaction of the subject when he meets a problem, his thinking processes, his attitudes, and his personality.

This scale is made up of ten tests and an alternate test. Each of these tests measures certain abilities or traits, and the combination of the weighted scores of the ten tests gives the I. Q.

A word now about each of the tests that make up this scale will help the reader understand the scores which will be given in Chapters III and IV.

I. Wechsler, David, Measurement of Adult Intelligence, p. 41

The first five tests and the alternate one are verbal, and they are:

1. Information Test - this test gives the subject's general range of information; indicates the alertness of the person to the world around him; may reflect the social circle a person comes from e.g. to the question, "Who wrote Hamlet?" Only those children whose families and acquaintances are familiar with Shakespeare and had discussed his works would be able to answer it. This is one of the most¹ satisfactory tests of the entire scale.

2. Comprehension Test - this is a test of common sense and success on it depends on the possession of a certain amount of practical information and a general ability to evaluate past experiences. The subject's responses are valuable in diagnosing psychopathic personalities, and it tells² something of the subject's social and cultural background.

3. Arithmetic Reasoning Test - this test is influenced by education, and the score may also be influenced by fluctuations³ of attention and transient emotional reactions.

4. Memory Span for Digits - certain defects can be detected by this test, e.g. attention span and organic disorders. Since it is purely a memory test, compared with the other tests it is the poorest test of general intelligence.⁴

1. Ibid., pp. 77-80

2. Ibid., pp. 80-1

3. Ibid., pp. 82-3

4. Ibid., pp. 83-5

5. Similarities Test - this test throws light upon the logical character of the subject's thinking process; as it is a test whereby the subject must differentiate between superficial and essential likenesses.¹

6. Vocabulary Test (alternate test) - the number of words an individual knows is at once a measure of his learning ability, his fund of verbal information and of the general range of ideas. The subject defines words and by doing this the quality and character of this thoughts can be determined. However education and cultural background influence this test, so it is only used as an alternate.²

The remaining five tests are performance tests, and they are:

7. Picture Arrangement Test - in this test the subject arranges a series of pictures in order so that they tell a sensible story. It measures the subject's ability to comprehend and size up total situations, all of which are human or practical.³

8. Picture Completion Test - the subject discovers and names the missing part of an incompletely drawn picture. This test measures the ability of individuals to differentiate essential from unessential details.⁴

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1. Ibid., pp.85-7
 2. Ibid., pp.98-101
 3. Ibid., pp.87-9
 4. Ibid., pp.89-91

9. Block Design Test - this is the best single performance test, and it measures much the same thing as the verbal tests. The subject is required to make designs which involve both synthetic and analytical ability. Not only is it an excellent test of general intelligence, but the examiner can learn much about the subject by watching how he goes about making the designs, e.g. following the figure, breaking up its component parts, etc. Also the attitude and emotional reaction of the subject are most valuable, i.e. whether he is hasty and impulsive or deliberate and careful; whether he is easily discouraged or persistent.¹

10. Digit Symbol Test - this test requires the subject to associate certain symbols with certain digits. The speed and accuracy with which the individual accomplishes this task serves as a measure of intellectual ability.²

11. Object Assembly Test - this test indicates the thinking and working habits of the individual. There are three objects which the individual must assemble - a manikin, a profile and a hand.³

The Roger's Personality Adjustment Test "is an instrument devised to measure roughly the extent to which a child is satisfactorily adjusted toward his friends, his

1. Ibid., pp 91-4

2. Ibid., pp.96-8

3. Ibid., pp 94-6

family, and himself. It is also intended to throw some light on his methods of meeting his difficulties - whether he covers his weaknesses by bragging and attempts to bluff his way through or withdraws into himself finding his satisfaction in a life of fantasy".¹ The value of this test can easily be seen as the personality of an individual and the manner in which he adjusts himself influences his behavior. This personality adjustment is sometimes difficult to observe and this test is an excellent and reliable means of finding out if a child is maladjusted or not.

From this test, scores can be obtained in four different fields. The first score is called Personal Inferiority, which indicates the extent to which the child thinks himself to be physically or mentally inadequate, i.e. duller, weaker, less good-looking, less capable than his competitors.²

The second score is the Social Maladjustment Score. It attempts to measure the child's group adjustment or maladjustment - the extent to which he is unhappy in his group contacts, poor at making friends, poor in social skills.³

The third score is the Family Adjustment Score. As the name suggests, it measures the amount of conflict and mal-

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1. Roger, Carl R., A Test of Personality Adjustment Manual, p. 1
 2. Ibid., p.2
 3. Ibid., p.2

adjustment which the child shows in his relations with his parents or siblings. Jealousy of parent or sibling, antagonism toward parents, a feeling of being unwanted, too much dependence upon one or both parents, such are the items covered in this heading.¹

The fourth score is the Daydreaming Score - this is designed to measure the child's fantasy life. It is particularly valuable taken in connection with the other scores as an indication of how the child is solving his problems. A high daydreaming score frequently discovers a child who is a serious personality problem, though he may not be a behavior problem at all, being too quiet, too "good" to ever attract notice.²

The scores are rated low, average and high. The low score means the child shows less than average maladjustment. An average score indicates that while there is some evidence of unhappiness, or conflict, or difficulty, the child seems on the basis of the test to be making an average adjustment to life. A high score indicates a rather serious degree of maladjustment. If a child obtains a high score in more than one area, it may be stated with considerable certainty that he presents more than the average amount of personality difficulties - that he is not a well adjusted child.³

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1. Ibid., p.2
 2. Ibid., p.2
 3. Ibid., p.11

This test is designed for children between the ages of nine and thirteen years. It can be administered either individually or in a group. In this particular study it was administered to all in the group at the same time.

The above two tests which have been discussed were administered especially for this study. The following three tests, the results of which were also used, were administered under the auspices of the Louisville Board of Education and are regularly given to all 3A and 6A children throughout the city.

The Progressive Achievement Test Primary Form A was administered to this class at the end of their 3A term.

"This is a group test in the fundamental skills of reading, arithmetic and language. It is intended for pupils in grades 1, 2, and 3, and contains a sufficient range of material to measure the achievement and ability of pupils in these grades."¹

There are five tests in this scale each of which has sub-headings:

- Test 1. Reading Vocabulary
 - a. Word Form
 - b. Word Recognition
 - c. Meaning of Opposites
- Test 2. Reading Comprehension
 - a. Following Directions
 - b. Directly Stated Facts
 - c. Interpretation

- Test 3. Arithmetic Reasoning
 a. Number Concept and Sequence
 b. Money
 c. Number and Time
 d. Signs and Symbols
 e. Problems

- Test 4. Arithmetic Fundamentals
 a. Addition Combinations
 b. Subtraction Combinations
 c. Multiplication Combinations
 d. Problems

- Test 5. Language
 a. Capitalization
 b. Punctuation
 c. Spelling
 d. Handwriting

The scores on these tests are given in terms of grade placement, i.e. the first number being the grade, the second number the months in that grade, e.g. 4-2 would mean two months in the fourth grade or 4B.

The value of this test lies in the fact that a child's scholastic attainment can be compared with the average of others his same age and with the same amount of schooling.

The Stanford Achievement Test Intermediate Form E was given in the first month of the sixth grade. There are six tests in this scale, and all are self-explanatory.

- Test 1. Reading: Paragraph Meaning
 Test 2. Reading: Word Meaning
 Test 3. Language: Usage
 Test 4. Arithmetic Reasoning
 Test 5. Arithmetic Computation
 Test 6. Spelling

The scores on this test as on the Progressive Achievement Test was given in terms of grade placement which has

already been explained. This test proved valuable in that it showed the scholastic progress of the pupils from grades 4B to 6A, and it also afforded a basis of comparison with the achievement test which was given in the third grade to see when the pupil improved more - during the first three years of schooling in the elementary school or the last three.

The last test that was used as a method of gathering data was the Kuhlmann-Anderson Intelligence Test Grade VI. There are ten tests in this scale; the first is number 22 and the last is number 31. The scores are given in terms of the mental age, the total of which can be changed into an I.Q.. The tests included in this scale are:

- Test 22 - Word Meaning
- Test 23 - Finding Opposites
- Test 24 - Discriminating between words that can and those that cannot be made out of the letters of a given word
- Test 25 - Seeing essentials and non-essentials
- Test 26 - Seeing Similarities
- Test 27 - Following Directions
- Test 28 - Rearranging letters to form a word
- Test 29 - Finding words that have at least one letter alike
- Test 30 - Rearranging words to make good sentences
- Test 31 - Seeing relationships in numbers

The value of using this test in addition to the Wechsler-Bellevue Test was to show a comparison between two tests which purport to measure the same thing - one is given orally, the other requires reading by the child. There will be

differences in the I.Q.s of the same child as given by these two tests, but the above fact should be kept in mind.

The other methods by which information was collected for this study will now be discussed:

The health record of each child was taken from the school's health cards. The results of the school's physician's examination, vision of the child according to the Snellen Eye Chart, the diseases the child has had, and any other pertinent information in regard to his health was gotten from these cards.

Other school records which were used were the "yellow sheets" upon which was found the grades, attendance and the remarks of the teachers.

A rating scale was sent to the teachers who had taught pupils used in the case studies and other members of the class, and they were asked to rate the child on various traits and attitudes, e.g. cooperativeness, effort, etc..

The last method used in this study was a questionnaire which the pupils filled out; the purpose of which was to give data regarding their home environment.

Observation and interview were used in connection with the administering of the various tests, particularly the Wechsler-Bellevue Test which offers opportunity for both.

As has been mentioned before, of all the methods and devices used for gathering data, the Wechsler-Bellevue and the Roger's Personality Adjustment Tests were most valuable, because of the wealth and variety of facts about the individual that were uncovered through the use of these tests. However the other methods were important too, and without them this study would be of no value.

CHAPTER II

REVIEW OF THE FINDINGS OF SIMILAR INVESTIGATIONS

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Although the value of studying all children rather than merely those called "problems" has been realized, experimenters and investigators have not as yet given much attention to the well adjusted child. Few studies have been made of normal children up until the present time, and so the material available for this chapter will of necessity be meager. However, with the new impetus on case studies of all children coming in the foreground, it should not be long before many such studies will be conducted and as a result the needs of each child will be understood and met.

The following studies which are similar in part to this study shall be discussed:

The Educational Records Bureau in 1934 was given a grant by the Carnegie Foundation for the Advancement of Teaching to expand its work in the public school field. The study which was called "The Public School Demonstration Project in Educational Guidance" devoted one section to case studies of normal children. The schools participating in this project were the Public Schools of Groton, Connecticut; Billings, Montana; Plainfield, New Jersey; Rochester, Minnesota; San Antonio, Texas; Scarsdale, New York and Greeley, Colorado, and pupils in grades VI through XII were studied. Four case reports of pupils whose ability and adjustment seemed normal were included

in this study and shall be discussed briefly.

1

The four studies all followed the same general outline which is as follows: 1) Introductory Statement, 2) Physical Condition, 3) Mental Ability, 4) Study Habits and Attitude Toward Work, 5) Achievement in School, 6) Interests and Special Abilities, 7) Personality, and 8) Summary Statement.

The first study was made of a girl twelve years old and in the sixth grade who was well adjusted and had made normal progress in school. Her health was good; her I. Q. according to the National Intelligence Test was 95; her educational age as measured by the New Stanford Achievement Test in grade VI B was eleven years and five months; she had good study habits and seemed to enjoy all school subjects; the teachers' report showed her work to be average except in arithmetic which was below average; she is a good sport, likes all outdoor games, sewing and cooking; she is a little shy but is cooperative, interested, agreeable and well adjusted. As a summary statement it can be said that this child is of average ability, does average school work with the exception of arithmetic and is well adjusted. The only recommendation made was that she needed some extra help in arithmetic.

