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UNIVERSITY OF LOUISVILLE

A Comparative Study
of a Group of Institutional
and Private Home Children
in a Public School

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

Mary Virginia Witt

Year

1944

NAME OF STUDENT: Mary Virginia Witt

TITLE OF THESIS: A COMPARATIVE STUDY
OF A GROUP OF INSTITUTIONAL
AND PRIVATE HOME CHILDREN
IN A PUBLIC SCHOOL

APPROVED BY READING COMMITTEE COMPOSED OF THE
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DATE: Sept., 15, 1944.

A COMPARATIVE STUDY
OF A GROUP OF INSTITUTIONAL
AND PRIVATE HOME CHILDREN
IN A PUBLIC SCHOOL

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

Do children who live in an institution and attend a public school differ greatly from pupils who live in individual homes? This question has been of outstanding interest to the writer who teaches in a school which has an enrollment one third of which consists of institutional children. The members of the faculty of the school seem to think the children from the orphanages are marked. The following representative statements were made by teachers who deal with the children from the Louisville Baptist Childrens' Home and the Christian Orphans' and Widows' Home.

'It is quite difficult to place your finger on the difference between institutional children and those reared in a private home. I have found that the orphan feels that he is in a segregated group and this causes him to feel inferior. The children lack initiative and responsibility and because of this they have a difficult time adjusting themselves with the outside world.'

'The teacher's word or appraisal means everything to the institutional child. His school life is based on the teacher's opinion of him. The school seems to be the orphan's chief interest.'

'Children seem very dependent on the teacher's aid in helping them keep their school supplies. They do not feel the responsibility of ownership.'

'I have found the children from the 'homes' are very clanish which is probably due to timidity. They stay with their own little group at Sunday School and even at parties. We are definitely trying to encourage them to be more sociable by having our pupils invite the orphans into their homes.'

It is assumed by leading educators and psychologists that an institutional environment and training leave their mark upon the child.

It is generally believed that the percentage of the retarded mentally defective children in child caring homes is higher than among general school population. This belief may be justified, but objective statistical evidence is neither abundant nor conclusive. Davis' comparative study of a thousand children in orphanages and five hundred Texas school children of the same grades showed 45% of the public school children mentally below age as against 73% of the orphanage. 1

If this is true, of what value is such knowledge to teachers of institutional children?

With this in mind, the writer has undertaken in the following study to assemble material and interpret facts in order to determine whether there exists an appreciable difference in achievement, social adjustment and personality between public school children who live in an orphanage and those who live in the private homes of the same community.

The writer shall endeavor to illustrate by charts,

graphs, tables and discussions any differences which exist. The knowledge, if such differences exist, should be of value to both administrators and teachers in grading and classifying pupils, in providing suitable curricula, in improving instruction and in aiding the institutional child in making social adjustments.

The material for this thesis was collected in the following way; through interviews with the children, their teachers, matrons and superintendents, ministers and board members of the institutions, from records of the attendance and Census Bureau of the Louisville Public School System, from records of the Louisville Board of Health, from records and case studies of the children who attend the Englehard School, from interviews with members of the Louisville Psychological Bureau, the Board of Christian and Baptist Orphanage and parents of the individual families.

Therefore, it is the purpose of this thesis to show what differences, if any, exist in achievement, social adjustment, and personality between institutional children and children from private homes.

¹
Cooper, John, Children's Institutions, p. 415.

CHAPTER II

PROCEDURE

CHAPTER II

PROCEDURE

A. Selection of group

The children with which this study deals were enrolled in the four divisions of the Sixth Grade of Victor H. Englehard School, September, 1943 to January, 1944.

In order to set up two groups for the study all forty institutional children, who were enrolled in the sixth grade, were considered as the experimental group. From the remaining sixth grade children, forty were selected to match the I.Q.'s of the institutional group, as nearly as possible. The Kuhlman-Anderson Intelligence Test, Grade VI, was administered to the four divisions of sixth grade students in September, 1943. This test was used as it is the one accepted by the Research Bureau of the Board of Education in determining the I.Q. of all sixth grade children throughout the city school system.

The only objective basis for the selection of the two groups was the result of the I.Q. test and the fact that the students were placed in the sixth grade. With so small a group from which to choose it was impossible to pair the pupils by chronological age or sex.

1 2 3 4

Pressey, Lincoln, Burnham, and Wreschner have agreed that sex differences in general intelligence, if they do exist, are not great enough to be important and that girls between the ages of 9 and 15 tend, on the average, to surpass boys. This may be due to the fact that they mature earlier than boys.

In view of the above statement and because of the limited number of pupils enrolled in sixth grade, sex was not considered in the pairing of the groups.

¹
L.W. Pressey, "Sex Differences Shown by 2544 School Children on a Scale of Intelligence", Journal of Applied Psychology, II, November, 1918, p.224.

²
E.A.Lincoln, "Sex Differences in Growth of American School Children," p.48.

³
W.H.Burnham, "Sex Differences in Mental Ability" Educational Review, 152, November, 1921, p.280.

⁴
A. Wreschner, "New Studies and Mental Differences Between Boys and Girls", Review of Reviews, 63, July, 1923, p.104.

B. Collection of Data

Data - The experimental data are given under three headings.

1. Environmental Factors - those factors over which a child has little control, such as, the conditions and influence which affect his growth and development.

a. A detailed study of the Christian Orphans' and Widows' Home, the Louisville Baptist Childrens' Home, and the homes of forty children, was made to observe:

- (1) Physical conditions of the Home
- (2) Daily program
- (3) Diet and health
- (4) Type of guidance
- (5) Provision for study
- (6) Facilities for recreation
- (7) Ethical training

b. Survey of the institutions was made in the following ways:

- (1) Numerous visits to the home
- (2) Interviews with superintendent and matrons
- (3) Interviews with pupils

- (4) Study of the Survey made September, 1943
 - (5) Reports from visiting teacher of her contacts with the Home
 - (6) Pupil analyses of their daily diets
 - (7) Questionnaire concerning physical conditions of child's home, daily program within the home, opportunities for leisure time activities and ethical training
 - (8) Children kept five daily records of their diet and activities for 24 hours
- c. The survey of the children from the private homes was made in the following ways:
- (1) Conference with visiting teacher (visiting teacher contacts every family of children attending school)
 - (2) Interviews with ministers and Sunday School teachers of the neighborhood churches
 - (3) Interviews with children
 - (4) Personal visits to the homes
 - (5) Questionnaire given to the children (sample copy page 135)
 - (6) Pupils kept a record for 5 days of their daily diet and activities

The comparative study of environmental factors of private homes and institutions was made to see if these conditions show any appreciable difference and if they affect the

child's school life.

2. Educational Factors - those common skills, abilities and subject matter learnings in which mastery is required of a sixth grade pupil. These include intelligence, achievement in reading, arithmetic, spelling and language usage.

- a. The two groups were given the Progressive Achievement Test, Form B in September, 1943 this being the same test given by the Research Department of the Board of Education to determine the achievement of all sixth A students in the city.
- b. In January, 1944, Form C of the same test was given to determine the improvement made during the five months. Graphs and charts were made to show the advancement in arithmetic, reading, language and spelling, of the pupils during this term. A line graph showed the comparison of improvement of the two groups.
- c. A comparative record of attendance and punctuality was kept for a period of five months. This record included the reasons for absence, truancies and tardiness. The results of this study were shown in tables for the purpose of comparison and were used to show the effect of

absence and punctuality on advancement of pupils during the term.

- d. The children's past school records were consulted to find the number of terms they had been enrolled in Engelhard School, the number of terms they had failed to be promoted, and the number of different schools they has attended. This study was made to show which group had to make the most adjustments to a new school environment and its effect on their school achievement.

3. Personality Factors - are the sum total of the constant modes of behavior and reaction in both external and internal aspects.

- a. A questionnaire of 65 questions was given to make a study of attitudes, social adjustments and personality of the two groups.
- b. The teacher rated each child 1, 2, or 3 as to Personal Habits, Social Habits, and Work and Play Habits. These citizenship traits are the ones on which the children are rated each month at school. The following is a copy of the citizenship record of the report card used by the Louisville Public School System.

(1) Personal Habits

Takes pride in appearance

Shows reasonable amount of self-control

Is polite in speech and action

(2) Social Habits

Shows good sportsmanship

Helps to carry out suggestions of the group

Respects public and private property

(3) Work and Play Habits

Has orderly habits of work

Makes good use of his time

Shows self reliance

Originates new enterprises for self and group

c. Children wrote essays on

(1) How I Spend My Leisure Time

(2) What I'd Do With Fifty Thousand Dollars

(3) My Life's Career

(4) Books I Have Enjoyed

In order to answer the question, "Do institutional children differ greatly from children of private homes?" the results of these procedures were studied to get a total picture of the children of the two groups.

CHAPTER III

A COMPARATIVE STUDY OF THE ENVIRONMENTAL FACTORS

CHAPTER III

A COMPARATIVE STUDY OF THE ENVIRONMENTAL FACTORS

In answering the question, "Are institutional children different from children in a private home?" - a study of the environment of the child had to be made. This survey includes a study of the community, the school, the private homes and the two institutions.

Making a survey of the group of forty people from private homes was very difficult as most of the material had to be obtained by means of questionnaires. The visiting teacher, the principal, and the minister and Sunday School teachers were a great aid in collecting information. Like Whitley they realized that the environment plays an important part in the development of a child.

The more one knows about the whole environment of any child the better she is equipped to give him that which he needs most. Insufficient or improper nourishment, poor living conditions, inherited abnormal tendencies, these and a host of other factors, all have their influence on a child's behavior. How much time do the children spend with the rest of the family? Are mothers and fathers comparative strangers to their children, or trusted companions? Are parents well-informed or ignorant, aesthetically cultured or cheap and tawdry in their tastes? How do they spend their leisure time? What are their habitual recreations? Do they attend church? Are the parents in harmony with each other, or is there

constant friction, suspicion, impatience, sarcasm in the atmosphere of the home? How are the children treated? Are they held to any responsibility? Are they given money whenever they ask or do they have a weekly allowance? Have they a definite bedtime? Have they a place to play in the home?