1. Budow, Dorothy and others, "Case Studies of Normal Pupils" Guidance in Public Secondary School, pp. 228-251

This study made was of greatest interest to this author as it dealt with a child of the same age and progress in school as those found in Chapter III of this thesis. However since the other three studies were also of normal pupils they should not be overlooked, so a word shall be said about each of them. The second case study was made of a boy seventeen years old and a sophomore in high school. He was studied because he was considered an average American boy and the teacher wanted to know more about him. It was found that his I. Q. was above normal and although he did excellent work he wasted considerable time in class and study periods. This could have been due to the fact that he did not have enough work to do so he became bored. He needs to realize that he must do both the work in which he is interested and that which does not seem so interesting to him.

The third case was of a ninth grade girl who had average intelligence but had done better work and had been more successful in her school achievement than other children with the same intelligence. She works hard but frequently becomes nervous when she feels she does not know her work well enough. With understanding and proper guidance by her teacher she developed self confidence and overcame this nervousness.

The fourth study of a normal pupil was a girl in the ninth grade also. The purpose of the report was to discover this child's potentialities and discover to what degree

she was developing them. It was found that she needed to budget her time as her many outside activities kept her from doing the successful school work of which she was capable.

Arthur E. Traxler, who edited this report of the Project, had this to say about these case studies which have just been discussed, "These reports show that even when pupils apparently have no serious problems it is helpful to have the available data about each individual summarized".¹

In 1937 Mr. Traxler wrote a case study to illustrate the method that could be used in the study of any normal pupil. His study "Summary Report on a High School Boy"² is very much like the case studies cited above. The make up is quite similar as the important fields of information which were investigated were 1) Introductory Statement, 2) Physical Condition, 3) Mental Ability, 4) Achievement in School, 5) Study Habits, 6) Attitude Toward School Work, 7) Interests and Special Abilities, 8) Personality and 9) Summary.

Child Guidance Clinics have very recently been established in Mississippi not only to deal with health problems but educational ones as well. The first children who came to the clinics were those with organic illnesses or

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1. Traxler, A. E., Guidance in Public Secondary Schools,
p. 228
 2. Traxler, A. E., "Case Studies Procedures in Guidance",
Educational Records Bureau, Dec., 1937, pp. 15-28

who were mentally retarded. Now, however, the majority have personality difficulties and school maladjustment. Since some of these cases cited were not serious problems this study could be included.

One study that was made of a boy twelve years old was of interest to this author and shall be discussed briefly. This child had a poor scholastic record and yet he had a mental age of fourteen while his chronological age was twelve. He should have been doing better than average work according to his ability, but his reading was on the second grade level. His father could not accept the fact that he was failing and beat him. However when his special disability in reading was found and extra help in this subject was given, he soon improved and conditions at home grew better also.¹

2

A case study which was prepared by Miss Lenore Utley and which was included in a manual of guidance, Studying the Individual Child, should be mentioned at this time.

The study is of nine year old boy in the 4B grade at school. He is a typical boy of his age with little better than average intelligence. Information in the following fields was collected; 1) Description of the case; 2) Home Background, 3) Intellectual Development, 4) Physical and

1. Magiera, Estelle and others, "Child Guidance in Mississippi", Understanding the Child, Vol. XIV. (Jan., 1945) pp. 12-18
2. English, H. B. and Raimy, Victor, Studying the Individual School Child, pp. 103-112.

Medical Development, 5) Social Behavior, 6) Character and Personality, 7) Changes Noticed during the period of Observation, and 8) Summary. The summary indicated that this boy is a typical child, his home conditions are excellent, he has good health, he is intelligent, he is well adjusted, he has many interests and it is felt he will develop into a well-balanced person.

A study which was made of seven year old children¹ is similar in part to the case studies in this thesis and is valuable enough to include.

Ten children between their seventh and eighth birthdays and who attended the Little Red School House in the Greenwich Village section of Manhattan were selected for this study. The purpose was to describe as far as possible and to define a stage in the growth and maturing of seven year old children. It is not the purpose that interested this author but rather the manner and methods used in carrying out this study. The following items were discussed about each of the children: 1) Physical style, 2) Attitudes in the classroom, 3) Response to various performance tests, 4) Response to the problem solving situations, 5) Response to projection play material, and 6) Summary of child in schoolroom and experimental situations.

The study found many interesting facts about this group

1. Biber, Barbara and others, Child Life in School, Pp. 658

of seven year olds, but since this thesis is more interested in the way in which the study was conducted rather than in the findings, the results shall not be discussed here.

Twenty-five children are enrolled each year in the Vassar College Nursery School, and each child is observed by a college student, who under the guidance of an instructor makes a personality study of him. The children used in this study are normal not "problem" children, however each has "...individual personality characteristics equally interesting for analysis".¹

The sources from which information was gathered in this study were: 1) observation, 2) home visits, 3) conferences with teachers, doctors and other students, and 4) consulted records. After the information had been collected the following outline was used in making the personality study: 1) General Statement and description of problem, 2) General physical condition and developmental history, 3) Fundamental habits, 4) Play activities, 5) Social reactions, 6) Emotional reactions, 7) General mental development, 8) Home environment, and 9) Summary recommendations.

In summarizing the value of these studies the author says, "In our opinion, nothing that has yet been devised is as effective in changing attitudes toward human behavior, in developing a respect for records of all kinds,

1. Sherwin, Mary R., "Knowing Children Through Personality Studies", Childhood Education, Vol. 15 (Oct., 1938)pp.76-78

and in building up appreciation of the interrelationships of different aspects of personality as is an intensive study of the personality of one child."¹

A study made by Sirkin attempted to measure the relationship between "intelligence, age and home environment of elementary school pupils" by the use of tests. The device used for measuring intelligence included test of reading comprehension, mixed sentences, opposites, similarities and analogies. The social status was arrived at by knowing fathers' occupations and the parents' education.²

From this study Sirkin came to the following conclusions: 1) the higher the level of social status - the higher the intelligence score; 2) decrease of intelligence score with increase in age; and 3) age decreases with the rise of social level.

The findings of the above study were not the important aspect of Sirkin's study, rather the way in which the study was carried out and the devices used.

Benson made a study³ of 1,989 pupils in 6A in sixty-four elementary schools in Minneapolis. The purpose of this study was to determine the degree to which later scho-

1. Ibid. p.78

2. Sirkin, M., "The Relation Between Intelligence, Age, and Home Environment of Elementary School Pupils", School and Society, Vol. 30 (April 31, 1929) pp.304-8

3. Benson, Viola, "The Intelligence and Later Success of Sixth Grade Pupils", School and Society, Vol. 55, (Feb. 7, 1942)

lastic success could be determined by intelligence quotients.

The information used in this study was obtained from the results of the Haggerty Intelligence Examination, Delta 2 which was given in April, 1923; permanent record cards of the Board of Education which included the highest grade each pupil completed in school, reason for dropping out and his high school and college records.

Of the 1,989 pupils selected for this study the records of 1,680 were adequate and complete. The distribution of the I. Q.s of these pupils was normal - the median being 112.

The conclusions drawn from this study were: 1) I. Q.s become higher as higher grade levels are attained; 2) the I. Q.s range from 56-191; 3) the I. Q.s obtained in the later elementary grades are significant in estimating probable success in later grades.

Although the purpose of Benson's study is not exactly the same as this study's purpose, nevertheless, the two are similar in that both are trying to find out more about individual pupils in order to guide them more effectively. Knowing to some extent a pupil's later scholastic success will aid greatly in setting up a program which will meet his needs, rather than fall below or exceed his capacity.

1

McGehee and Lewis compared the personality development

I. McGehee, W. and Lewis, W. D., "Comparison of Certain Personality Characteristics of Mentally Superior and Mentally Retarded Children", Journal of Educational Research, Vol. 35 April, 1942), pp. 600-10.

of mentally superior and mentally retarded children. In this study they used 4,797 boys and 4,264 girls from thirty-six states, three hundred and ten communities, and four hundred and fifty-five schools in the United States. From a population of approximately 50,000 children in grades four to eight who were given the Kuhlmann-Anderson Test, those in the highest ten percent were considered as the Mentally Superior Group and those whose scores fell in the lowest ten percent made up the Retarded Group.

The means by which personality scores were determined were the P-Score of the B.P.C. Personal Inventory and the teachers' ratings of their pupils.

From the above data McGehee and Lewis concluded that the Retarded Group, as a group, showed more maladjustment than the Superior Group. The study showed that traits "conducive to mental health" e.g. dependable, self-reliance, etc. were found most often in the pupils with superior mental ability, and those traits which are undesirable for the development of mental health e.g. cheating was most common in the retarded group. The last interesting conclusion drawn was that according to the findings of this study, the elementary schools are not meeting the needs of the boys as well as they are meeting the needs of the girls. This fact was uncovered by the B.P.C. Rating which indicated that boys have less well integrated personalities.

With more studies like the above being made, our knowledge and understanding of pupils should increase many fold. However merely gathering information is not enough, the

the facts that are uncovered by such studies as have been discussed must be known so that the data which was collected can be interpreted properly.

¹
Helping Teachers Understand Children is a book prepared for the Commission on Teacher Education by the staff of the Division on Childs Development and Teacher Personnel. Its value in this field of understanding children and guiding them cannot be overestimated. The purpose of this report according to the head of the Division on Child Development and Teacher Personnel, Dr. Daniel A. Prescott, is "...to describe the behavior of dozens of school children and partially analyze the forces that led them to act as they did in various situations. Yet the book is not about children. It is about teachers. It demonstrates how individual teachers and teaching principals gradually deepened their understanding of the causes that underlie the conduct of children, and how they increased their skill in identifying such causes in the case of particular children and groups."²

Many case studies both good and poor are given in this report to show how teachers progressed in judging the causes of a child's behavior. The teachers who really understood or developed an understanding of children soon learned to use a wider range of data and select perti-

1. American Council on Education, Helping Teachers Understand Children. Pp. 468

2. Ibid., p. vii

nent facts before judging any behavior.

¹
Fisher prepared case studies of children in nursery schools on much the same pattern as the case studies that have been discussed. The report of Miss Fisher included the following paragraph which very ably describes the reason for making her studies of normal children.

"Nothing can take the place of actual experience with children and their parents, which of course involves intelligent, critical, and sympathetic study of individual family backgrounds, home conditions and developmental histories".²

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1. Fisher, Mary S., "Case Studies of Normal Children", Childhood Education, Vol. 8, (April, 1931), pp.428-33.
 2. Ibid. p.428

CHAPTER III

CASE STUDIES OF FIVE SIXTH GRADE PUPILS

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Of the thirty one pupils in this particular 6A class these five were chosen for the following reasons:

Each of these pupils' I.Q. as determined by two intelligence tests falls into a different classification, i.e. Ralph's I.Q. of 61 or 69 classifies him as a Mental Defective or Borderline Case; Alma's I.Q. was 87 or 91.7 which is Dull Normal or Average; Mary's I.Q. falls in the classification of Average with scores of 102 or 99; Sam's scores were 118 or 98.6 which is Bright Normal or Average; and Sara has a Superior or Very Superior intellect with scores 122 or 141. All the other twenty six pupils' I.Q.s fall somewhere within these classifications - Ralph's being the lowest and Sara's the highest.

These pupils were selected also because their needs are not unusual or atypical. Their home life is similar to that of their classmates. Their scholastic progress, their personal and work habits, and their methods of adjustment are not too unlike those of children in any sixth grade class.

These five pupils are a fair sampling of this class. If one is able to understand these children better as a result of careful study and consequently guide them more effectively, then the other members of this class and those of classes to come shall profit also.

CASE STUDY OF RALPH

Description:

Ralph is thirteen years and one month old. He is tall and thin and is an average looking boy with the exception of a drooping right eye-lid, which gives him a sleepy appearance. He has a very low, matured voice and a speech impediment which sounds as though it is caused by some physical defect. He is very polite and well mannered and moves about in a quiet fashion. He is usually neat and clean, and his clothes seem to be well kept. Ralph works well in class; he is conscientious and is a hard worker. He is attentive and always seems interested in his work. He never annoys his classmates and gets along with all of them. He is not aggressive, and he seldom joins in the discussions. Ralph is a good listener, and he puts forth a great deal of effort in all his undertakings.