All these things will make the greatest kind of difference in moral development. ¹

Everyone realizes the importance of environment in the development of a person. The environment touches every phase of a person's life. Freeman carried out an investigation with a group of children in foster homes to determine whether the intelligence of a child was affected by the character of his environment.

A group of children were tested before placement and then retested after several years of residence in a foster home. A comparison of their ratings on the tests gave evidence of a significant improvement in intelligence, as measured by intelligence scores. A study of certain sub groups showed that the children in the better foster homes gained considerably more than those in poorer homes. Furthermore, the children who were tested and adopted at an early age gained more than those adopted at a later age. These facts seem to indicate that an improvement in environment produces a gain of intelligence. ²

¹

Mary T. Whitley, A Study of the Primary Child, p.18.

²

National Society for Study of Education Yearbook XXVII, Part I, The Influence of Environment on the Intelligence, School Achievement and Conduct of Foster Children, Frank Freeman, Karl Holziner, Blythe Mitchell.

In many studies of individuals it has often been found that "before and after" tests show changes in intelligence after children have been changed from one environment to another. Gains in I.Q. have been found after children have been moved from institutions or underprivileged homes to a better environment.

In a study carried out in a nursery school at an orphanage, by Skeels, it was found that the children who attended the nursery school showed an average gain of 4.6 points in I.Q. The control subjects who did not attend this school showed an average loss of the same amount.¹

In order to get an understanding of the children a study of each child had to be made. It was necessary to know about his environment, his physical and mental ability, his attitudes and wishes, and his conceptions of life itself. Kilpatrick says this is the "total situation". This idea is summed up in the following statement:

The more closely we look at life itself the newer biologic view of organism helps us to understand behavior as possibly never before. Any organism is seen as a self regulative pattern, inextricably interwoven with environment. When by a change either, within or without, the organism, the equilibrium of the organism is upset there ensues a strain which we variously call need, want, wish, drive, preference, or the like. Consequent upon this strain there ensues movement di-

¹
H.M. Skeels: Study of Environmental Stimulation,
University of Iowa Studies in Child Welfare, Vol. 16, No. 1, 1939

rected toward the environment which tends to restore the lost equilibrium. . . . Any organic activity is as much the affair of the environment as it is the organism. Any habit of the child belongs as truly to the situation as to the child for it joins both together, and the situation is the actual total situation in all its particular manifestations to which the child is in fact sensitive. . . . The whole child with all its effectual past now actually located in a present concrete situation with all its effectual connectedness - this is the only unit. ¹

To know the whole child should be the aim of a person making this study. An effort has been made to obtain as much information as possible regarding social and personality adjustment, as well as his academic achievement.

The community, the school and the home are the three major influences in a child's life. A study of each of the factors will follow.

A The Community

The Victor H. Engelhard School is located at 119 East Kentucky Street. This is in the central district of the city and as a consequence the pupils of this school are not living in the most favorable part of Louisville. The neighborhood has changed from a wealthy, cultural residential section to a rooming and boarding house district.

¹
W.H. Kilpatrick, A Reconstructed Theory of Education Process, pp. 3-7.

The fact that 95 percent of the children chosen for this study live in rented dwellings or rooming houses show that the mobility of the neighborhood is extremely high. Only two families of this group own their homes.

In the Housing Bulletin on Block Statistics Dr. Truesdell states that there was a total of 481 structures or buildings in tract 61, which includes the school community. From these structures 1234 dwelling units have¹ been made. 746 of these apartments have no private baths.

At first the rooming and boarding houses were occupied by a very respectable, industrious class of people. As more homes were converted into rooming houses, the people living in them were more underprivileged than formerly - people with low standards of living and morality, degenerate drifters from other cities.

On a trip with the visiting teacher it can be observed that it is not unusual for a large family to be living in one or two rooms. Often the furniture consists of a bed, table, and a chair. Many times the family sleep and eat in the same room. This type of apartment is often found on a third floor or attic or back room over some business concern. The lighting conditions and ventilation are poor, to say nothing of the crowded conditions.

1

Leon E. Truesdell, Housing, Louisville Block Statistics, 1942, p.18.

Sometimes when investigating why certain children came to school dirty it was found that several families used the same bath, or that there was no bath in the house, and all water for bathing facilities had to be heated upon the gas stove. The children who live under these conditions are to be commended for their appearance, for in the majority of cases they do the washing and ironing of their clothes.

A part of the school district, on Preston Street, abounds in cheap restaurants, second hand stores, saloons, and pool houses where alleged gambling and drinking take place. Negroes, with undesirable characteristics are fast becoming in the majority in this neighborhood. Truesdell's report stated there are 170 non-white adults in the census tract 61.¹

In spite of the deterioration of this community it still remains an interesting neighborhood for children. Within walking distance of the school are two parks, a swimming pool, two public libraries, twelve churches, two of which hold regular bi-weekly recreational and Bible study periods for the children in this district. There are two hospitals, a dairy, garages, and filling stations by the scores, a fire engine house, and two high schools.

The high schools play an important part in the life of the children as they watch all extra-curricular activities, with great interest, often with so much enthusiasm that they

¹

Ibid., p.21

become a nuisance to the janitors of the school in the late afternoons. It is an asset to have a high school in the same community as an elementary school, as each student looks forward to the time that he, too, will be a part of this school.

Engelhard School children are again fortunate that the Memorial Auditorium is so near. All children's concerts and lectures are well attended by the pupils as about twenty per cent of the school enrollment buy season tickets. The proximity of the building eliminates all problems of transportation since the pupils and teachers walk over.

The Y.M.C.A., although out of the school district, holds the interest of the boys. Each child is encouraged to accept a part payment membership from the Y. Almost every boy above the age of nine has had a membership at the Y. Some of them do not enjoy these activities and soon drop out, but the majority keep going several afternoons a week. A few boys carry papers in the afternoons and prefer to go to the Y at night.

These many places of interest when used properly prove to be both enjoyable and educational to the children of the community.

B The School

Victor H. Engelhard School, an elementary public school of six grades, is housed in a brick building eighty years old. It has three stories with rather small rooms, no cloak rooms,

and very little modern equipment. Three classes are held in portable buildings which are not conducive to study, as the noise from the street and playground is very disturbing. There is very little space for recreational activities of any kind. The lunchroom and toilet facilities are separated from the main building.

Although the building is old and lacks many of the modern equipments, it is made quite attractive by the children and teachers. Each teacher prides herself on the appearance of her classroom as she feels that this room must interest the child, as he is a part of it for several hours a day. Children are often heard to remark about the different new articles, pictures or paintings which they have seen in different rooms.

District Lines Victor H. Engelhard School

Grades: 1 - 6 and Kindergarten

Northern: Broadway and Jacob Street

From the intersection of 3rd and Broadway east (including Broadway) to 1st, then east (not including Broadway) to Floyd, then south (including Floyd) to Jacob, then east (not including Jacob) to Preston.

Eastern: Preston Street and Jackson Street

From the intersection of Jacob and Preston south (including Preston) to Breckinridge, then east (including Breckinridge) to Jackson, then south (including Jackson) to Oak.

Southern: Oak Street and Ormsby Avenue

From the intersection of Jackson and Oak

Map of Engelhard School District showing three types of living quarters, religious and social institutions, and places contributing toward social deterioration.

LEGEND

Map of the School District

- Boundary
- One side of street only
- Area of rooming houses and old houses converted into two and three family dwellings
- Schools
- Churches
- Orphanages
- Hospitals
- Residences of children in the study
- Rooming houses
- Dwelling places in rear, and on second and third floors of old business houses
- Saloons, cafes, and pool rooms
- Negro residences

Map of Engelhard School District showing three types of living quarters, religious and social institutions, and places contributing toward social deterioration.

west (not including Oak) to Floyd, then west (including Oak) to 1st, then south (including 1st) to Ormsby, then west (not including Ormsby) to 3rd.

Western: Third Street

From the intersection of Ormsby and 3rd north (including east side of 3rd) to Broadway. 1

A factor which makes the Engelhard School community different from other schools is the location of the Baptist Childrens' Home at 1022 First, and the Christian Widows' and Orphans' Home at 225 East College Street. Approximately one third of the school's enrollment is made up of children from these institutions.

All forty children from the institutions who were enrolled in the sixth grade were selected for this study. These children have a varied background, as they come from many sections of the state. Many of them had attended school only a few months out of the year. One can see that educational requirements for entrance in these homes are not so strict because of the many children who are over-age when they enter the school. According to the latest policy in the Orphans' Friend in November, 1940:

. . . . any orphan or half orphan
(boys up to nine years of age, girls
up to twelve years of age) is eligible

1

Record of School District Lines - September, 1943
Files of Superintendent's Office, Louisville Board of Education,
Louisville, Kentucky.

for admission to the Home if sound of body and mind; and their admission is recommended by the Baptist Church, and if those having rightful authority over them will commit them legally to the custody of the Home as required by our Charter and By-laws. . . . nor shall any child be admitted who, from character or from unsoundness of body or mind, is likely to interfere with the morals or health of other children in the Home, or otherwise injuriously or adversely affect them. 1

The children selected from the individual homes were chosen by their I.Q.'s to match the institutional children. Seven pupils from private homes had traveled from state to state with their parents who were seeking work. Nine had come from county schools where they had attended only a few months during the year, and two had not even enrolled in a school the preceding year. Others had spent their whole school career in Engelhard School. Thus, this group also had had a varied background, but it represents a cross section of the school enrollment during the period, September, 1943 to January, 1944.

A Study of the Children from Private Homes. The following information about the private homes and habits of the forty children selected for the control group in this study were obtained from informal interviews with the children and

with the school visiting teacher, a questionnaire, visits, into the homes and from compositions written by the children about their personal experiences.

Most of the families of the private home group are not large as may be seen by the chart.

TABLE I

Number of Children in the Family from Private Homes

No. of Children in family	1	2	3	4	5	6	7	Total 103
No. of Families represented	8	16	8	4	2	1	1	40

Eighty percent of the children in this group come from families with three or less children. Only eight children have four or more siblings in their families.