Health:

The health record of Ralph really helped in giving some valuable information. The school's physician's examination which was given in 1940 when Ralph was eight years old uncovered the following facts; nutrition, skin, scalp, ears, glands, heart, lungs, tonsils, nose and feet needed no attention; however, his posture was only "fair", ptosis of the right eye-lid was evident, and his teeth

needed immediate attention. In 1945 his vision according to the Snellen Eye Chart was 20/30 for the right eye and 20/30 for the left eye, which indicates his vision is fairly good.

The diseases Ralph has during his childhood also proved to play an important part in better understanding him. Measels, Mumps, Chicken Pox, Whooping Cough, and Spinal Meningitis were the diseases he had. The first four diseases are ordinary childhood illnesses, but the last one is of a more serious nature and more than likely has had some effect on his development. Another sickness which was not recorded on the health record but was noted on other records of the school and was of such seriousness that Ralph had to be taken out of the first grade was St. Vitus Dance.

As is evident this boy had more than the average amount of illness, and his attendance at school shows that his health kept him out of school about two weeks during every term.

Home:

Ralph comes from a home of moderate circumstances. His father is a laborer and his mother keeps house. Both of his parents went to the sixth grade in school. He has three brothers and three sisters, all of whom live at home. The family owns their own home which has seven rooms, a

telephone, a radio, but no furnace. They have always lived in Louisville, in fact, in the same neighborhood in which they now live. They have no automobile nor do they have a servant in the home. A newspaper is delivered to the home every day, but they do not subscribe to any magazines. There are twelve books in the home, and Ralph has no library card nor does he ever visit the Library.

Every Sunday he attends church of which he is a member, and he occasionally goes to concerts which are under the auspices of the school. He is quite a movie-goer as he attends the neighborhood theater three times a week. He enjoys westerns, mysteries, love stories, and comedies.

School Record:

Ralph has not had an impressive school record in the elementary school as far as actual grades are concerned, but the remarks of the teachers who taught him are indeed interesting.

The following table is a brief resume of his progress in school which was taken from the school records:

<u>GRADE * AGE * SCHOLASTIC RECORD * ABSENCE * TEACHERS' REMARKS</u>				
Kgtn.	6-9	Fair Work	1 day	Slow, but improving
1B	7-1	Fair Work	0	Improving
1A	7-9	Below average in all subjects	6	Failed
1A	8-1	All "3" Grades	15	He tries
2B	8-9	" " "	8	Must study reading, 2A on trial
2A	9-1	Average grades except in reading	8	Nice work
3B	9-9	"3" in Language; other grades average	12	Really tries

3A	10-1	"3" in read., lang., sci., arith., geog.	11	Must study
4B	10-9	All "3" except arith.	10	Applies himself
4A	11-1	"3" in lang., spell., hist., music, art	17	Working
5B	11-9	All aver. grades ex- cept spell. (3)	6	Needs to work on spell., read.
5A	12-1	"3" in read., spell., geog., penmanship	13	Doing better work
6B	12-9	Aver. grades except in lang. (3)	2	Trying-works nicely
6A	13-1	All average grades ex- cept pen. (3)	9	Always tries

Four teachers who had taught Ralph filled out a rating scale on him, and the results are as follows:

<u>Item Rated</u>	1A	3B	6B	6A
Cooperative	good	good	aver.	good
Followed Directions	poor	poor	aver.	good
Effort	poor	aver.	aver.	good
Classroom Behavior	good	good	good	good
Sportsmanship	good	good	aver.	good
Attitude Toward School Work	aver.	poor	aver.	good
Personal Habits	aver.	poor	aver.	good
Liked By Other Children	aver.	poor	aver.	aver.
Liked By the Teacher	good	aver	aver.	good

It was not possible to have the scale filled out by all Ralph's former teachers as many of them are no longer in the school system.

Results of the Tests:

Progressive Achievement Test Primary Form A: (May, 1942)

At the time this test was administered Ralph was ten years and five months old and was in the third grade (3A).

The results of this test are:

Total-----	3B
Reading Vocabulary-----	2B
Reading Comprehension-----	3B
Arithmetic Reasoning-----	2A
Arithmetic Fundamentals-----	3A
Language-----	3B

Stanford Achievement Test Form E Intermediate (Feb. 1945)

Ralph was thirteen years and two months and in the sixth grade (6A) when this test was given. The results are:

Total-----	4B
Paragraph Meaning-----	4B
Word Meaning-----	3B
Language-----	3B
Arithmetic Reasoning-----	5A
Arithmetic Comprehension-----	6A
Spelling-----	3A

A comparison of the two totals on both achievement tests indicate that Ralph's progress has been slow in the last three years (from grade 3A to 6A). As to the other individual parts of the tests he has progressed a year (a grade) in Reading; no progress in Language; and three years advancement was made in Arithmetic.

Kuhlmann-Anderson Intelligence Test: (Feb. 1945)

At the time this test was given Ralph was thirteen years and one month, and he was in the sixth grade. The scores on the individual tests are in terms of the Mental Age:

Test 22-----	8-8
Test 23-----	7-9
Test 24-----	8-10
Test 25-----	9-4
Test 26-----	8-5
Test 27-----	8-8
Test 28-----	11-1
Test 29-----	12-2
Test 30-----	11-11
Test 31-----	10-11
Total-----	9-1

The I.Q. determined by this test for Ralph was 69, and the classification this score falls into is Borderline.

Wechsler-Bellevue Intelligence Test: (May 1945)

Ralph was thirteen years and five months old when this test was given to him. It was administered to him individually about 2:30 P. M. on May 15, 1945. A few general statements about the results of the test will be given here.

Only five of the twenty-five questions were answered correctly by Ralph on the Information Test. On the Comprehension Test he was rather vague in his responses in several instances e.g. in regard to the question, "Why should we keep away from bad company?" he answered, "You might do it yourself". He gave no further reference as to what "it" meant. The examiner had to repeat each problem on Arithmetic Test, and Ralph often repeated the problem the third time. Of the ten problems given him, he answered only four correctly. The Memory Span for Digits Test is made up of two parts: digits forward and digits backward. Ralph repeated four digits correctly forward and three digits backward. Of the twelve groups of words presented to the subject, he got full credit on only one group and partial credit on five groups on the Similarities Test. The other six groups' responses were either inferior or he could see no likeness at all. The vocabulary Test was also given although it had no bearing on the final score. Of the forty-two words that he was given to define, he received full credit on seven and partial credit on five.

The remaining thirty words had either inferior definitions or none at all.

The performance tests uncovered some very interesting facts in regard to Ralph's thinking processes. On the Picture Completion Test he was very slow in giving a response, and many times he was penalized for exceeding the time limit. Of the fifteen pictures, he named unimportant missing details in eight instances. He did very poorly on the Picture Arrangement Test, which deals with the ability to grasp social situations. On only the very first set of pictures was he able to arrange them in their proper sequence. The Object Assembly Test gave an opportunity to see the nature of this boy's working habits. He assembled the manikin without too much difficulty, but he was unable to complete the other two objects. On the profile he got two pieces, the nose and eye, in the correct places, and yet it was evident that it was an accident, as he had not realized what he was making. When asked if he would like to try something else, he refused, and continued working for nine minutes even though at the end of that time he had to give up. When he started to assemble the hand he remarked, "This is a rabbit, ain't it?". He succeeded in getting the thumb in the correct place, and although he worked ten minutes (exceeding the time limit seven minutes) he was not able to complete the work suc-

cessfully. The Block Design Test was indeed a struggle for him. He completed only one design correctly and many times did not realize the designs he had made were incorrect. In several instances, his designs did not form a square but even that did not become evident to him. In one design he stacked the blocks on top of one another to make the pattern. In the Digit Symbol Test, he very carefully copied correctly twenty-seven of the sixty-seven symbols.

As one can see, Ralph did better on the verbal part of this intelligence test than on the performance. When he was first asked to take the test he hesitated, but finally he agreed and seemed to enjoy taking it. His Verbal I. Q. was 73, his Performance I. Q. was 58, and his Total I. Q. was 61 which comes under the classification of a Mental Defective.

Roger's Test of Personality Adjustment: (May 1945)

Ralph was given this test when he was thirteen years and five months old at the same time as the other members of his class were taking it. The results of which are as follows:

Personal Inferiority-----	Average
Social Maladjustment-----	High
Family Maladjustment-----	Average
Daydreaming-----	High
Total-----	High

In three fields (Social Maladjustment, Daydreaming, and Total) he is maladjusted.

Two parts of this test which are interesting but do not affect the scores very much are the "wishes" the pupil is allowed to select. In Number 1 he is permitted to choose from a list of twenty-six types of persons the three he might like to be: Ralph chose 1) a movie star; 2) a detective; and 3) a king. In Number 2 fourteen wishes are listed and they are asked to choose three in the order in which they would like to have them granted. These are the three Ralph chose: 1) to have the boys and girls like me better; 2) to be stronger than I am; 3) to be better looking. After looking over his wishes one can easily understand the reasons for the "High" scores in the two fields of the Roger's Test.

Summary:

The question to be answered now is "What have we learned about Ralph that might be of value in understanding him?".

There is nothing of importance other than his drooping eye-lid that makes him any different in appearance than an ordinary boy of his age. His health record indicates a more than normal amount of illness, and certain specific diseases, i.e. Spinal Meningitis and St. Vitus Dance have definitely had effect on his development and

personality. It seems perfectly safe to assume that his inability to do as well on the performance part of the Wechsler-Bellevue Test as on the verbal is closely connected with the fact that he suffered from a disease (Spinal Meningitis) which may cause injury to the nervous system. His speech impediment may also have had its source here, too.

His home environment appears to be average for the neighborhood from which he comes, and he seems to be happy in his home. The sixth grade education of the father probably accounts for his occupation as a laborer. The family has always been willing to cooperate with the school and are anxious for the seven children to receive an education.

The school record of this boy has been fairly consistent throughout his time in the elementary school. Although his grades have usually been below average, the remarks of the teachers have been consistently good e.g. "he tries", "he is working" etc. Reading seemed to be particularly hard for him at first, but in the higher grades he seemed to be able to do average work in that subject.

Too much faith cannot be put in the teachers' ratings as two of the four teachers had not had the boy in their classes for five and three years respectively; the other

two had him within the past year. He seemed to be liked by both his teachers and his classmates, and his social as well as his work habits improved as he progressed in school.

Much information was gleaned from the tests that were given. The reader probably wondered about the discrepancies in the I. Q.'s as given by the Wechsler-Bellevue and the Kuhlmann-Anderson Tests. There are eight points difference in the two I. Q.s - the higher being the Kuhlmann-Anderson Test. This is not hard to account for as the Wechsler-Bellevue is both verbal and performance tests while the other is only verbal. The fact that one I. Q. classifies Ralph as a borderline case and the other as a mental defective should not cause much concern, since it is evident that his health affected certain of his mental processes.

Both the achievement tests that were given and the intelligence tests show that this boy has patience and persistence that have enabled him to feel some degree of success even though his capacities seem limited. This fact was verified by his 6A teacher who remarked that she had never seen a pupil who put forth so much effort and tried as hard as Ralph did.

- The Personality Test proved valuable in helping to understand this boy in that it showed he was maladjusted

in a field that most of his teachers were not aware, i.e. Daydreaming. Most of them considered him a nice quiet child who was slow but he never bothered anyone so no one gave much thought to the matter.

The fact that he feels maladjusted socially was not substantiated by the teachers' observations as they believe he gets along well with the group. His wishes evidenced grandiose ideas, e.g. wanting to be a movie star or a king, but this might be merely a compensatory measure for the realization by him that his capacity is limited.

If it is assumed that the findings of this case study are reliable and Ralph is a daydreamer and a socially maladjusted individual, then the fact that he was considered attentive in school might not be true but rather he was lost in his own thoughts. This could be the result of the work being too difficult or not interesting enough to him. If he had been given the opportunity to lead instead of always following, he might have been more aggressive and joined more readily in the discussions which would have given him notice by others and at the same time increased his confidence in himself. He should have had many more opportunities to carry through a task successfully to its completion. He certainly needed to perform rather than listen as was shown by his low performance I. Q. . When it came to sizing up a situation

and making a decision, Ralph was at a loss. More responsibility placed on him and encouraging him to initiate would have helped him considerably in this regard.

Ralph is not a "problem child", but he is a pupil in an ordinary class. However, everyone is an individual with many complex feelings and emotions, different capacities and abilities, different attitudes and understandings; therefore, the better that individual is understood, the greater is the success in guiding him.

CASE STUDY OF ALMA

Description:

Alma is an attractive girl of average height and build. She has a pleasing manner and is polite and well behaved. She is dependable, but her work habits are poor. She is careless and works fast instead of carefully. She makes a neat appearance and has nice personal habits. She seems shy to those who first meet her, but as she becomes better acquainted this is not evident. She has a pleasing disposition usually, but on occasions she had become irritated and she either sulks or cries. She seems to be well liked by all the children and gets along with them without any trouble at all.

Health:

In 1942 when Alma was nine years old she was given a physical examination at school and the following information resulted; nutrition, skin, scalp, eyes, ears, glands, heart, lungs, teeth, tonsils, nose and posture needed no attention. However, it was found that Alma had flat feet. In February 1942 her hearing was tested at the Hearing Survey Clinic, and it was discovered that Alma had a slight nerve deafness. The family was notified of this fact and were advised to increase the content of Vitamin

B in her diet. No one up to this time was aware Alma had any hearing difficulty. Her vision which was tested in 1945 was found to be good; 20/20 in both eyes. At the time the physical examination was made she had had measles, mumps and frequent colds. However, when Alma was ten years and nine months old (in 1944) she suffered from appendicitis, and she was rushed to the hospital for an appendectomy. She was absent frequently from school, and this was due to the many colds she had.

Home:

Alma lives in a six room house, which is rented, with her parents and her two younger brothers and one younger sister. Her parents are both high school graduates, and her father is a pipe fitter for a railroad company while her mother keeps house. The family has a 1942 Pontiac but has no servant in the home. They have a radio but no telephone or furnace.

A daily newspaper is delivered, and the family subscribes to Life, Western Record and Love Story magazines. There are about thirty books in the home, and Alma uses her library card about once a month. All the members of this family belong to a church, and Alma attends every Sunday. She attends concerts which are sponsored by the school, and she goes to the movies twice a week.

School Record:

Alma's scholastic record improved as she progressed from one grade to another. The comments of the teachers were consistent; they all agreed that she wasted time and that she should put more time on reading. A brief resume of her scholastic attainment follows:

Grade	Age	Scholastic Record	Absence	Teacher's Remarks
Kdgn.	4-7	Good work	17	Steady Worker
Kdgn.	5-0	-----	29	Absent-no grades
1B	6-1	Good work	12	Tries hard
1A	6-8	Below aver.except Pen.Arith.Art	10	Teacher must make Alma work
2B	7-1	Aver. grades	9	Make better use of time
2A	7-7	Below aver. except Pen. Art	1	3B on trial
3B	8-0	Below aver. read. arith.	14	Study reading
3A	8-7	Aver. grades except read. lang. geog.	9	Works too fast not carefully
4B	9-0	Below aver. geog. read.	13	Wastes time-work on reading
4A	9-8	Below aver. arith. spell. read.	10	Failed
4A	10-0	Below aver. spell.	5	Doing better
5B	10-8	Below aver. read. Above aver. pen.	38	Read (Appendec- tomy)
5A	11-1	Aver. grades above aver. spell. pen.	4	Nice work
6B	11-8	Aver. or above in all subjects	5	Working nicely
6A	12-1	Below aver. in read	3	Improve reading

Four of Alma's teachers filled out a rating scale. The results are:

<u>Item Rated</u>	<u>Teachers of Grades</u>			
	2A	4B	6B	6A
Cooperative	Good	Aver.	Aver.	Poor
Followed Directions	Good	Aver.	Aver.	Aver.

Effort	Aver.	Aver.	Good	Poor
Classroom Behavior	Good	Aver.	Aver.	Aver.
Sportsmanship	Good	Aver.	Aver.	Aver.
Attitude Toward School Work	Good	Aver.	Aver.	Aver.
Personal Habits	Good	Aver.	Aver.	Aver.
Liked by other Children	Good	Aver.	Aver.	Good
Liked by Teacher	Good	Aver.	Aver.	Poor

Results of the Test:

Progressive Achievement Test Primary Form A (May 1942)

Alma was eight years and ten months old when this test was given to her, and she was in the 3A grade. The results were:

Total-----	3B
Reading Vocabulary-----	2A
Reading Comprehension-----	2A
Arithmetic Reasoning-----	3B
Arithmetic Fundamentals-----	3A
Language-----	3B

From this test it can be seen that Alma was below average (4B) in all fields. She was particularly low in reading vocabulary and comprehension, and this substantiated the teachers' remarks as to her inability to read.

Stanford Achievement Test Form E Intermediate (Feb. 1945)

This test was given to all sixth graders at the same time, and the results of Alma's scores are as follows:

Total-----	4A
Paragraph Meaning-----	4B
Word Meaning-----	3A
Language-----	4B
Arithmetic Reasoning-----	6B
Arithmetic Comprehension-----	7B
Spelling-----	4B

A Comparison of these two achievement tests proves very interesting. Seven terms had elapsed since the first test was given, so Alma should have improved accordingly. The average level which she should have attained was 7B, however, only in one case did she reach this standard. In all fields with the exception of arithmetic Alma improved only two terms' work instead of the seven. From these facts it can be seen that she progressed farther her first three years in school than she did the following three.

Kuhlmann-Anderson Intelligence Test (Feb. 1945)

Alma took this test at the same time as the other members of her class took it. She was twelve years and two months old and in the 6A grade. The findings of the test are: (Scores are in terms of mental age)

Test 22-----	9-5
Test 23-----	8-8
Test 24-----	11-2
Test 25-----	9-4
Test 26-----	9-9
Test 27-----	11-6
Test 28-----	13-0
Test 29-----	12-2
Test 30-----	10-11
Test 31-----	15-7
Total-----	11-1

This test gave Alma an I. Q. 91.7 or an Average classification. (very near Dull Normal 90)

Wechsler-Bellevue Intelligence Test: (April 1945)

On April 23, 1945 at 2:30 P. M. this test was given to Alma individually. She seemed terribly nervous and

afraid, and occasionally she stuttered and her voice became almost inaudible. She hesitated for long periods of time before answering. Not only was she slow but she was very ill at ease throughout the entire test.

Of the twenty five questions on the Information Test Alma was able to give only five correct answers. Some of the answers she gave on the Comprehension Test were vague and indefinite, e.g. to the question "Why should people get a marriage license?", Alma replied, "So if something happened to the girl he could say they weren't married, I mean if she got killed in a wreck". However, some of her answers were of a higher type, and out of twenty possible credits she received eight. On the Arithmetic Test she answered only three problems correctly. She was not consistent in the amount of time she took to work the problems; on some she gave an answer in three seconds and on others she took eight hundred seconds before she answered. Alma was able to recall and repeat correctly four digits forward and four backward on the Memory Span for Digits Test. Again she gave her responses very slowly on the Similarities Test and of the possible twenty-four credits she received only six. The Vocabulary Test indicated her difficulty with recognizing words. In many cases she confused words, such as, army for armory and fable for feeble. Of the forty-two words she received full credit on eight and half credit for three.

On the performance tests she worked more rapidly and with a little more confidence. Of the fifteen missing details on the Picture Completion Test, Alma could see five of them. She was very indecisive and gave her answers in the form of questions. She saw unimportant details that were missing rather than the obvious ones. Alma did very well on the Picture Arrangement Test as she received credit on five of the six sets. The Object Assembly Test proved easy for her also, as she assembled the objects without any difficulty and in a very short time. Of the four designs that Alma worked correctly on the Block Design Test, she seemed to get all of them with the exception of the first one by accident. When she made a mistake on the other three designs she did not notice it, but thought that the design was correct. The Digit Symbol Test showed how carefully Alma can work when she tries. Of the sixty-seven symbols, she made thirty-two correctly and received half credit on two (she reversed the symbol for the digit two which is an N upside down).

Alma's Verbal I. Q. was 76 and her Performance I. Q. was 100. Here again difficulty in reading and school work is evident. The combined scores gave an I. Q. of 87 or Dull Normal.

Roger's Test of Personality Adjustment: (May 1945)

Alma was twelve years and four months old when this

was given. The results are valuable in helping understand this child.

Personal Inferiority-----	High
Social Maladjustment-----	Aver.
Family Maladjustment-----	Aver.
Daydreaming-----	Low
Total-----	High

Alma was maladjusted in two fields of this test, Personal Inferiority and on the Total. The fact that she is retarded scholastically and has been all the way through school could have had a definite effect on her feeling of her own personal worth.

The persons that Alma chose to be like were 1) an artist, 2) a housewife and 3) a nurse. In regard to the first wish Alma has a little more talent than the average sixth grader but hardly enough to warrant her to train for art as a career. Her wishes would indicate that she is maladjusted in the fields of her family and her own feelings about herself. The wishes were 1) to be better looking, 2) to have my father and mother love me more, and 3) to be stronger than I am. As was seen by the scores of the Personality Test, Alma does have an inferior feeling about herself which accounts for wishes one and three. However, there is no indication that she is maladjusted as far as her family is concerned either from the test results or from observation.

Summary:

Alma makes a pleasing appearance and has nice personal habits. She enjoys good health with the exception of a slight hearing difficulty which will correct itself with the proper care and diet.

Her home is of moderate circumstances and she has had provided for her all the necessities. The family seems to be congenial and so it is indeed hard to understand her wish that her parents love her more, as it appears that the members of this particular family love each other very much. She is the oldest child in the family, and she might feel that she does not get as much attention as her brothers and sisters.

Alma's school record has not been outstanding, and only a few school terms did she not fall below average in some subject. The remarks of her teachers indicated her lack of proficiency in reading, and her reluctance to apply herself. After she had repeated the 4A grade she seemed to improve in her work. This could be the result of allowing her to mature a little more and enable her to be ready for harder work, or it might have awakened her to the fact that she was not doing acceptable work. The ratings of her teachers from the 2A grade to the 6A grade did not improve, rather they became poorer. This could only mean that her habits and attitudes did not gradually get better as they should have.

The test gathered much information about Alma which was either new or helped to substantiate facts which were thought to be true about her. Her achievement scores were very low in every field, and the second test scores showed very little improvement. What could be the cause of this? As was shown by the intelligence tests that were given, Alma had an I. Q. which rated her Dull Normal. This of course, could account for her slowness in learning and yet she would be expected to improve somewhat more than she did. It also seems strange that she did much better work in her first three years in school than in the last three. Could this be explained by the fact that she received better training in these early grades, or that the work became progressively harder in the upper grades and her capacity was not able to cope with this more difficult work? The latter seems to be the more plausible answer. Too much might have been expected of this child whose abilities were not comparable to those of an average child her age. Easier work should have been provided so that she could have felt success a little more often which in turn would have given her more self confidence and raised her ego to a level that she no longer considered herself inferior. This feeling of inferiority was substantiated by the Roger's Test.

The two intelligence tests gave I. Q.s which were very similar; The Wechsler-Bellevue I. Q. was 87 and the Kuhlmann-

Anderson I. Q. was 91.7. These two scores are almost the same as the classifications of Dull Normal and Average are very close to both of them. Alma's attitude when taking the Wechsler-Bellevue Test was indeed indicative of her lack of self confidence. Her nervous and frightened feeling, the fact she spoke in a faint voice, her hesitancy to speak, all indicate her inferior feeling of herself. She need encouragement to try out things for herself, she needs the chance to lead successfully, she desires to prove to herself and others that she is capable. She must be helped to realize that others like her as she is and that although she will never excel to any great degree in scholastic endeavors, she can be a useful, respected person in the school and community.