These families live in furnished rooms or rent small apartments. Only two children stated that their parents owned their homes. Five children who lived in furnished rooms said that they would only be in the city a short time and that their family owned a home in another city. More than one third of the group live in either one or two rooms. The smallest family consisting of one child had the largest home, a six room house, while the family of seven children filled to capacity a small dark four room apartment. Only three children indicated that they possessed a room of their own. Some of these

apartments, although small and with very little furniture, were attractively kept. Many were exceptionally clean and orderly, in spite of the fact that the one room might serve as kitchen, bedroom, and living room. In one of the homes a sixth grade child welcomed the visitor. The girl was the housekeeper and told with pride how she was able to come to school and care for the home, too. Mothers have told the writer that they do not like the crowded conditions with which they have to live but that it seems impossible to find dwellings in a better location now.

The very poorest of families are also represented in this group. Six homes are in the rear or over business houses. The entrances are like long, dark alleys and the interiors are not much better. The sanitary conditions are poor and and it was found in one place that one bathroom was shared by eighteen people. Some of the apartments are attic rooms with a few pieces of second hand furniture.

Most of the children live in a few rented rooms. Some, however, occupy the cottage type house where a person can stand at the front door and see straight back to the kitchen. We are told that the house does not make a home, and it is the truth for the writer found some "homes" among the poorest of dwellings.

In checking the occupations of the fathers, an interesting variety was discovered. Among the fathers we find:

3 defense workers	1 insurance agent
2 musicians	1 carpenter
2 salesmen	1 baker
2 mechanics	1 taxi driver
2 laborers	1 welder

Four fathers are in the Army, twelve others are not living at home, and three are deceased.

The war has certainly changed things for these people. In eight cases both mother and father are at work. Twenty-five mothers are gainfully occupied outside the home. The mothers' occupations are as follows:

11 house wives	3 sales ladies
7 factory workers	2 taxi drivers
6 keep rooming houses	1 baker
5 defense workers	1 gasoline station attendant

Three of the children do not live with their parents, but with relatives.

Since so many of the mothers work outside the home it has put an extra burden on the father and the children. The children often have to do the purchasing of the food and the cleaning of the home. The writer has seen shoulders thrown back and eyes dance when the children proudly state that they are the cooks in their homes now. Several of the girls say that they clean house before coming to school. Some of the boys they have the food purchased and vegetables ready to cook when mother comes home. Most of the group seem to know the value of money and the cost of particular foods for they have had

the experience of purchasing them. Contributing to the family as this group is doing really develops responsibility and initiative. If the child has been properly trained and is dependable this experience of a few hours of extra responsibility may prove to be a blessing in disguise.

However, the working of both mothers and fathers has its disadvantages. The child often has to awaken himself, get ready for school, eat a cold breakfast, or cook it himself, lock up the house and then come to school. The day certainly has a brighter outlook if he has someone to tell him a cheerful goodbye. Then nothing is worse than to come home from school and enter an empty house, with mother gone. Two children asked if they could be permitted to leave school at the first tap of the bell so that they could get home in time to see their mother before she left for work. If they did not hurry home, the only time they could see her was during the week-end, as she did not get in until after they had gone to bed. Another boy said he hated to go home for his father, mother and sister were never home and he got lonesome. He usually spent most of his time in the afternoon and until bed time with some men in the pin ball repair shop. His one ambition now is to manufacture pin ball machines. He said, "Why, those men are teaching me to do repair work, and they trust me. I get to package all the change and no one stays in the room to watch me. When someone really trusts me I

wouldn't think of being dishonest." If for no other reason than the location of the place where this boy "hangs out" he would be much better off under one of his parents' supervision and playing with a group of boys. Another child said, "I just hate to go home. There's nothing to do after I've straightened up the house. Mother and I used to have a good time before Daddy went to the Army."

It seems that the girls can find something to do and seem better satisfied with their parents working than the boys. It may be that the boy feels more lonely and insecure, as he is not familiar with housework, and being left alone. Miss Henrietta Addition, head of the Westfield, N.Y. State Farm Reformatory for Girls, states that two needs are paramount in the life of every child.

Every child needs love and security, which implies stability in the home and responsibility on the part of one or both parents. The child who grows up in a loveless home, insecure home is ripe for delinquency. No matter how poor the home, if one parent is a strong, loving and responsible factor in the child's life, that child is well started on the road to good citizenship. 1

When mothers are working the proper type of guidance cannot be given by a landlady or some housekeeper. Then when parents come home there is little time to be with the children

1

Henrietta Addition, "Bad Girl Had a Bad Home", Louisville Courier-Journal, July 23, 1944.

as they wish some recreation themselves, or there is work to be done in the home. The child gets little assistance with his school work from his family. Eight children are helped regularly at home with their school work. All homework is done and checked before they go to play. Fifteen are aided sometimes. The rest of the group are never or very seldom helped with matters pertaining to school. Most of the homes are not conducive for study. When one notices the few number of rooms in the home, and the size of the family, Table II, he realizes that it is difficult for the child to concentrate under these conditions.

TABLE II

Number of Rooms Occupied by Each Family

No. of rooms in each Unit	1	2	3	4	5	6
No. of Families	4	11	9	15	5	1

These families live in rather crowded quarters. More than one third of the group live in one or two rooms. Only three children indicate that they had a room of their own.

Each of the forty children possessed a library card and 60 percent of them were using the library regularly. Several boys earned their Red Cross pins by serving fifty hours last term at the Red Cross Chapter House. Three children took advantage of the free art classes at the Art Center. Three took music lessons. Many of this group had season

tickets to the concerts given by the Cincinnati Symphony Orchestra. Any day one passes the Male High a few children from this group may be seen playing football or baseball in the school yard. There are few places to play in this neighborhood, as the yards are either small or the children are not allowed to play in the yard. A few alleys which are not frequented by cars are used extensively as playgrounds. Shelby Park is really a godsend to this community because of the playground, swimming pool, and library.

Three boys and four girls are members of scout troops which meet in the neighborhood. Four boys have joined a Junior Commando group under the leadership of a high school boy. They meet with other members and drill each Saturday in the school yard. Several boys and girls are members of the Y.M.C.A. or Y.W.C.A. Two of the neighborhood churches have Bible School one afternoon a week for the children where they have a short period for Bible study and an hour and a half of handicraft work. Twelve people from this group have choir practice one afternoon a week at school.

As the community is near the center of the city the children like to keep up with the latest picture shows. The result of the questionnaire showed that three pupils out of the group saw ten shows during the month of November; thirteen saw over three shows; twelve saw only one and three children did not go to picture shows. A picture show is a special

treat to the child and is often given as a reward by the parent.

Since so many odd jobs are now available for children of these ages, a child does not have to ask parents for money, but can earn spending money during his spare time. The inquiry showed that 25 children from the private home group earned an income.

Types of Work Done by Children in Private Home Group

Type of work	No. of children working
do housework	8
wash dishes	4
go to store -run errands	3
keep children	3
carry paper routes	3
sell papers	2
clerk in store	2

The children besides working outside the home often have an added responsibility of checking on thie own personal health habits. Parents do not have the time to supervise the children as they once did.

Since the children often plan the meals they may not be as healthful as when the mother planned them. As nutrition and diets were stressed at school, it was hoped that some teaching may have carried over into the home. After a survey of the week's diet had been made it was impossible to say how much teaching had taken effect.

The following menus were three sample diets which were copied from the records of three pupils who made an analysis of their foods.

<u>Breakfast</u>		
I	II	III
chipped beef with gravy on toast coffee	orange toast jam	cereal egg toast milk
<u>Lunch</u>		
corn bread 5¢ pie milk	hash crackers milk	spaghetti orange crackers candy bar milk
<u>Dinner</u>		
pork chops - gravy potatoes bread milk	fried potatoes green beans peas rolls milk	roast creamed potatoes lettuce biscuits - jelly hot tea

One can see from the menus that there is a definite lack of fresh fruit and vegetables. Is this because mothers are working, and do not have time to prepare fresh food? Only three children said they had actual charge of planning meals. Most mothers left a grocery list for the child.

The children are very conscious of food values when they buy their lunches in the lunchroom. They have a great deal more money to spend than formerly, and most of them buy a well balanced lunch at school. This may be due to the teacher's supervision. Of course, there are a few students whose parents

give them money and who stop at the corner grocery. The result is a lunch of marshmallows, cakes or soggy pie.

Whether or not the diet has had its effect upon the health of the child during this study is difficult to say. However many absences were caused by upset stomachs. It is known that the personal illness of the child is the largest single cause for excused absences. The maintenance of good health is therefore an important factor in school attendance. The children are watched carefully at school for any signs of illness.

If a child is ill, after a careful investigation has been made as to whom will care for him, since so many mothers work, he is sent home with a note. Often a child must be cared for by the landlady. Sometimes mothers are called from their work. If the child were quite ill it might be necessary for the teacher to take him to the home of a relative.

Each child is given an examination of eyes, skin, throat, and teeth, at the beginning of each term. The results are placed on his health card and copy sent to his parents. Arrangements are often made for tonsilectomies at the General Hospital and dental care is given for the asking at the Dental Clinic. Many children from Engelhard School take advantage of these services. It has been noticed that correction of teeth defects must be closely watched in the group from the private homes.

C The Institutions

The Louisville Baptist Childrens' Home

The Louisville Baptist Childrens' Home was established in 1869 to care for children whose parents were killed in the Civil War.

The main building is a large three story brick erected at 1022 First Street, in a deteriorating residential section of the city. It is out of date in style and plan but is well built and preserved. The laundry and heating plant are located in the rear of the main building. Most of the dwellings within several blocks are now boarding and rooming houses. Schools are easily accessible, with an elementary school only two blocks away. There are three Baptist Churches, two libraries, two parks, and the Memorial Auditorium within walking distance.