CASE STUDY OF MARY

Description:

Mary is eleven years and four months old. She is rather thin and of medium stature. She is usually well-behaved and quiet, but occasionally she becomes irritated and either sulks or causes a disturbance. She is polite and well-mannered both to her classmates and to the teachers. Mary makes a neat appearance, and her personal habits are very fine. She works well in class until she meets an obstacle and then she gives up. She does not like to work long at one task, but likes to change often. At times she seems preoccupied and is not aware of those around her. She is an average sixth grader in appearance and an average pupil as far as her scholastic attainments are concerned.

Health:

In 1940 Mary was examined by the school's doctor and the following report was made: nutrition , skin, scalp, ears, glands, heart, lungs, teeth, nose, and feet needed no attention, and her posture was good. Her tonsils were not diseased but needed to be watched. Mary's vision in 1945 according to the Snellen Eye Chart was 20/30 for the right eye and 20/30 for the left eye, which showed that her eyes needed no attention.

Chicken Pox and Measles were the only diseases Mary has had, and she was rarely absent from school because of sickness.

Home:

Mary's home life seems to be typical of those of her classmates. Her father is a machinist for a railroad company and her mother keeps house. She has one older brother and no sisters. The brother has been a definite disciplinary problem throughout his school life. The parents did not cooperate with the school in an attempt to help the boy with his difficulties. However, Mary has given no cause to call in the parents, and they in turn have not been active in any school affairs. All the members of this family are easily angered and display a lack of self-control when a difficulty arises.

They live in a seven room house which they rent. They have a radio, furnace, but no telephone. They have lived in Louisville for four years, and previous to this they lived in the country. They have no automobile nor a servant in the home. A daily newspaper is delivered and the following magazines are subscribed to: Outdoor Life, Look, Fishing, and Collier's. There are five books in Mary's home, and although she does not have a library card, she goes to the Library once a month.

She is a member of a church and attends regularly.

However, her parents do not belong. Mary attends all of the concerts which are sponsored by the school, and she really seems to enjoy them. She goes to the neighborhood movie twice a week, and she prefers westerns, comedies, mysteries and love stories.

School Record:

Mary's scholastic record has been consistent; her grades have been average throughout most of her time in school. The remarks of her teachers indicate that her grades could have been better if she had put forth more effort.

The following table is brief resume of her school progress which was taken from the school records:

GRADE * AGE * SCHOLASTIC RECORD * ABSENCE * TEACHERS' REMARKS

(The first two grades were spent in the country - no records were available)

3B	8-2	Grades below average except arith. music, art	1	Keep trying
3A	8-4	All grades average or above except reading	0	Work on oral reading
4B	8-11	All grades average	0	Work on read.
4A	9-3	All grades average	16	Improving, not serious about work
5B	9-11	All grades average	0	Study
5A	10-4	All grades average	2	You could make 1's if you studied
6B	10-11	Grades improved	0	Lacks self-control-gives up when she makes a mistake
6A	11-4	Average grades	3	Doing nicely

Only two of Mary's teachers were available in filling out a rating scale on her, but the results were significant enough to include them in this study:

<u>Item rated</u>	<u>Grade</u>	<u>Teachers</u>	
		6B	6A
Cooperative		Aver.	Poor
Followed Directions		Aver.	Poor
Effort		Aver.	Aver.
Classroom Behavior		Aver.	Poor
Sportsmanship		Aver.	Poor
Attitude Toward School Work		Aver.	Aver.
Personal Habits		Good	Good
Like by Other Children		Aver.	Aver.
Like by Teacher		Aver.	Aver.

Results of the Tests:

Progressive Achievement Test Primary Form A: (May, 1942)

Mary was eight years and eight months old and in the last half of the Third Grade when this test was administered. The results are:

Total-----	3A
Reading Vocabulary-----	2B
Reading Comprehension-----	3B
Arithmetic Reasoning-----	2A
Arithmetic Fundamentals-----	3A
Language-----	3B

This test substantiates the teachers' grades in regard to Mary's slowness in learning to read.

Stanford Achievement Test Form E Intermediate (Feb. 1945)

This test was given to Mary when she was in the sixth grade. She was eleven years and four months old. The results are:

Total-----	5B
Paragraph Meaning-----	5A
Word Meaning-----	4B
Language-----	4B
Arithmetic Reasoning-----	6B
Arithmetic Comprehension-----	7A
Spelling-----	4B

A comparison of the two achievement tests which were given three years apart indicate the following things; (1) Mary improved only one and a half years or three terms on the total of these tests, (2) she improved two years in reading, three and a half years in arithmetic and one year in language, and (3) she had not progressed as far her last three years in school as she did the first three.

Kuhlmann-Anderson Intelligence Test: (Feb. 1945)

This test was given at the same time as the Stanford Achievement Test, and Mary was eleven years and four months old and in the 6A grade. The scores on the individual tests are in terms of Mental Age:

Test 22-----	9-0
Test 23-----	8-8
Test 24-----	14-9
Test 25-----	10-10
Test 26-----	11-11
Test 27-----	8-8
Test 28-----	10-6
Test 29-----	11-7
Test 30-----	12-7
Test 31-----	13-0
Total-----	11-3

The I. Q. determined by this test for Mary was 99, and this score falls into the classification of Average.

Wechsler-Bellevue Intelligence Test: (April 1945)

This test was given to Mary on April 10, 1945 at 2:30 P. M. At the time this test was administered she was eleven years and six months old. A few general statements about the results of this test may be made:

On the Information Test Mary answered only two of the twenty-five questions correctly. She frequently answered "I don't know" and two of her incorrect responses were that Egypt and Brazil were in the United States. She gave more adequate answers on the Comprehension Test as she received full or partial credit on six of the ten statements. Out of ten problems on the Arithmetic Test Mary answered five correctly. She gave up very easily on the others and did not take the full time allotted. On the Digit Test Mary repeated five digits forward and three digits backward. Of the twelve groups of words on the Similarities Test she was very slow in giving a response and received full credit on two groups and partial credit on three groups. The Vocabulary Test has no bearing on the final score but the results of it were used to substantiate the findings of the two achievement tests. As was found on the other tests Mary had difficulty with word recognition and meaning, and this test indicates this also. Of the forty-two words she was given to

define , Mary gave satisfactory responses to six and she received partial credit on four.

On the various performance tests Mary worked more rapidly and with a little more enthusiasm than she displayed while taking the verbal parts of the test. Mary gave very rapid responses on the Picture Completion Test, and she named eight of the missing details correctly out of a possible fifteen. On the Picture Arrangement Test Mary assembled the pictures in their proper order with much speed and accuracy. She received full or partial credit on all that were given her. The Object Assembly Test seemed to be another easy test for Mary. She put these together quickly and without any mistakes; she received extra credit for working so rapidly. Mary found the Block Design Test difficult and she gave up on four of the seven designs she was given to make; the other three designs she worked correctly. Again on the Digit Symbol Test Mary worked fast, and made thirty-nine of the sixty-seven symbols right.

Mary did much better on the Performance Tests than on the Verbal Tests. Her Verbal I. Q. was 86 while her Performance I. Q. was 118, and the Total I. Q. was 102 which comes under the classification of Average. Mary's attitude toward the Verbal Tests might account for the fact she did not do as well on it, as she did not seem to be trying. She seemed restless even a little aggravated, and

the examiner felt that she was glad when it was over.

Roger's Test of Personality Adjustment: (May, 1945)

This test was given to Mary together with her Classmates. The results are as follows:

Personal Inferiority-----	High
Social Maladjustment-----	Average
Family Maladjustment-----	Low
Daydreaming-----	Low
Total-----	Average

Mary is maladjusted according to this test in the field of Personal Inferiority.

From the list of persons that she might like to be, Mary chose 1) a housewife, 2) a nurse, and 3) a teacher. Mary's three wishes that she would like to have granted were 1) to have the boys and girls like me better, 2) to play games better, and 3) to be brighter than I am now. These wishes bear out the findings of the Roger's Test that Mary does feel personal inferiority.

Summary:

Much has been learned about Mary from the various methods employed, and this information will be discussed now.

Mary is a very average looking girl who is rather quiet until she meets with a problem with which she is unable to cope. Her health record is good as she has been ill very little even escaping most of the childhood diseases. Her attendance at school was good which indicates

also that she was well.

The home conditions of this child are moderate as far as material aspects are concerned, but the family neither cooperates with the school nor with their neighbors (this was related by another parent in the neighborhood).

Mary's school record has been satisfactory and consistent throughout her elementary school career. She has made average grades, but most of her teachers felt she could have done better work if she had tried. Reading came hard to her, not so much comprehension but the recognition of words, and this was evident throughout the four grades she was in school in Louisville. Since it was found she had average intelligence, she should have been able to have become more efficient in this skill. The ratings of the two teachers differed in four respects; the teacher who had had Mary in her class in 6A rated her lower than the teacher who had her previously. This is explained partly by the different personalities of the two teachers, but at the same time Mary seemed to regress in her work habits.

The tests helped to reiterate many facts about Mary which seemed to be felt about her. For example, her teachers agreed that she did not try and gave up very easily when confronted with a difficult situation. This was shown in

the administering of the Wechsler-Bellevue Test where the examiner has an opportunity to watch his subject taking the test. Mary worked hard and fast on the tests she liked or found easy, but those that proved to be a little more difficult she gave up sometimes without even trying. Another interesting fact that this intelligence test uncovered was the thirty-two points difference between the Verbal and Performance I. Q.s. The fact that the higher one was the performance further shows that Mary was retarded in reading. Both of the intelligence tests given to her placed her I. Q. in the classification of Average.

The Roger's Personality Test helped the teacher to understand Mary by showing she was maladjusted in regard to her feeling of herself. The fact that she felt inferior might be the reason for her restlessness and irritation when she could not accomplish a task. She needs to develop initiative and self confidence, and then in turn she will meet a difficult situation with the idea of trying until she works it out satisfactorily.

Since self-reliance and self-confidence need to be stimulated in this child before her sense of personal worth will improve, then this is the point to start from in guiding her. The task should not be hard as she has average intelligence and the factor most responsible for this feeling of inferiority is the fact that she had difficulty with reading which plays a big part in a child's life at school, and

the fact that she feels the children do not like her well enough. If she were allowed to lead occasionally and carry a task through with success and consequently with notice from others, her problem might no longer exist. Her outlook on life would change if she felt that she was not inferior and others would realize that she was an individual who could bring something worthwhile to them. No one fails more easily than he who thinks he is not capable.

CASE STUDY OF SAM

Description:

Sam is a very attractive youngster of average height and he has a very winning smile. He is well mannered and polite and is liked by everyone. He has a pleasant disposition and is dependable. He has nice work habits as well as personal and social habits. He makes a nice appearance as he is neat and clean. He meets any new situation with confidence and never worries too much about any mistakes he makes. He has a wholesome personality and his judgment is respected by all the members in his class. He is a good sport and his sense of fair play is not limited to the playground.

Health:

Sam's health examination in 1941 uncovered the following facts about his physical make-up: nutrition, skin, scalp eyes, ears, glands, heart, lungs, teeth, nose and feet needed no attention, but his tonsils needed care immediately. His vision was good when tested in 1945 with the Snellen Eye Chart. His right eye was 20/20 and his left eye was also 20/20. He has had only one childhood disease up to this time and that was measles. He attended school fairly regularly and always seemed to have an abundance of energy.

Home:

Sam lives in a four room apartment which his family

rents. They have a radio, telephone and a furnace. He has an older brother and a younger sister. His father graduated from high school and works as a pipe fitter, while his mother who is also a high school graduate keeps house. The family has a 1938 Plymouth, but they do not have a servant in the home.

They receive a newspaper each day and subscribe to Life, Collier's, Parent, and Look magazines. At least one hundred books are in the house. Sam does not attend any concerts nor does he go to the library. He is a member of a church and attends occasionally. Western, mysteries, comedies and historical movies are his preference, and he goes to the movies about three times a week.

School Record:

Sam's school record shows that he was a little above average in his scholastic endeavors, but it was felt that he could have done even better if he had tried. The following chart briefly gives an account of his scholastic record:

GRADE * AGE * SCHOLASTIC RECORD * ABSENCE * TEACHER'S REMARKS

(Sam's first year of schooling was spent in Nashville, Tennessee-no records were available)

2B	7-8	Aver. grades in all subjects	10	Wastes Time
2A	8-0	Aver. grades	0	Good Worker

3B	8-8	Aver. or above in all subjects except reading	4	Improving is interested
3A	8-11	Above aver or aver. in all subjects	0	Good Work
4B	9-7	Aver. or above in all subjects	4	Good Work
4A	9-11	All Aver. grades	7	Should make 1's
5B	10-7	Aver. grades in all subjects below aver. in reading	24	Should improve in reading
5A	11-0	Aver. grades or above	9	Good Work
6B	11-6	Aver. or above in all subjects	7	Good Work
6A	12-0	Aver. or above in all subjects	2	Doing nicely

Three teachers filled out a rating scale on Sam, and the results are as follows:

Item Rated	Teachers of Grades		
	2A	4B	6A
Cooperative	Aver.	Aver.	Aver.
Followed Directions	Aver.	Aver.	Aver.
Effort	Aver.	Aver.	Aver.
Classroom Behavior	Aver.	Aver.	Aver.
Sportsmanship	Aver.	Good	Good
Attitude Toward School Work	Aver.	Aver.	Aver.
Personal Habits	Aver.	Aver.	Aver.
Liked by Other Children	Aver.	Good	Good
Liked by Teacher	Aver.	Good	Good

Results of the Tests:

Progressive Achievement Test Primary Form A: (May 1942)

Sam was nine years and three months and in the 3A grade when this test was given. The results are:

Total-----	4B
Reading Vocabulary-----	4B
Reading Comprehension-----	3A
Arithmetic Reasoning-----	4B
Arithmetic Fundamentals-----	4A
Language-----	3A

Sam was below average in reading comprehension and one term above the average in arithmetic fundamentals.

These results suggest that Sam has done only average work his first three years in school.

Stanford Achievement Test Form E Intermediate (Feb. 1945)

This test was given to the entire sixth grade, and at that time Sam was twelve years and one month old. This test shows the following:

Total-----	6B
Paragraph Meaning-----	6B
Word Meaning-----	4B
Language-----	7B
Arithmetic Reasoning-----	8B
Arithmetic Comprehension-----	8B
Spelling-----	5B

A comparison of the two achievement tests tell much as to how Sam progressed in his school work in three years. He should have improved at least six terms in all fields, however on the total he improved only four terms which made him fall below the average standard. He did not improve at all in word meaning, but he became more efficient in comprehending. His language scores improved seven terms, and he showed remarkable strides in arithmetic raising the second score eight terms above the first.

Kuhlmann-Anderson Intelligence Test (Feb. 1945)

This test was administered at the same time as the Stanford Achievement Test and was also given to the class as a whole. The individual tests scores are given in terms of mental age:

Test 22-----	10-10
Test 23-----	9-8
Test 24-----	12-11
Test 25-----	10-10

Test 26-----	11-11
Test 27-----	13-7
Test 28-----	11-8
Test 29-----	11-7
Test 30-----	14-3
Test 31-----	11-10
Total-----	11-10

This test gives Sam an I. Q. of 98.6 which indicates that he has average intelligence.

Wechsler-Bellevue Intelligence Test: (April, 1945)

This intelligence test was given to Sam individually April 21, 1945 at 2:30 P. M. He seemed to enjoy taking the test, and he had a very serious attitude throughout. The results which follow are interesting:

Of the twenty-five questions which were given to him on the Information Test Sam answered twelve correctly. Of the ten questions on the Comprehension Test he gave no answer for three of them and an inferior reply for a fourth one. However the remaining six answers he gave were good. Sam worked very rapidly on the Arithmetic Test and gave correct responses for eight of the ten problems. His answers were given without any hesitation at all. He was able to repeat six numbers forward and four backward on the Memory Span for Digits Test. On the Similarities Test he gave good responses for six of the twelve questions but he gave no response at all for the others. The Vocabulary Test did not seem to interest him as much as some of the others, and he did not do as well as this test. Of the forty-two words which were given to him he received full credit on his

definitions for thirteen of them and one half credit for two of them. His nice sense of humor was displayed while he was taking this test; he gave as a definition of the word "bacon", first as "something the human body eats", then he laughed at himself and said "meat".

The performance tests interested him more than the verbal tests had done. On the Picture Completion Test he gave thirteen of the fifteen missing details very rapidly. He just glanced at the card, and then gave the correct answer; from this it is obvious that his sense of perception is keen. Again on the Picture Arrangement Test he displayed speed and skill. He arranged all six groups of pictures correctly although he received only partial credit on the last set. The Block Design Test which proved to be difficult for many of the members of Sam's class was not at all difficult for him. He worked the seven designs correctly and on many of them received extra credit for speed. Not only did he put the design together fast, but he went about doing it in a sensible way. He did not use the trial and error method. On the Digit Symbol Test, Sam made thirty-one of the symbols correctly, and he probably could have completed more except for the fact that he had difficulty making the symbol for the digit 2 (which is an "N" upside down " ")

Sam did considerably better on the performance part of the test than on the verbal test. His Verbal I. Q. was 105 while his Performance I. Q. was 126. This 21

points difference is due in part to the fact that Sam was retarded in reading which does have some influence on these tests. The combined Verbal and Performance I. Q.s gave a total I. Q. of 118 or Bright Normal.

Roger's Test of Personality Adjustment: (May 1945)

This test was given to the class as a whole, and Sam was twelve years and four months old when it was given.

Personal Inferiority-----	Low
Social Maladjustment-----	Aver.
Family Maladjustment-----	Aver.
Daydreaming-----	Low
Total-----	Low

Sam showed up very well on this test as he is well adjusted in all fields. This fact was substantiated by those who know him.

He chose the following as the persons he would like to be, 1) a detective, 2) a king and 3) a lawyer. These do not seem to be the choices he would make, particularly the first two. His wishes also seemed peculiar for him to make; 1) to have my father and mother love me better, 2) to have more money to spend and 3) to be stronger than I am. He seems to be happy at home and his family appear to be congenial, so this wish was a little puzzling. He might like to have more money to spend although it is apparent that he has everything he needs in a material way. The last wish was also strange for Sam to make, because he has been ill very little and he plays all the games better than most of the boys in his class.

Summary:

Sam has many qualities which will help him get along without too much difficulty. He makes a nice appearance, he is healthy, and he has ability.

His home life appears to be wholesome, and he has all the necessities of life. The fact that he wished his father and mother loved him more is indeed hard to understand. Either he put it down as a wish because he could not think of anything else or because there is something in the home life of this boy that is not known by the school and his associates. He seems proud of his little sister who is about eight years younger than he, but he might be jealous of the attention she gets.

Sam's school record had been average. He received for the most part average grades, although in the upper grades he improved in some subjects. He was rated average on the majority of traits by his teachers on the rating scale. On sportsmanship and being liked by both children and teachers he received a higher rating. This fact that he was well liked by all helped to give him the wholesome personality he possesses. This was also shown by the scores on the Roger's Test.

The tests gave additional information about Sam which was valuable in helping to understand him better. The achievement test scores showed that Sam progressed more rapidly in his last three years in the elementary school than

in his first three. However, he never quite caught up with the standard he should have reached in some fields, particularly in word recognition and meaning. This had a definite effect on the verbal score of the Wechsler-Bellevue Test. It seems that this boy had either a very poor start in learning to read or some kind of problem which hindered his learning, because he improved very little in word recognition although he became more efficient in comprehending what he had read.

Since Sam's I. Q.s on both intelligence tests were average and bright normal respectively, it seems that Sam should have been able to do better on the achievement tests that were given him. The teachers' grades agree that he was an average pupil, but some of them felt that he could have done better. Again it could have been influenced by some happening in his very early schooling of which we have no record or it might be something in his make-up which has not been obvious to anyone.

The Roger's Test seemed to give a correct picture of Sam's personality. All who know him agree that he is well adjusted and happy. His ability to get along with everyone, his attitudes in the classroom and on the playground and the opinions of his teachers all indicate a well developed personality.

Sam should use his ability to the fullest. If as his I. Q. indicates that he can do better than the average boy

or girl his age, he should not be content with less. He should use his abilities and capacities to their fullest. In one specific instance he should apply himself and learn to read better and increase his vocabulary. He should be helped to realize that to enjoy a full life and a profitable one all one's powers must be utilized.

CASE STUDY OF SARA

Description:

Sara is eleven years and four months old. She is small for her age, but has a very mature face. She is polite and well mannered, and she has a very pleasant disposition. She wears glasses, and her appearance is neat. One cannot help but notice her hair as she wears it in a fashion which makes her look very old. Her clothes are well kept, but they too seem to have a style too old for her. Her work habits in class are excellent. She works diligently at all tasks, and when she encounters something she does not understand she worries about it. Even though she has a mature intellect and many attitudes beyond her chronological age, nevertheless in many ways she is immature - particularly in her emotional development.

Health:

Sara was examined by the school physician in 1941 and the following report was given: nutrition, skin, scalp, eyes, ears, heart, lungs, teeth, and nose needed no attention; but her posture was only fair, her tonsils and glands needed to be watched and she had flat feet. In 1945 Sara's vision according to the Snellen Eye Chart was 20/100 for her left eye and 20/200 for her right eye without her glasses and 20/30 in her right eye and 20/70 in her left eye with her glasses. From this it can be seen that her vision is greatly impaired but that her glasses help to correct this to some extent.

Her record of childhood diseases included measles, tonsillitis, and diphtheria. She was absent from school quite frequently, but this was not due entirely to poor health as will be shown in the following pages.

Home:

Sara's home conditions and standard of living are a little above the average child's in her class. Her father completed two years of college and her mother graduated from high school. The father works in a war plant and the mother keeps house. There are two older boys in the family and Sara. They rent a seven room house, and they have two radios, a telephone and a furnace. The family has a 1942 Pontiac, but have no servant in the home.

A newspaper is delivered to the house each day, and they subscribe to the following magazines: Life, Collier's, Saturday Evening Post, Time and American Girl. They have about one hundred and sixty-five books in the home. Sara has a library card which she uses every two weeks. She attends concerts occasionally with her family and also those that are sponsored by the school. Everyone in the family is a member of a church and attends every Sunday. Sara goes to the movie about once a week, and she likes mysteries, musicals, comedies, historical pictures, and love stories.

School Record:

Sara's scholastic record has been very interesting. The first three years of her school life she made average grades, but her teachers felt she could have done better had she come to school more regularly. In the 3A grade a notation was found on the record that her mother often found her sitting on the front porch when she should have been in school. From the fourth grade on her grades improved and her absence decreased. The following chart was taken from her school records:

GRADE * AGE * SCHOLASTIC RECORD * ABSENCE * TEACHER'S REMARKS

(The first grade was spent in Lexington, Kentucky-no records were available)

2B	7-0	Average grades	1	Earnest Worker
2A	7-0	Average grades	29	Earnest Worker
(She came in the 2B at the very end of the term and spent only two weeks in this grade.)				
3B	7-8	Average grades	14	Progress hindered by absence
3A	8-0	Above aver. grades in read. pen. music geography	20	Would do excellent work if attendance were regular
4B	8-8	Above aver. in all subjects except art and music	17	Fine Worker
4A	9-0	Above aver. all grades	4	Excellent Worker
5B	9-8	Above aver. all grades	8	Excellent Worker
5A	10-0	Above aver. all grades except geog. his. art science	9	Bright, happy child, good worker
6B	10-8	Aver. in spell. art arith. above in rest	4	Good Worker
6A	11-0	Above aver. all grades	17	Splendid Worker

Since Sara was new to this school this year only one teacher was able to fill out the rating scale, but the results are interesting:

<u>Item Rated</u>	<u>6A Teacher's Rating</u>
Cooperative	Good
Followed Directions	Good
Effort	Good
Classroom Behavior	Good
Sportsmanship	Aver.
Attitude Toward School Work	Good
Personal Habits	Aver.
Liked by Other Children	Aver.
Liked by Teacher	Good

Results of the Tests:

Progressive Achievement Test Primary Form A: (May, 1942)

Sara was eight years and four months when this test was given. She was in the last half of the third grade.