The main building seems to be in good repair but the interior decoration seems rather drab in appearance, since brown and tan, or tan and green colors are used throughout the building. The first floor contains the office, a living room, chapel, dining room, pantry, refrigerator room, the small boys' dormitory and playroom, study hall, matron's and housekeeper's rooms, sun porch, baths, and long dark connecting halls.

Ample provision is made for removal of the 125 children in case of fire, as there are three stairways and a spiral slide

escape which is at the rear of the building.

The second floor consists of dormitories, rooms for the matrons, playroom, living room, and baths. There are separate toilet and bathroom facilities for each dormitory. The large glassed enclosed porches are used as the children like. The attic happens to be the general storeroom. "The contrast in appearance and attractiveness between the boys' dormitories and the girls' is quite noticeable. Every effort had been made to make the living quarters of the girls' attractive, while there seemed to be no evidence of interest in the boys' surroundings. Although one matron felt that "boys don't care", one child had made an effort to add to his surroundings by putting a picture of a dog and a small silhouette on the wall by his bed. Another had tacked a world map above his double decker bed. No other sign of life or interest was¹ in the boys' dormitory." At school when a child gave an unusually well-drawn picture to the teacher, he was told to keep it, with the suggestion that he put it up in his room. He immediately replied, "Oh, you keep it. Some of the boys will just tear it up if I take it home." Most of the dormitories seemed dark, since all the lights were in the ceiling. The playroom and dormitories always had to be lighted by electricity, even in the daytime. The playrooms were sadly

¹ Child Welfare League of America, Report of Survey of the Louisville Baptist Home, September, 1943, p.43.

lacking in play equipment. There were few games, or personal possessions. During the holidays, toys are very plentiful, but are soon destroyed as they are not usually the permanent type. The children are encouraged to play outside if the weather permits. This playground is very inadequate, but it at least gets the children in the sunshine. The favorite sport of both boys and girls is baseball. They have a small diamond which is constantly in use. Quite often the "Home" team will play a team in the neighborhood. The children of the community are invited in to see the game. Several swings are placed on one side of the yard. They seem to be occupied mostly by the younger children. Two boys had tried to have a garden of a few plants in a tiny space in the corner.

In the Report of the Survey of the Louisville Baptist Children's Home, made by the Child Welfare League of America, Mrs. Kate Bullock Helm said that the institution was to be commended upon the physical care given the children. An excellent volunteer pedistrician, the chief of a medical staff, is on call, and drops in when possible. When a child enters the home he is given a thorough examination, which includes the Tuberculin test, Wasserman and Kahn, Dick and Shick Tests, G.C. Smear for girls. Children with positive smears are not accepted in the institution.

In a letter of 36-10-27, replying to a request for the

admission of a child to the Baptist Children's Home, is this statement:

Doctor _____ is not accepting any child in the institution without first giving them a thorough trial. We will take the child into the Home and keep him two weeks, or longer, and then notify you if he measures up to our standards. This is a recent ruling passed.

A health record is kept on each child. A practical nurse is on constant duty and is usually kept busy as the children bring their complaints to her. A "nurse line" is kept after breakfast and before supper. Colds are isolated at once. Serious illnesses are always under the care of a physician, and severe cases are sent to a hospital. The school nurse¹ keeps in constant contact with the "home" nurse.

The increase in height and weight are always recorded on the child's report card. This weight is again checked each month by the nurse. If a child is not gaining he is put on a special diet. The children seem to be well fed. The children recorded all foods eaten during the first week of November. The following menu was taken from one of the children's records when he was evaluating his diet.

<u>Breakfast</u>	<u>Dinner</u>	<u>Supper</u>
hot cereal	meat and gravy	beans
toast and syrup	mashed potatoes	potatoes
eggs	peas	bread
milk	bread and milk	milk

¹
Report of Survey of the Louisville Baptist Orphan's Home, made by Child Welfare League of America, Inc., September, 1943 p.65.

When the diets were followed day by day, it was found that chickens, eggs, and milk were frequently served. However, more green vegetables and fruits should have been used. The children from the Baptist Home bring a sandwich and piece of fruit for lunch at school, and eat their main meal of the day after school.

The day of the uniform for orphans is past. The children from the institutions are well and attractively dressed. Their clothes are always neat and clean. The older girls often make or help make their dresses. When new clothes are to be purchased the child is often allowed to choose his own. This experience proves to be enjoyable and valuable. The teacher always knows when it is time to purchase a new wardrobe for she is often consulted.

There are many outstanding factors at the Home which provide for good mental health of children, which possibly offset many difficulties in an institution. The children mix freely with people outside the orphanage. As they attend church and school in the neighborhood they become a part of the community. All children have opportunity to visit in homes of friends in the city who take them out for dinner or over the week-end.

The institution also has access to the facilities of the Mental Hygiene Clinic of Louisville. A social worker is to be added to the staff of the home which will aid a great deal.

The general atmosphere of an institution determines the moral training rather than any formal moral instruction. There was always a spirit of cheerfulness and happiness when the writer was visiting. Children rushed out to the hall to greet her or called from the upstairs. The dark hall soon became unnoticed amid the homelike atmosphere. There was, apparently, a good relationship between most of the children and their matrons and a real feeling of justice between the assistant superintendent and children. The children in both homes are responsible to the matron for discipline. The usual problems which require discipline are disobedience, impudence, lack of cooperation on part of older girls, refusal to accomplish work, talking back, stealing, lying, girls slipping out. The common methods of punishment used in the institution are: deprive a child of privileges; have him sit in a chair; isolation; "paddle - when necessary, whip"; "talk the matter over with the child"; spank; "make him ashamed of himself"; sit and read; polish floors; apologize; put to bed.

The workers in the institution are trying to use the method of rewards for work well done, or for good behavior, rather than punishment for wrong doing. The one award all children look forward to is ten days at camp. Each child has this privilege if his conduct warrants it. Sometimes, when the matron overlooks things, every child over nine years of age gets to go.

One of the problems of the institution is guidance in the right use of leisure time. The Home subscribes to very few magazines. Only a few children make use of the libraries. The music teacher at the school has organized a choir, and a few of the children are members. The boys are not interested as they think it is "sissy" to have choir practice twice a week. Some of the talented children are allowed to take piano lessons and dramatics. A few radios are available but not enough to suit the tastes of the children. Quite often two or three children will ask if they can use the radio in the matron's room to listen to a specific program.

During the winter some of the boys are allowed to go to the Y.M.C.A. and a few are members of scout groups. The younger boys had an airplane modeling club and seemed to take a great deal of interest in it. Various Sunday School classes entertain different age groups regularly. This gives the children wholesome interests which they enjoy. Some are allowed to attend the neighborhood picture show on Friday night.

While the school term is in session the problem of leisure time is not so great as most of the interests and activities center around the school.

When the children have returned home from school, changed clothes, and had their dinner, they go to the study hall. This period lasts twenty minutes for the younger children to forty-

five minutes for the pupils in the elementary grades. If extra time is needed to study, it is provided after dinner at night. Several high school girls are usually in charge of the study hall, and aid the children in their difficulties. The assistant superintendent and the secretary often help some of the slower students and those who have had to be absent from school. The students are also quite helpful to each other. Often a group, all from the same grade, may be seen coaching one another, or a child may be observed working with a younger sister or brother. Quite often an older student will ask the teacher, "Miss _____, will you tell me how to help Joe in his arithmetic? I just don't know what's the matter with him." or "If you'll show me that new way to subtract, I'll try to help Mary." There always seems to be a very helpful attitude among the group.

The study hall is equipped with immovable desks which accomodate 25 people. There are several sets of out of date reference books, and some books of fiction. The junior and senior high students are allowed to get books from the Public Library but there is no provision made for the younger children. Books are often given to the pupils as gifts but these are soon worn out, as they are passed from student to student. Very few magazines are seen, most of them being old copies which people had sent to the institution for the children

to use to obtain pictures for scrap books. The only newspapers the children read are those belonging to the matrons. It is indeed a scramble when current events have to be taken to school, for it is "first come, - first served".

The Christian Widow's and Orphans' Home

"The Christian Widow's and Orphans' Home was established in 1872 by the Christian Churches of Kentucky. The building is an attractive three story stone and brick structure erected at 225 East College Street. At one time it was in an excellent residential section of the city."

The building is now out of date in style and plan but is still well preserved. The dwellings surrounding the home are boarding and rooming houses. A negro section of the city is within a block of the home. There are three Christian Churches, two libraries, two parks and the Memorial Auditorium within walking distance of the Home. The two buildings, one for the widows and the other for the orphans, are very well kept. The first floor of the children's home contains two living rooms, an office, chapel, dining room and kitchen. The second floor consists of dormitories and baths, playroom and matron's quarters. The third floor is used for storage.

The day the writer visited in the home the children

I

W.H.Slingerland, Child Welfare Work in Louisville, p.47.

were amusing themselves by playing guessing games as suitable playroom equipment is lacking. When the children have finished their special duties such as ironing, polishing floors, cleaning bathrooms, dusting and washing dishes, they are anxious to go into the yard. Their special interest is in playing baseball and football. They like to play at night as the yard is equipped with the proper lighting facilities. Some of the boys are especially interested in keeping the front lawn attractive. Each child takes a great deal of pride in the appearance of it, so they play in the back yard.

The physical welfare of each child is supervised by the individual matrons, assigned to various age groups. Serious cases of illness are sent to a hospital as a trained nurse is not employed by the home. All contagious diseases are isolated at once. Regular visits are made to the dentist. The matrons watch the decrease or gain in weight of the children.

Each matron is definitely responsible for her group. If the matron is interested and has the time, she gives individual help to the child in his school work. The length of the study period and the checking of the child's school work is left up to the judgment of the matron. The writer has noticed that some groups of pupils are interested in current events and can discuss the happenings of the day. Could the interest be traced to the fact that the matrons discuss these affairs with her group?

There is a definite lack of up to date reading material in the home. The orphanage possesses a very inadequate library, however the children never use it. Only the high school students are allowed to use the Free Public Library which is within walking distance as "the Home does not want to pay for lost books".