The results are:

Total-----	4A
Reading Vocabulary-----	5B
Reading Comprehensive-----	5B
Arithmetic Reasoning-----	4A
Arithmetic Fundamentals-----	4B
Language-----	4A

As can be seen from this test Sara was above average in all fields except arithmetic fundamentals, but she was most efficient in reading skills.

Stanford Achievement Test Form E Intermediate (Feb. 1945)

This test was given to the sixth grade, and at that time Sara was eleven years one month old.

Total-----	10B
Paragraph Meaning-----	10B
Word Meaning-----	10B
Language-----	10B
Arithmetic Reasoning-----	9B
Arithmetic Comprehension-----	10B
Spelling-----	9A

A comparison of the two achievement tests shows that

Sara progressed eleven terms or five and one-half years in three years. She progressed ten terms in reading, twelve terms in arithmetic and eleven terms in language. One can see that Sara developed scholastically much more rapidly during the time she was eight years and eight months until she was eleven years and one month than she had up until that time.

Kuhlmann-Anderson Intelligence Test: (Feb. 1945)

Sara was eleven years and one month old when this test was administered, and she was in the 6A grade. The scores of this test are in terms of mental age:

Test 22-----	13-10
Test 23-----	16-10
Test 24-----	15-5
Test 25-----	15-11
Test 26-----	11-4
Test 27-----	13-7
Test 28-----	19-0
Test 29-----	15-3
Test 30-----	16-0
Test 31-----	19-10
Total-----	15-8

According to this test Sara has a mental age which exceeds her chronological age four years and seven months. Her I. Q. as determined by this test is 141 which classifies her as having Very Superior Intelligence.

Wechsler-Bellevue Intelligence Test: (April 1945)

This intelligence test was given to Sara April 5, 1945 at 2:30 in the afternoon. She was very conscientious while taking the test and at times seemed worried. She thought carefully before she answered any questions, and throughout

the test she remarked that she was not doing very well. In spite of this attitude she had a very high I. Q. according to this test, and the examiner was impressed with her unusual ability to express herself.

Of the twenty-five questions given her on the Information Test she answered eleven correctly, and she was quite perturbed because she could not answer more. She knew who wrote Shakespeare but was unable to answer the number of weeks in a year, the date of Washington's birthday, and the number of pints in a quart. On the Comprehension Test she received full or partial credit on six of the ten questions. Sara thought a long time before she answered, and she expressed herself sensibly and well. Out of ten possible problems on the Arithmetic Test she answered seven correctly. The Digit Memory Test proved she listened carefully and retained what she had heard as she was able to repeat nine numbers forward and six backward. Sara saw the way in which the groups of words on the Similarities Test were alike. Out of twelve groups she received full or partial credit on nine of them. The Vocabulary Test indicated that Sara was a proficient reader, because she was able to define twenty words of the forty-two given. She received full credit for fifteen words and half credit for five.

If she had little confidence of her ability on the verbal part of the test, she had even less on the performance tests. On the Picture Completion Test she saw nine

missing details of the fifteen given. She missed obvious ones such as the pig's tail that was missing. Of the six groups of pictures on the Picture Arrangement Test she arranged four groups correctly. The manikin and the profile on the Object Assembly Test were easy for her and she assembled them in a short time, however the hand proved difficult. She worked past the time limit and still could not tell what it was. The Block Design Test was no task for Sara as she completed the first five designs in forty seconds or less even though she had from seventy-five to one hundred and fifty seconds for each one. On the sixth design she worked it correctly but exceeded the time limit, and on the seventh one she had to give up without working it successfully. On the Digit Symbol Test she worked very carefully and completed twenty-nine symbols correctly. However she felt she had not written enough of them.

There were thirty-four points difference between Sara's Verbal I. Q. which was 137 and her Performance I. Q. which was 103. Since the Verbal I. Q. is affected by one's education and the amount one has read and remembering this child's high achievement grades, it is not hard to understand the reason for the unusually high I. Q. on the verbal part of this test. Her total I. Q. on this test was 122 or Superior.

Roger's Test of Personality Adjustment: (May 1945)

This was administered as a group test. The results are:

Personal Inferiority-----	Aver.
Social Maladjustment-----	High
Family Maladjustment-----	Low
Daydreaming-----	High
Total-----	Aver.

From this test Sara is maladjusted socially and she daydreams.

From the list of persons she would like to be Sara chose 1) a lawyer, 2) a teacher, and 3) a business woman. She wished 1) to be brighter than I am now, 2) to be stronger than I am now, and 3) to have the boys and girls like me better.

Summary:

The more that is known about an individual the better he can be understood and Sara is no exception.

Sara is smaller in stature than most sixth graders, and she is also a few months younger than most. However, what she lacks in physical appearance she more than compensates for having a keen intellect. Her health record is good as she has had only one serious disease which was diphtheria. She was absent frequently from school the first four grades in school, but this was due to the fact she did not care for school. She was shy and afraid. As she progressed in grades her attendance became more regular.

She is indeed fortunate that she comes from a home which can provide her not only with the material necessities, but with sympathetic and understanding guidance as well.

Sara has had an enviable school record. The first years in school she was average, but as she moved upward into higher grades she became an excellent student. The rating of her sixth grade teacher showed that she had good work habits but that she was rated only average when it came to sportsmanship and being liked by other children. These two facts were substantiated by the Roger's Personality Test when Sara wished she would be stronger and others would like her better.

The tests that were given showed as did her teachers' grades that she progressed more rapidly in grades four through six than she did in grades one through three. The achievement test that was given to Sara in the sixth grade showed that she was far above the average sixth grade pupil which might account for the fact that the children did not quite understand her, and she in turn felt that they did not like her. Her score on the Kuhlmann-Anderson Intelligence Test placed her I. Q. as Very Superior while her responses on the Wechsler-Bellevue Test indicated her I. Q. was Superior. This discrepancy is due to the fact that the former test is purely reading or of the verbal type while the latter is made up of both the verbal and performance types.

The Roger's Personality Test indicated that Sara is maladjusted socially and tends to daydream. Both of these facts could be attributed to her superior intelligence and the fact that when asked if she could change the school

what would she do, she replied, "I would make the work harder". It is indeed a challenge to a teacher to have a child such as Sara in her class and keep her interested while the majority of the class is average or below average in intelligence. Extra tasks to be performed, work that is more difficult than the remainder of the class can do not only reaches this child's need, but at the same time allows her to contribute something to the class that none of the other children could bring to the group. The results of such a procedure not only would help Sara have more experiences but give her prestige in the eyes of others which is what this child obviously needs. Having a good intellect is not enough for her as she needs the companionship of those her own age which she feels she is not getting.

Although she has a superior intelligence she is super-sensitive to any mistakes she makes. She worries entirely too much about any deficiency she thinks she has. To point out to this child that no one can do everything perfectly, and no one is expected to, would undoubtedly help her to feel more at ease and relaxed. She should be given an opportunity to gain respect and admiration from her classmates, which in turn should enable her to make a more satisfactory social adjustment. If her work is challenging enough, she will not have time to daydream. Junior High School and the dividing of classes according to intelligence and achievement will help this child immeasurably.

Perhaps being with a more selected group, nearer her own ability will make her feel more a part of it.

CHAPTER IV

SUMMARY

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SUMMARY

Since each case study in Chapter III was summarized individually, this chapter will be devoted to the presentation of the findings, and as a result of these findings conclusions, concerning the entire class of which Ralph, Mary, Sara, Sam and Alma were members, will be suggested.

Description:

This 6A Class was an average class, very much like any of the 6A classes which came before it in the school in which this study was made. The pupils look like most sixth graders; the largest child was 63 inches tall and weighed 146 pounds, while the smallest was $53\frac{1}{4}$ inches tall and his weight was 67 pounds. The average weight for the twenty boys in this class was 96 pounds and their average height was 59 inches. The average weight for the ten girls in this class was 89 pounds, and their average height was 58 inches. The average age of the boys was twelve years and the girls' average age was twelve years and one month.

This class was unusual in one respect in comparison with classes in the past in that there were twice as many boys as girls. However, as this seemed to be true to some extent in all classes in the school at this time, this could not be considered as too unusual.

With the exception of one boy the class was rated as having satisfactory personal habits by their 6A teacher. She rated only three boys in the class as having unsatisfactory social habits, and five boys from the entire class were rated unsatisfactory in work and play habits. From this it can be seen that the habits of the majority of the class were good.

The class as a whole was well behaved with the exception of one boy who was annoying and at times was a nuisance. However, the remainder of the class conducted themselves well and gave their unruly classmate no notice or encouragement.

Health:

Of the thirty pupils in this class all were examined by the school physician with the exception of three boys and two girls who were not examined because they had not been in this school system until their last term of school. The following report on the examination includes only twenty-five children:

Nutrition:	Boys	-	three needed to be watched
	Girls	-	all normal
Posture:	Boys	-	eight good; six fair; three poor
	Girls	-	three good; five fair
Skin:	Boys	-	two needed to be watched
	Girls	-	all normal
Eyes:	Boys	-	two needed to be watched
	Girls	-	all normal
Ears:	Boys	-	all normal
	Girls	-	all normal
Glands:	Boys	-	two needed to be watched; one needed correction
	Girls	-	one needed to be watched
Heart:	Boys	-	one needed to be watched
	Girls	-	all normal
Lungs:	Boys	-	one needed to be watched

	Girls	-	one needed to be watched
Teeth:	Boys	-	Five needed to be watched; seven needed attention; three needed immediate correction
	Girls	-	one needed to be watched; two needed attention; one needed immediate correction
Tonsils	Boys	-	three needed to be watched; two needed attention; five needed immediate correction
	Girls	-	three needed to be watched; one needed attention
Nose:	Boys	-	all normal
	Girls	-	two needed attention
Feet:	Boys	-	three needed to be watched (flat feet)
	Girls	-	five needed to be watched (flat feet)

In 1945 all the members of this class had their vision checked by the Snellen Eye Chart, and the following information was gathered: Seventeen of the boys had normal vision, while the other three had very poor vision. However all three of these boys wore glasses so their sight was improved to some degree. Eight girls had normal vision and the two with poor vision wore glasses.

The frequency of childhood diseases for these pupils

was:	Measles	Boys seventeen	Girls ten
	Chicken Pox	Boys twelve	Girls six
	Whooping Cough	Boys eight	Girls two
	Mumps	Boys four	Girls three
	Tonsillitis	Boys one	Girls one
	Scarlet Fever	Boys one	Girls one
	Diphtheria	Boys none	Girls one

In addition one girl had asthma, one had pneumonia, one girl and boy had frequent colds, and one boy had spinal meningitis.

From the above data it can be seen that this class had most of the childhood diseases, but few of them suffered from the more serious illnesses.

Home:

The majority of these pupils come from homes of mod-

erate circumstances. From the questionnaires answered by the pupils this data was collected:

Pupils having brothers		25
Pupils having sisters		17
Only child		5
Owens home		12
Rents home		18
Average rooms in house		5 $\frac{1}{2}$
Radio in home		30
Telephone in home		11
Furnace in home		15
Education of father	College	3
	High School	12
	8th grade	9
	6th grade	6
Education of mother	College	2
	High School	12
	8th grade	11
	6th grade	5
Member of church		29
Newspaper delivered each day		29
Magazines in the home		16
Books in the home		28
Car Owner		12
Uses a Library card		8
Attends concerts		14
Average movie attendance per week		1.8
Pupils taking music lessons		9
Servants in the home		0

School Record:

Of this class there were two failures in 1B, one in 1A, one in 2B, one in 2A, two in 3B, two in 3A, none in 4B, three in 4A, none in 5B, 5A, 6B, and 6A.

It would be profitable to study the school records of this entire class from the kindergarten up until the sixth grade, but since many of the children came from schools outside of the city and no records were available this was not possible. However, the final grades that were given in 6A are interesting and shall be pre-

sented here:

Subject Field	(grades)	Boys			Girls			Total		
		1	2	3	1	2	3	1	2	3
Reading		1	11	8	4	3	3	5	14	11
Language		0	7	13	3	6	1	3	13	14
Spelling		4	14	2	8	2	0	12	16	2
Penmanship		0	9	11	4	6	0	4	15	11
Arithmetic		1	13	6	2	8	0	3	21	6
Geography		6	11	3	6	3	1	12	14	4
History		5	12	3	6	3	1	11	15	4
Music		1	15	4	6	4	0	7	19	4
Art		4	13	3	7	3	0	11	16	3
Handwork		2	13	5	8	2	0	10	15	5
Science		3	16	1	6	4	0	9	20	1

The average absence for the boys during the 6A term was 8.3 days. The average absence for the girls was 5.3 days. Three girls and two boys did not miss a day during the entire term of 95 days. The boys had thirty cases of tardiness during the term while the girls had only eleven.

The ratings of the teachers could not be obtained for all the members of the class due to the fact mentioned before that some of them attended school elsewhere. Here again the 6A teacher had filled out a scale for all the members, and it will be summarized now:

<u>Item Rated</u>	Good	Aver.	Poor
Cooperative	5	12	13
Followed Directions	5	10	15
Effort	6	13	11
Classroom Behavior	9	14	7
Sportsmanship	8	16	6
Attitude Toward School Work	7	13	10
Personal Habits	11	17	2
Liked by Other Children	8	15	7
Liked by Teacher	7	19	4

These ratings are especially significant as the 6A teacher had these pupils in her class at the time this

scale was filled out by her.

Results of the Tests:

Progressive Achievement Test Primary Form:

This test was administered to twenty-three of the members of this class at the end of their 3A term. The remaining seven pupils were not in this school system at the time.

Grade Placement	2B	2A	3B	3A	4B	4A	5B	5A	6B	Percent Below Aver.
Total	1	1	6	6	6	2	1	0	0	61
Reading Vocabulary	4	2	4	6	4	1	1	1	0	70
Reading Comprehension	0	5	6	3	3	4	1	1	0	61
Arithmetic Reasoning	0	2	8	4	6	1	1	1	0	61
Arithmetic Fundamentals	0	3	0	11	4	4	1	0	0	61
Language	0	3	5	10	3	0	1	0	1	78

Since this test was given at the end of the 3A term, the pupils should have ranked 4B. As can be seen from the above data more than half the class fell below this standard in every field.

Stanford Achievement Test Form E Intermediate:

The entire class took this test in February, 1945. They had been in the 6A grade one month, and they should have reached a standard of 6A.

Grade placement	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A	9B	9A	10B
Total	0	0	7	3	5	2	5	3	2	1	1	0	0	0	1
Para. Meaning	0	1	6	3	3	5	3	1	2	3	1	1	0	0	1
Word Meaning	1	6	5	2	3	3	3	1	2	2	0	1	0	0	1
Language	1	3	11	3	1	2	1	2	2	1	2	0	0	0	1
Arith. Reas.	2	1	3	1	1	6	4	1	3	1	5	1	1	0	0
Arith. Comp.	0	0	3	0	3	1	2	3	4	5	4	2	2	0	1
Spelling	0	4	7	5	7	2	1	0	0	1	1	1	0	1	0

The percentage of pupils falling below average (6A grade) is as follows: Total - 73; Par. Meaning - 70; Word Mean. - 77; Lang. - 73; Arith. Reasoning - 60; Arith. Comp. - 30; and

Spelling - 87. These scores indicate that this group of children as a whole were below the average standard in every field except Arithmetic Comprehension.

Kuhlmann-Anderson Intelligence Test:

This test was administered to the entire class February, 1945. The average chronological age of these pupils was twelve years and no months, and their average mental age as indicated by this test was eleven years and three months. The average mental age of the group is seven months below the average chronological age.

The I. Q.s as determined by this test for this class fall in the following categories:

	Cases	Percent
Borderline (66-79)	2	7
Dull Normal (80-90)	8	27
Average (91-110)	18	60
Bright Normal (111-119)	1	3
Very Superior (128-over)	1	3

The majority of the class have average I. Q.s, but there are a greater number whose I. Q.s fall below normal than above normal.

Wechsler-Bellevue Intelligence Test:

I. Q.	Verbal		Performance		Total	
	No.	%	No.	%	No.	%
Mental Defective (65-0)	0	0	1	3	1	3
Borderline (66-79)	8	27	2	7	3	10
Dull Normal (80-90)	8	27	4	13	9	30
Average (91-110)	12	40	15	50	12	40
Bright Normal (111-119)	1	3	6	20	4	13
Superior (120-127)	0	0	2	7	1	3
Very Superior (128-over)	1	3	0	0	0	0

On the Total I. Q. as indicated by this test 43 percent of the class have lower than normal intelligence while only

16 percent have above normal intelligence. However, the Performance I. Q. presents a different picture; 23 percent of the class fell below average while 27 percent are above average. The Verbal I. Q.s of these children are more similar to the Total than to the Performance I. Q.s; 54 percent are below normal while only 6 percent are above normal.

Of the thirty pupils who took this test only one of the group acted silly while taking the test; the others were very serious and really tried. This one boy made irrelevant remarks, laughed constantly, turned his back to the examiner, and was very inattentive. The other members of this class remarked afterwards that they had enjoyed taking the test. Eleven of this group seemed nervous while taking the test, but the others were completely at ease.

Roger's Test of Personality Adjustment:

This test was given to the group at the same time in May, 1945. Here again all of the class except one followed directions carefully and worked well on it. The results were found to be as follows:

Field	High		Aver.		Low	
	No.	%	No.	%	No.	%
Personal Inferiority	6	20	10	33	14	47
Social Maladjustment	14	47	11	36	5	17
Family Maladjustment	7	23	10	33	13	44
Daydreaming	12	40	9	30	9	30
Total	7	23	14	47	9	30

The above scores are combined for the entire class. However a higher percent of girls are maladjusted than the boys.

Fields	Boys Percent	Girls Percent
Personal Inferiority	10	40
Social Maladjustment	45	50
Family Maladjustment	20	30
Daydreaming	40	40
Total	25	20

In every group except two the greater percent of maladjustment is found among the girls.

Summary:

Now that all the information available concerning this class has been gathered and summarized; conclusions must be made in regard to what has been learned about this class and to what use this knowledge can be put to guide this group more effectively.

The appearance of the class is average, with a normal range in height and weight that could be found in any 6A class. The average age of twelve years and four months for the class can also be considered normal for a sixth grade class.

The group's behavior was satisfactory with a very few exceptions, and their habits were satisfactory also.

The health records of these pupils indicated a need for the correction of many defects. Of all the parts of the body which were examined only the ears of all the pupils were normal. At least two children needed attention for defects in other parts of the body. The largest number of defects were in the teeth and tonsils; fourteen pupils needed to have these corrected.

With such a record of so many children needing at-

tention it is a little easier to understand the retarded scholastic progress of many of these pupils who have average intelligence. To improve this condition the school nurse should contact the homes of the various children in an endeavor to get these defects taken care of.

Most of the pupils appeared healthy in spite of the above facts as few of them missed more than a week during the term that they were in 6A. Few of them had serious diseases, and only in the case of the boy who had spinal meningitis is it evident that they suffered after effects.

These pupils come from homes of moderate means where they seem to have all the necessities. Twenty-five of the thirty pupils have brothers or sisters. Sixty percent of these families rent their homes, and the average rooms in each home is $5\frac{1}{2}$. All have radios; 50 percent have furnaces and 10 percent have telephones in their homes.

Approximately 50 percent of their parents completed high school or attended college. Forty percent of the families owned a car, and there were no servants in any of the homes.

All the children except one were members of a church. There were books in every home except two, although only about half of the families subscribed to any magazines. Thirty percent of these pupils take music lessons; forty-seven percent attend concerts; and twenty-seven percent use the library. All of the children except one girl attends the movies. Most of them average 1.8 a week.

From this data it can be seen that the children spend much of their leisure time either at the movies or at church. There is very little reading done at home even though most of the homes have books. The magazines which most of the homes received were Life, Love Stories and Comics.

A great opportunity is being wasted unless these children become familiar with the library and use it. Not only would it be another way to spend their leisure time, but it would benefit them in their school work. Since these pupils are old enough to ride the street cars alone, the fact the the libraries are a distance from their homes should not be a handicap. Stimulating interest in the library by bringing books to this class would be one method of handling this, however, getting the home to cooperate after the children become interested is even more important.

The scholastic record of this class is average with these exceptions; there were more failures in reading, penmanship and language than there were above average. This fact that the class had difficulty in reading and language is substantiated by both the achievement tests and the verbal part of the Wechsler-Bellevue Test. Also the fact that many of them received poor ratings on Cooperation, Following Directions, Effort and Attitude Toward School Work has played a part in retarding their scholastic progress.

At the end of the 3A grade according to the achievement test that was given, 61 percent of the class was below the acceptable standard of 4B. Three years later a similar

achievement test was given and on the Total 73 percent were below the 6A standard. So it can be seen that instead of decreasing, the number of pupils below the standard increased. In Arithmetic Fundamentals only did the percentage of pupils falling below average decrease from 61 to 30 percent.

Before trying to interpret these results it would be well to discuss the findings of the intelligence test and the personality test in order to have all the possible information available.

The results of the Kuhlmann-Anderson Test show that 34 percent of the class have I. Q.s below average; 60 percent have average I. Q.s and 6 percent have I. Q.s above average. The Wechsler-Bellevue Test divides the class in the following way; 43 percent have I. Q.s below average, 40 percent have average, and 16 percent above average. The fact that the two tests are different in various aspects such as, one is an individual test, the other is a group test; one requires reading, the other does not; one includes both verbal and performance parts and the other does not, causes the differences in I. Q.s. The fact that education influences some scores on the verbal part of the Wechsler-Bellevue Test is the reason that this class did better on the performance part.

Since more than 50 percent of the class according to both tests have average I. Q.s or better, it is indeed difficult to understand the reason for 73 percent of them falling below the average grade placement on the sixth grade

achievement test. Even the adjustment of these pupils to themselves, their families and the persons around them does not give any reasons for their scholastic retardation. In fact the findings from the Roger's Test indicate that the girls are more poorly adjusted than the boys, and yet the girls have progressed further scholastically than the boys.

The fact that many of these pupils have physical defects that need correcting could account in part for the slow scholastic progress. However, in some respects the school and the home have failed as far as some of these pupils are concerned. The poor attitude toward their school work, lack of cooperation and effort and the inability to follow directions all contribute to retarding learning. It must be remembered that many of these children will not be able to do average work, due to limited capacities, but they must be so guided that they will use their capacities to the fullest no matter how limited.

In a class of this kind the very bright child will often be the one to suffer, in that the work is far below his ability and he soon loses interest. The teacher as well as the home must know the potentialities of each child so he can be given an opportunity to develop to his fullest.

In the cases where a child could not develop fully due to maladjustment and inferior feelings it is imperative that the home and the school work together to correct the situations and events which have caused this child to be unadjusted.

In guiding these children one must discover the field in which each is particularly capable, and through reassurances by the teacher and the home his self-confidence can be increased, and he will progress faster as a result.

As far as this class is concerned the larger the program of education becomes and the more varied it becomes, the better chance the pupils will have of finding a field in which each is capable of developing his potentialities to their fullest so that he might contribute something worthwhile to the society in which he lives.

CHAPTER V

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