The children buy their lunches which must consist of milk, a sandwich or fruit, and a cake, from the school cafeteria. Their dinner or main meal is served at five o'clock. The following menu is one served at the home during the time the children were studying a unit on Foods at school.

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
oat meal	sandwich	spaghetti
gravy	cookie	apple sauce
toast-preserves	milk	bread
milk		milk

The writer questions whether the lunch provided at the school is sufficient, for the children eagerly accept food from other members of the class. On this particular day there is a lack of fresh vegetables and fruits.

The children enter into the social and religious activities of the church. They are often invited into the homes of the church members who are interested in their welfare. They always attend the parties given by the young people of the church.

The two events which the children anticipate all year

are the picnic at Fountain Ferry Park and the camping trip in the summer. The Home owns a camp near Winchester, Kentucky and for several years the children have moved there for the summer.

Matters of discipline are usually left in charge of the individual matrons. The same rule is true as to the granting of special privileges. The children seldom get to participate in extra curriculum activities which are held after the regular school hours; such as, the competitive games, children's concerts, or excursions. It is with fear and trembling that a child goes home if he has been kept a few minutes after school hours because of misbehaviour. If he is late returning home he is punished. Punishment when a child is late curbs the tendency for the child to loiter on his way from school as the matron does not come for the group.

D School Attendance

A child's environment greatly effects his school attendance and punctuality. Since regular attendance contributes to satisfactory achievement, a comparison of the cases of absences and the causes was made.

The number of cases of absence has increased during the past year. Many cases can be traced to the lack of supervision in the home. Table III shows the number of days absent for each group.

TABLE III

Number of Days Absent During Term
September 1943 January 1944

<u>No. Days Absent</u>	<u>Institutional Children</u>	<u>Private Home Children</u>
0	5	1
1	8	2
2	5	3
3	5	
4	4	5
6	2	2
7		3
8	2	1
9	2	2
10	4	2
11	1	2
12		1
14		4
15		2
17		1
18		1
19	2	
21		1
23		1
24		1
33		1
34		1
43		1
60		1
Total Days Absent	174	500
Percent Days Absent	.04	.13
Average per Child	4	12

Five people from the institution had a perfect attendance record against one from the private homes during the period from September 9, 1943 to January 28, 1944. The 35 institutional pupils have a total of 174 days of absence with a membership of 3,760 days or an average 4 percent of absence. The 39 children from private homes have a record of 539 days absent and a membership of 3,748 days or an absence percentage of 13 plus.

Absence during the term was checked very carefully. Unless written excuses were brought to the teacher for each days' absence, the visiting teacher investigated the cases.

There were eight cases of contagion in the orphanages; namely, measles and mumps, and two influenza cases. Three girls stayed home to 'fumigate their hair of nits' which they had received from one of the other children of the class. Six days absence was due to three of the larger girls being kept home to help serve the dinner when the Board Members met at the Home. Four girls were unable to be present one Monday morning because they sang at a country church out in the state at a Sunday night service. As it was quite late when they came home, they were too sleepy to attend school the following morning. Five children had upset stomachs after spending the week-end with friends who wished to see just how much they

could eat. The other cases of absence were due to colds or stomach disorders which usually lasted a day or two.

The attendance from the Homes was usually very good. The children always knew who was absent as anyone feeling ill reported to the nurse before breakfast. All children are sent to the isolation ward, or hospital as they call it, at once. It is a happy day for all concerned when they are again able to appear in the dining room. They do not like to be kept at home because of illness for they have a more enjoyable time at school. The only incentive the Orphanage offers for absence is a day of rest in bed. It is difficult to persuade a child to leave school and go home if he is really ill.

There were no cases of truancy from the institutions. This may be explained by the fact that the children were accompanied to school each morning by one of the matrons. It is possible the lack of truancy may be attributed to the attitude the institution has built up by stressing the importance of perfect school attendance. The orphan never questions his presence at school unless he is physically unable to attend.

The children from the private homes present quite a different picture, only one person out of forty selected had a perfect attendance record. There were two cases of mumps. Two girls had to stay home with their younger sisters who had

whooping cough; as their mother worked there was no one to care for the younger children. Four pupils were absent because of illness of their mothers, two because of appendicitis, six because of influenza. Several were out a day or two because of colds and minor illnesses. The following are sample excuses given by the children for their absence:

Excuses Given by the Children for Their Absences

1. Fathers leaving for Army or on furloughs.
2. Relatives on furlows.
3. Sister leaving for the Waves.
4. Stayed with baby while mother went shopping.
5. Had to go to court.
6. Helped move.
7. Picked cherries for mother and neighbors.
8. Didn't wake up in time.
9. Out late last night, too sleepy.
10. Went to Doctor or Dentist.
11. Went shopping.
12. Housekeeper didn't call me.
13. Fell out of tree - leg injured.
14. Father in hospital; went to see him.
15. Help mother do wash on Mondays.
16. Don't like to come to school on Fridays.
17. Raining; didn't have an umbrella.
18. Building is too cold.
19. Went to Grandmother's.
20. Cousin came to see me.
21. Sister was ill and I didn't want to come without her.
22. Just didn't feel well.
23. Didn't have my homework.
24. Too tired when I woke up.
25. Went to see Father in Navy hospital.

Each child after being absent was required to bring a note stating the cause of his absence. When it was impossible to obtain a word from the home as to the child's absence, the visiting teacher made a call.

The reason for the absence, as stated in the parent's notes were tabulated and charted. Table IV shows the reasons for the absence among the children of the institutional and private home groups.

TABLE IV

REASONS FOR ABSENCES AMONG CHILDREN FROM
INSTITUTIONS AND CHILDREN FROM PRIVATE HOMES
DURING THE TERM OF SEPTEMBER 1943 - JANUARY 1944

Reasons for Absences	No. of Days Institutional Homes	Absence Private Homes	Total Absence
Contagion	80	60	140
Sickness	84	170	254
Religious Holidays	0	2	2
Weather Conditions	0	80	80
Truancy	0	67	67
Proverty	0	12	12
Others	10	109	119
Total	174	500	674

During the check on absences for the term there were found to be nine cases of truancy in the private home group. Four of the most quiet, unassuming and timid children just thought it would be fun to stay at home from school so they met at one of the little girls' houses. They soon found that they had not chosen their hideout wisely as the child's home adjoined the school yard. The truants could not so much as look out of the window for fear of being seen. One boy relates

his experience:

'I sure got tired of playing Chinese Checkers and Monopoly. We couldn't even make any noise for the woman upstairs would have told Jeanette's mother. We didn't have any food and were afraid to go to the store for it. I'd rather go to school any day. It's no fun cooped up in two rooms all day and wonder if you're going to get caught.'

The following day all four mothers were notified of the truancy as one child's conscience troubled him and he told the teacher. The mothers were shocked; the teacher was too, for she did not think they had that much initiative. This was the result of the parents being employed and leaving their children unsupervised.

Another case was of a boy, an only child, very neat and well dressed, of above average ability, who did not hesitate to let one know that he thought himself above the group. He could rarely see his mistakes and always offered some justification for his errors. He had few real friends among the children and openly showed his jealousy of people who had a higher scholastic record than he.

Jimmy was absent only eight days out of ninety the school term preceding his father's joining the Army. When his father left he was literally lost for most of his after school hours were spent with his dad. He worried a great deal because his mother had to work. He said he prepared the meals

and did most of the housework for he feared his mother might become ill because of overwork. He depended on his landlady to awaken him each morning for his mother went to work at five. In a short time tardiness developed and Jimmy preferred to remain at home rather than be late. When the visiting teacher called and found that he had been a truant several times he wept and promised that the offense would not be repeated. He said not to tell his teacher, that he was so sorry that he had not lived up to his mother's expectations and he hated to cause the visiting teacher so much trouble. She assured him it was no trouble at all, just the way she made her living. The next two months he evidently wished her to earn her money for he was absent most of the time.

He persuaded his mother to take him to Texas to see his father. Then later, his father was ill so he was absent ten days while he visited him. He said it was very difficult writing his father every day when so little happened of interest to tell him. Jimmy's mother threatened to stop work so as to see that he came to school, punished him, and bought him a dog, but to no avail. He always became ill at eight-thirty, did not wake up or was so busy that he overlooked the time and hated to be tardy so often. As a last resort the mother took him from school in May and sent him to live with his grandmother.

The third case was of a child who lived with his grandmother and uncle, his uncle being in the same classroom with him for two years. It seemed that Louis was always to be found among the trouble makers of the school. No matter what happened one could be sure that he was in on the offense or could tell you all about it. He hardly knew what it was to tell the truth. He started playing truant with some boys from a parochial school and continued even after the grandmother would bring him to his classroom.

Finally the mother decided to take the child and move into another neighborhood in order that he could attend a different school which would give him new friends. She claimed the grandmother was too strict with him and the uncle and children of the school had an undesirable influence on him. When last heard of he was the ring leader in the new school situation and the principal said he was certainly no uplifting addition to her group.

Another truant was an overgrown, exceptionally thin, anemic looking boy. He had been a truancy problem throughout school and had repeated five terms of school work. He was definitely not interested and was bored to death while in the classroom as he could not do the work. The doctor had suggested that it would be wise for him to take several months off from school and stay in bed. He was often seen in town

at night rambling down the street as lifeless as a puppet, with a cigarette dangling from his mouth. He could scarcely be blamed for sleeping the next day in class.

His mother had reached the point where she was not disturbed about his truancy. She could do nothing about it. When told about his excessive smoking and truancy she replied, "I don't want James to be a sneak and smoke behind my back, so I buy him the cigarettes, but I have told him not to smoke at school. He is old enough now to know that he should go to school, and I do not have the time to see that he goes as I have to work."

Robinson states,

That truancy leads to other delinquency is based upon the theory that children who truant probably engage in anti-social activities. Equally plausible is the possibility that children who stay out of school do so not necessarily for mischief, but to indulge in activities which interest them much more than the rather formal, academic school curriculum. Some stay out with the connivance of their parents. If they were not, unfortunately, disobeying school regulations their activities might be considered quite harmless, perhaps even constructive. ¹

It seems to be the opinion of teachers in our school that a child is not truant if the parent knows that the child

¹

Sophia Robinson, Can Delinquency Be Measured? The Welfare Council of New York City, 1936, p.127.

is staying away from school. He is not called a truant unless he is absent from school without the parent's permission. The teachers agree with Teagarten that truancy is often a problem between the school, parent, and the child. Often the parent is the truant rather than the child.

Truancy is primarily a problem between the school and the child; secondarily, between the school, the child and the parent; and thirdly, a problem to be referred to a juvenile court, or any other outside agency. The causes of truancy are many. A number of factors involved in tardiness may also be operative in producing truancy. Previous absences, justifiable or otherwise, which a child fears he can not make up, may cause continued staying away from school. The antagonism or indifference of a parent toward a school is another factor. ¹

Tardiness is another problem which faces the school. Mothers going to work early, or working until late at night, then oversleeping, children cooking their own breakfasts, no clocks, or clocks out of order, depending on a landlady to call, are all factors which contribute toward making children tardy.

There were 56 cases of tardiness during the term from the children of the private homes, as against 2 cases from the institutional group. One child did not pass morning inspection and was sent back for a second trial at washing. A girl had

¹
 Florence Teagarten, Child Psychology for the Professional Worker, p. 453.

wasted her time in the morning and had not completed her assigned task of dusting the hall. She was not allowed to come to school until it was finished.

E Summary

1. Approximately one third of the enrollment of the Victor H. Engelhard School was made up of children from the Baptist and Christian Orphan's Homes.

2. Ninety-five percent of the children from private homes lived in rented dwellings and rooming houses in a central area of the city. Thirty-eight percent of these families of this group of 40 children lived in one or two rooms.

3. Sixty-three percent of the 40 children from private homes lacked parental supervision since both parents held full time positions outside the home.

4. Sixty-three percent of the pupils from private homes earned money by working after school hours. The children with parents who worked had opportunities to develop resourcefulness, self reliance and initiative by added responsibilities in caring for home and family in the absence of their parents.

5. Institutional children are deprived of the freedom and privilege enjoyed by the pupils from the private home group to participate in special school activities outside the regular school hours.

6. Conditions for home study were better in the institu-

tional homes due to the fact that definite times and desirable places for study were provided.

7. Institutional pupils lived by a rigid schedule and the definite routine of activities were under constant supervision.

8. Medical and dental care in the institutions was superior to that in the private homes for the pupils were under the supervision of a nurse and had regular physical examinations.

9. The institutional children were more regular in attendance with only four percent of absence while the pupils of the private home group had 13 percent of absence.

CHAPTER IV

EDUCATIONAL FACTORS

CHAPTER IV

EDUCATIONAL FACTORS

Do institutional children differ greatly from children in private homes in scholarship achievement in the sixth grade?

A Intelligence Tests

In an attempt to answer this question, the Kuhlman Anderson Intelligence Test was administered the first week in October, 1943 to all students of the sixth A grades in the school to get an index of their native ability. Of the 156 pupils tested forty were wards of institutions. These 40 children were used as the experimental group. Out of the remaining 116 pupils, 40 pupils from private homes, whose I.Q.'s matched as nearly as possible those of the experimental group, were set up as the control group.

After these two groups had been selected the writer wished to know how the institutional group ranked with the 116 children from private homes in the intelligence scores. Table V shows the frequency of the I.Q.'s of all 6A children tested minus the forty institutional children.

TABLE V

FREQUENCY TABLE OF THE I. Q. OF ALL THE CHILDREN
IN THE SIXTH GRADE--MINUS THE STUDENTS FROM THE
INSTITUTIONS--ENROLLED IN A PUBLIC SCHOOL

Upper Quartile		Inter-Quartile		Lower Quartile	
I.Q.	No.times reported	I.Q.	No.times reported	I.Q.	No.times reported
141	1	109	5	92	4
127	1	108	1	90	3
125	2	107	4	89	2
123	1	106	2	88	5
122	2	105	5	87	5
121	1	104	5	84	2
120	3	103	4	83	2
119	2	102	4	82	2
116	2	101	4	81	1
115	1	100	5	75	1
114	5	99	5	67	1
113	3	98	2		
112	1	97	1		
111	3	96	2		
		95	5		
		94	2		
		93	2		

TABLE VI

FREQUENCY TABLE OF THE I. Q. OF FORTY CHILDREN
ENROLLED IN A PUBLIC SCHOOL WHO WERE MEMBERS
OF AN INSTITUTIONAL HOME

Upper Quartile		Inter-Quartile		Lower Quartile	
I.Q.	No.times reported	I.Q.	No.times reported	I.Q.	No.times reported
119	1	106	4	94	1
118	1	105	2	93	0
117	0	104	3	92	2
116	1	103	0	91	0
115	1	102	1	90	1
114	0	101	3	89	0
113	0	100	1	88	1
112	2	99	0	87	0
111	0	98	2	86	0
110	1	97	1	85	1
109	1	96	3	84	1
108	2			83	1
				75	1
				74	1

It was found that the upper quartile of the I.Q.'s of these 116 pupils ranged from 141 to 111. This twenty-five per cent was in the "superior and high average group". Seventy-five percent of the group had I.Q.'s below 110.

Table VI shows that the upper quartile of the I.Q.'s of the forty institutional children started much lower in the scale than the pupils from private homes. Their I.Q. range was from 119, high average to 108 average. The lower twenty-five of the group was from 92 to 74. There was a larger spread in the upper and lower quartiles of the pupils from the private homes. This was probably due to the fact that there were more cases in this group.

There were only three points difference in the median I.Q., of the institutional children, which was 104, and that of the 116 pupils from private homes which was 101.

TABLE VII

INTELLIGENCE QUOTIENTS OF ONE HUNDRED SIXTEEN
PRIVATE HOME CHILDREN AND FORTY INSTITUTIONAL
CHILDREN ENROLLED IN A PUBLIC SCHOOL OCTOBER 1943

	Forty Institutional Children	One Hundred Sixteen Private Home Children
Mean Scores	105.25	101.47
Range	119-74.	141-67.
Standard Deviation	45.7	47.
Standard Deviation of the Mean	7.23	4.36
Difference of the Mean		3.78
Standard Deviation of the Difference of the Mean		4.24
Critical Ratio		.88
Significant		No

The data indicated that there was no wignificant difference between the intelligence quotients of one hundred sixteen children from private homes enrolled in the sixth grade and the forty institutional children.

Table VII showed that the critical ratio between the I.Q.'s of the two groups was .88. A difference is considered significant statistically if the critical ratio is 3.00 or more. Statistically, then, there was no significant difference between the 116 children from the private homes and the 40 institutional children in the intelligence quotient scores.

The remainder of this thesis will deal with the experimental group, forty children from the institution, and the control group, 40 children from private homes.

TABLE VIII

A COMPARISON OF THE CONTROL GROUP AND EXPERIMENTAL
GROUP BASED ON THE INTELLIGENCE QUOTIENTS

Number of Matched Cases	I. Q.'s of Institution Children	I. Q.'s of Private Home Children	Number of Matched Cases	I. Q.'s of Institution Children	I. Q.'s of Private Home Children
1	74	82	21	104	104
2	75	82	22	104	104
3	83	85	23	105	105
4	84	88	24	105	105
5	85	88	25	105	106
6	88	88	26	106	106
7	90	89	27	106	106
8	92	95	28	106	106
9	92	95	29	106	106
10	94	95	30	106	108
11	96	96	31	108	108
12	96	96	32	109	109
13	96	96	33	109	109
14	97	98	34	110	111
15	100	98	35	112	113
16	101	101	36	112	113
17	101	101	37	115	114
18	101	102	38	116	114
19	102	104	39	118	120
20	104	104	40	119	121

Table VIII shows how nearly these two groups were matched on the basis of I.Q.'s. Case 1 from the institutional group was paired with case 1 from the private home group. The I.Q.'s were paired identically in as many cases as was possible. The percentage distribution of the cases is shown in Table IX.

TABLE IX

PERCENTAGE DISTRIBUTION OF INTELLIGENCE
QUOTIENTS OF INSTITUTIONAL CHILDREN AND
CHILDREN FROM PRIVATE HOMES

Classification	I.Q.	Institutional		Private Home	
		Children		Children	
		No.	Per cent	No.	Per cent
		of	of Cases	of	of Cases
		Cases		Cases	
Superior	120-129			2	.05
High Average	110-119	7	.175	6	.150
Normal	100-109	18	.450	17	.425
Average	90-99	8	.200	8	.200
Low Average	80-89	5	.125	7	.175
Borderline	70-79	2	.050		
Defective					

The children were classified by the I.Q.'s into the groups of Superior, High Average, Average, Low Average or Borderline Defective.

Since the two groups of forty pupils each had been matched by intelligence quotients it was interesting to note the comparison of their chronological ages.

TABLE X

CHRONOLOGICAL AGES OF PUPILS

Forty from Institutions		Forty from Private Homes	
Years	Months	Years	Months
14	11	14	2
14	3	14	0
14	1	13	7
14	1	13	6
13	5	13	3
13	4	13	3
13	1	13	3
13	1	12	11
13	1	12	9
13	0	12	9
13	0	12	8
13	0	12	7
12	11	12	7
12	11	12	7
12	11	12	6
12	10	12	5
12	10	12	5
12	10	12	4
12	9	12	4
12	8	12	4
12	8	12	3
12	6	12	2
12	6	12	2
12	5	12	2
12	4	12	2
12	2	12	2
12	2	12	2
12	2	12	1
12	2	12	1
12	1	12	0
12	1	12	0
12	0	11	9
11	11	11	9
11	11	11	8
11	7	11	5
11	7	11	3
11	4	11	3
11	3	11	2
11	2	11	2
10	9	11	1
Average Age	12 7	12 4	
Median Age	12 8	12 5	

Table X shows the chronological ages of the groups. The median age of the institutional pupils was 12 years, 8 months, while the median age of the pupils from the private home group was 12 years, 5 months. There was the slight difference of three months in the average age of the two groups, yet the range in ages showed a different picture.

The age span of the institutional group was from 10 years, 9 months to 14 years, 11 months. The ages range in the private home group from 11 years, 1 month to 14 years, 2 months, or three years and one month's spread. There is a difference of one year, one month in the span of the two groups. While the chronological ages were not considered as a basis for grouping, yet the ages were practically the same.

Permanency of residence affects the scholarship and grade placement of children. In order to learn which group had to make the greater number of school adjustments and the effect of the changes on this chronological age and grade placement, the average number of schools attended per child was determined by studying the accumulative records of the Louisville Public Schools. The number of changes in schools made by each group is recorded in Table XI, which follows:

TABLE XI

NUMBER OF SCHOOLS EACH CHILD ATTENDED
DURING SIX YEARS OF ELEMENTARY SCHOOL

	No. of Schools Attended					Average Number Schools Attended Per Child
	1	2	3	4	5	
Institutional Children	8	22	7	3		2.12
Private Home Children	10	13	12	2	3	2.37

The total number of school changes made by the institutional group of 40 children was 85, or an average of 2.12, while the total number made by the children from private homes was 95 for the 40 children, an average of 2.37. Table XII shows this was not a significant difference between the two groups. These results correlate with the results of the study of the chronological age of the two groups. Table X showed the chronological age of the institutional children to be 12.6 while the chronological age of the children from private homes was 12.4. This, also, showed no appreciable difference between the two groups.

TABLE XII

NUMBER OF SCHOOLS EACH CHILD ATTENDED
DURING THE SIX YEARS OF ELEMENTARY SCHOOL

	Institutional Children	Private Home Children
Mean Scores	2.13	3.23
Range	1-4.	1-5.
Standard Deviation	3.11	2.68
Standard Deviation of the Mean	1.93	6.39
Differences between Means		2.92
Standard Deviation of Difference		6.09
Critical Ratio		.48

The data indicated that there was no significant difference between the number of schools attended by the private home group and the children from institutions.

The writer noticed that several children were rather retarded in their grade achievement for thier chronological age. This may be explained when Table XIII is examined.

TABLE III

NUMBER OF SCHOOL TERMS REPEATED BY PUPILS FROM
INSTITUTIONS AND FROM PRIVATE HOMES

	No. of terms repeated					No. Pupils	No. Terms
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Repeating</u>	<u>Repeated</u>
No. Institutional Children	4	3	4	1	0	12	27
No. Pupils from private homes	3	3	0	2	1	9	22

Twelve children from the institution had repeated a total of 27 terms and nine from private homes had repeated 22 terms during their elementary school work. This accounts for the span in the age group of four years and two months in the sixth grade.

As there was so close a relation between the I.Q.'s and the chronological ages it would naturally follow that the mental ages of the two groups would be very similar.

GRAPH II

COMPARISON OF THE MENTAL AGES IN PERCENTAGES
OF A GROUP OF 40 INSTITUTIONAL CHILDREN
WITH A GROUP OF 40 CHILDREN FROM PRIVATE HOMES

Graph II shows the comparison of the mental age span of the two groups of children. The mental age span of the institutional group was from 14 years, 6 months to 10 years, 6 months. There was a difference of 4 years, 6 months in mental ages in this group. In the private home group the mental ages range from 13 years, 10 months to 10 years, 4 months. This was only one year's difference in the span of mental ages of the two groups. The median age level for the institutional children was 12 years, 8 months against 12 years, 5 months for the group from the private homes. There was only an average of three month's difference in the mental age of the group as would be expected since the I.Q.'s and chronological ages were nearly identical.

B Achievement Tests

During the month of October all sixth grade children in Louisville were given the Progress Achievement Test, Elementary Battery, Form B. All Achievement tests have as their purpose the measurement of the results of teaching. This test presupposes instruction in definite fields and is a diagnostic survey group test in fundamental skills designed to measure the extent of pupil mastery in reading vocabulary, reading comprehension, arithmetic reasoning and fundamentals, and language.

The Form B of the Progressive Achievement Test was de-

ministered in October, and later followed by Form C, to the forty children from the institution and the forty children from the private home group in order to make a comparative study of the progress in achievement made during the term.

The same method in the discussion of the results of the test in the different subjects will be used. The Experimental Group was paired as to I.Q.'s with the Control Group. Case 1, a child from the institution had the same I.Q. as Case 1, a child from the private home group.

Initial and final group data, i.e. data secured from October, 1943 to January, 1944 are given in Tables XV to XXVII inclusive. The tables show the improvement, in grade placement made in reading, arithmetic and language.

The comparability of the improvement of the institutional group and the private home group was also judged by the means, standard deviations and critical ratios. The means were calculated by regular procedures. Standard deviations were determined from the formula,
$$s = \sqrt{\frac{\sum X^2 - C^2}{N}}$$
 Standard deviations of the means were calculated from the
$$s = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$
 and the standard deviations of the differences between the mean were calculated from formula
$$A - B \sqrt{\frac{s_A^2 + s_B^2}{2}}$$
 critical ratios

¹ J.W.Dunlap and A.L.Kurtz, Handbook of Statistical Nomographs, Tables and Formulas.

² Ibid., Formula 8.

³ Ibid., Formula 154.

are quotients of the differences between the mean divided by the standard deviation of these differences. A difference is considered significant statistically if the critical ratio is 3.00 or more - the accepted procedure in the interpretation of educational data.

Graph II through VI give the frequency of improvement made by the individuals of the two groups.

The results of these three types of charts and graphs will be discussed with the subjects tested on the Progressive Achievement Battery, Form B and C.

The results of the Vocabulary Reading Test are found on Table XIV.

TABLE XIV

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST IN READING
VOCABULARY IN GRADE PLACEMENTS ADMINISTERED
OCTOBER 1943 AND JANUARY 1944 TO FORTY INSTITUTIONAL
CHILDREN AND FORTY CHILDREN FROM PRIVATE HOMES

<u>Institutional Children</u>				<u>Private Home Children</u>			
c	Reading Vocabulary			c	Reading Vocabulary		
a	Test B	Test C	Improve.	a	Test B	Test C	Omprove.
s				s			
e				e			
1	5.2	5.4	2	1	6.3	6.9	6
2	3.8	5.6	20	2	6.5	6.6	1
3	5.5	5.9	4	3	4.8	5.0	2
4	4.6	4.5	-1	4	5.6	5.9	3
5	5.8	5.3	-5	5	6.7	7.3	6
6	5.8	5.5	3	6	4.5	4.8	3
7	4.9	6.6	19	7	5.9	5.8	-1
8	5.7	5.1	-6	8	7.2	7.2	0
9	6.5	6.9	4	9	4.8	5.0	2
10	6.1	6.6	5	10	5.6	5.6	0
11	5.8	6.2	16	11	6.5	7.9	16
12	6.0	6.2	2	12	5.9	6.5	6
13	6.7	7.0	3	13	5.5	5.6	1
14	6.3	6.5	2	14	7.1	6.3	-13
15	7.2	6.9	-3	15	5.2	5.5	3
16	6.4	6.6	2	16	6.2	7.2	12
17	7.1	6.8	-3	17	5.4	5.4	0
18	9.0	7.2	-20	18	6.8	6.5	-3
19	6.8	7.0	2	19	9.0	9.2	2
20	7.2	7.2	0	20	8.2	8.5	3
21	6.0	6.3	3	21	6.8	7.1	3
22	6.2	7.3	13	22	6.9	6.7	-2
23	7.0	7.5	5	23	6.8	9.5	31
24	5.7	6.5	8	24	5.8	5.9	1
25	5.0	5.4	4	25	6.0	6.3	3
26	6.0	6.8	8	26	6.7	6.9	2
27	3.8	6.5	31	27	7.3	7.3	0
28	5.0	6.3	15	28	5.8	6.2	4
29	7.2	7.3	1	29	6.8	7.0	2
30	6.3	6.5	2	30	5.8	6.0	2
31	8.2	6.9	-15	31	5.9	7.6	19
32	4.2	5.8	18	32	7.2	7.5	3
33	9.0	7.5	-17	33	6.5	6.9	4
34	7.3	8.0	7	34	7.5	8.2	7
35	6.9	7.8	8	35	8.2	7.8	-18
36	7.4	7.3	-1	36	11.0	9.5	-17
37	6.3	6.5	2	37	5.6	5.3	-3
38	6.7	6.2	-5	38	9.3	8.6	-7
39	7.3	9.5	26	39	8.7	8.9	2
40	7.2	7.3	1	40	8.6	6.6	-24
Lowest score					4.5	4.8	
Median					6.5	6.7	.2
Highest score					11.0	9.5	

In this Test Form B, the institutional children had a range of 3.8 to 9.0 in grade placement. The median for the group was 6.1. In Form C, administered in January, the range in grade placement in the Reading Vocabulary Test was 4.5 to 9.5, the median being 6.5. This was an average improvement of four months during the term for the institutional group. See Table XXIX.

The private home group had a range of 4.5 to 11.0 on Test B. On Test C, the range was 4.8 to 9.5 in Reading Vocabulary. The grade placement median was 6.5 on Test B and 6.7 on Test C, an improvement of two months, Table XXIX. The greatest improvement in Reading Vocabulary was 2.7, made by a pupil from the institutional group.

The private home children had a higher grade placement score on the initial Test B 6.5 to 6.1 than the institutional children while the orphanage group made 4 month's improvement contrasted to 2 months made by the private home group.

Table XVII shows the improvement in Reading Comprehension. On the first test, the institutional group had a span of 3.9 grade, or from 4.7 to 9.0 in Comprehension, with a median grade of 6.6. On the second test the median grade was 6.9, which was an improvement of 3 months. The children from the private homes improved 6 months. Their range was 5.2 to 8.8 in Test B, and from 5.4 to 9.5 on Test C. The child which made the greatest improvement 2.6 was from the private home group.

TABLE XV

STATISTICAL SINGIFICANCE OF THE DIFFERENCE
 BETWEEN FORTY INSTITUTIONAL CHILDREN AND
 FORTY CHILDREN FROM PRIVATE HOMES ON THE
 READING VOCABULARY OF THE PROGRESSIVE ACHIEVEMENT
 TEST FORM B ADMINISTERED OCTOBER 1943

	Institutional Children	Private Home Children
Mean Scores	5.03	6.70
Range	3.8 - 9.0	4.5 - 11.0
Standard Deviation	4.11	4.06
Standard Deviation of Mean	.65	.64
Difference between Means		.67
Standard Deviation of the Difference between Means		.64
Critical Ratio		1.04
Significant		No

The above computation shows that there is a slight difference in the scores but not enough to be significant.

TABLE XVI

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE READING VOCABULARY OF THE
 PROGRESSIVE ACHIEVEMENT TEST FORM C ADMINISTERED
 JANUARY 1944

	Institutional Children	Private Home Children
Mean Score	6.72	6.57
Range	4.5 - 9.5	4.8 - 9.5
Standard Deviation	4.27	3.29
Standard Deviation of Mean	.50	.52
Difference between Means		.15
Standard Deviation of Difference between Means		.744
Critical Ratio		.21
Significant		No

These data indicated tha there was no signifivant
 difference between the mean reading vocabulary score of the
 institutional group and the private home group.

GRAPH III

MONTHS IMPROVEMENT IN GRADE PLACEMENT IN READING
VOCABULARY OF THE PROGRESSIVE ACHIEVEMENT TEST
ADMINISTERED TO FORTY INSTITUTIONAL CHILDREN AND
FORTY CHILDREN FROM PRIVATE HOMES

Twelve children from the institution gained over 5 months in grade placement in Reading Vocabulary. Seven children from the private home group gained 5 months in Reading Vocabulary during the term.

Six pupils from the institution lost over 3 months in progress against 7 from the private home group.

TABLE XVII

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST IN READING
COMPREHENSION IN GRADE PLACEMENT ADMINISTERED
OCTOBER 1943 AND JANUARY 1944 TO FORTY INSTITUTIONAL
CHILDREN AND FORTY CHILDREN FROM PRIVATE HOMES

<u>Institutional Children</u>				<u>Private Home Children</u>			
c	Reading Comprehension			c	Reading Comprehension		
s	Test B	Test C	Improve.	s	Test B	Test C	Improve.
e				e			
1	5.3	5.3	0	1	8.0	8.1	1
2	5.1	6.2	13	2	6.0	6.4	4
3	6.5	6.8	3	3	5.2	5.8	6
4	5.6	5.4	-2	4	5.9	6.3	4
5	6.4	6.9	5	5	8.1	8.5	4
6	5.1	6.5	16	6	5.5	5.8	3
7	7.6	7.6	0	7	6.0	6.9	9
8	4.8	5.9	13	8	6.5	7.6	13
9	8.1	8.6	5	9	5.3	5.5	2
10	7.2	8.1	9	10	5.9	6.2	3
11	6.4	6.5	1	11	6.8	8.1	15
12	5.6	5.6	0	12	6.3	6.4	1
13	6.8	7.0	2	13	5.9	6.4	5
14	5.4	5.6	2	14	7.3	7.0	-3
15	7.3	8.6	15	15	5.9	6.4	5
16	6.5	8.1	18	16	7.8	7.3	-5
17	6.9	8.6	19	17	5.3	5.4	1
18	8.1	8.6	5	18	7.5	7.6	1
19	6.0	7.0	12	19	7.2	7.5	3
20	8.1	8.6	5	20	6.2	8.5	3
21	5.9	6.3	4	21	7.2	7.6	4
22	6.7	7.3	6	22	6.5	7.1	6
23	6.8	6.9	1	23	5.4	7.9	29
24	6.4	6.3	-1	24	7.2	7.5	3
25	4.7	5.8	13	25	6.7	6.9	2
26	7.0	8.6	18	26	6.1	6.7	6
27	5.5	6.7	14	27	6.5	7.6	13
28	7.1	6.8	-3	28	6.2	6.7	5
29	7.0	8.1	13	29	6.4	7.0	6
30	5.0	5.2	2	30	6.3	6.8	5
31	7.2	7.0	-2	31	5.5	6.0	7
32	8.0	8.2	2	32	8.0	8.3	3
33	7.9	6.9	-12	33	7.0	7.5	5
34	9.0	8.6	4	34	8.0	8.5	5
35	9.0	8.9	-1	35	6.9	6.7	-2
36	6.7	7.9	14	36	7.9	8.6	7
37	6.0	7.3	15	37	5.9	6.5	6
38	5.0	9.5	41	38	7.6	8.6	12
39	6.5	9.0	29	39	8.8	8.9	1
40	8.6	8.2	-4	40	6.9	9.5	30
Lowest							
score	4.7	5.2			5.2	5.4	
Median	6.6	6.9	.3		6.5	7.1	.6
Highest							
score	9.0	9.5			8.8	9.5	

TABLE XVIII

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE READING COMPREHENSION OF THE
 PROGRESSIVE ACHIEVEMENT TEST FORM B ADMINISTERED
 OCTOBER 1943

	Institutional Children	Private Home Children
Mean scores	6.3	6.4
Range	4.7 - 8.6	5.2 - 8.8
Standard Deviation	3.11	2.7
Standard Deviation of Mean	.67	.44
Difference between Means		.10
Standard Deviation of Difference between Means		1.63
Critical Ratio		.06
Significant		No

The data showed that the mean reading comprehension scores of the children from the institutional group and the children of the private home group were not significantly different.

In the Reading scores it was found that the institutional children made seven month's improvement - the greatest progress was made in Reading Vocabulary. The Grade Placement Frequency Graph shows this. The group of private home children made 8 months improvement with their greatest gain being in Reading Comprehension. The greater improvement in the Comprehension may be due to the fact that the private home group have more freedom in their environment. The children used the library, had access to newspapers, and magazines. There was an interest in current events and recreational reading. All these activities lead to improvement of comprehension in reading.

The children from the private home group made an improvement of 4 months in grade placement in Language during the term. The median for Test B was 7.0, and Test C, 7.4, see Table XXX. The span in grade placement for Test B was 4.7 to 8.9.

The institutional group only made a progress of 2 months in Language. On initial Test B the median was 6.8 and Test C 7.0. The lowest score on Test B was 3.9 and the highest 9.0.

TABLE XIX

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE READING COMPREHENSION OF THE
 PROGRESSIVE ACHIEVEMENT TEST FORM C ADMINISTERED
 JANUARY 1944

	Institutional Children	Private Home Children
Mean Scores	6.77	6.80
Range	5.2 - 9.0	5.4 - 9.5
Standard Deviation	4.73	3.53
Standard Deviation of Mean	.75	
Difference between Means		.03
Standard Deviation of Difference between Means		3.00
Critical Ratio		.01
Significant		No

These data showed that the mean reading comprehension scores of the institutional group and the private home group were not significantly different.

GRAPH IV

MONTHS IMPROVEMENT IN GRADE PLACEMENT IN READING
COMPREHENSION OF THE PROGRESSIVE ACHIEVEMENT TEST
ADMINISTERED TO FORTY INSTITUTIONAL CHILDREN AND
FORTY CHILDREN FROM PRIVATE HOMES

Twenty-one pupils from the institutional group gained over 5 months in the grade placement on the Reading Comprehension Test and two lost over 3 months.

Nineteen pupils from the private home group gained over 5 months in grade placement and 2 pupils lost over 3 months.

TABLE XX

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST IN LANGUAGE
IN GRADE PLACEMENT ADMINISTERED OCTOBER 1943 AND JANUARY 1944
TO FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
PRIVATE HOMES

<u>Institutional Children</u>				<u>Private Home Children</u>			
c a s e	Language			c a s e	Language		
	Test B	Test C	Improve.		Test B	Test C	Improve.
1	5.6	5.4	-2	1	5.4	5.5	1
2	5.9	4.8	-9	2	6.4	6.8	4
3	6.4	6.8	4	3	5.7	6.0	3
4	5.3	6.2	9	4	6.7	6.7	0
5	7.5	5.7	-20	5	8.2	8.9	7
6	7.4	7.4	0	6	7.0	7.8	8
7	5.1	7.3	16	7	7.2	7.5	3
8	5.0	5.2	2	8	8.9	6.9	-24
9	6.0	6.6	6	9	5.6	5.8	-2
10	7.0	7.4	4	10	6.4	6.4	0
11	5.8	6.2	4	11	7.0	7.4	4
12	5.3	6.4	13	12	7.0	7.7	7
13	8.6	9.0	4	13	5.8	5.5	-3
14	7.1	7.4	3	14	7.1	7.4	3
15	7.3	7.9	6	15	7.0	7.3	3
16	6.8	7.0	2	16	7.0	7.4	4
17	8.6	8.7	1	17	7.0	7.0	0
18	6.8	6.8	0	18	6.4	6.5	1
19	5.6	6.4	8	19	7.4	7.5	1
20	7.0	6.8	-2	20	7.8	8.3	5
21	8.0	8.2	2	21	6.8	7.2	4
22	9.0	7.9	-13	22	7.3	7.4	1
23	6.2	6.8	6	23	6.8	7.7	9
24	6.8	7.0	2	24	6.3	6.7	4
25	4.8	6.5	19	25	7.4	7.6	2
26	6.2	6.7	5	26	7.0	7.8	8
27	6.8	6.6	2	27	6.8	7.4	6
28	6.8	7.0	2	28	6.5	7.6	13
29	7.2	7.3	1	29	7.2	7.3	1
30	3.9	6.9	36	30	6.5	7.2	7
31	8.1	7.8	-3	31	7.0	7.4	4
32	4.7	5.6	9	32	6.4	8.1	7
33	7.4	7.9	5	33	7.5	8.3	8
34	7.0	7.8	8	34	7.5	9.0	17
35	7.0	7.3	3	35	8.2	8.9	7
36	6.8	6.9	1	36	8.8	9.2	4
37	7.8	7.0	8	37	6.4	6.0	-4
38	7.0	7.1	1	38	7.0	7.9	9
39	7.9	8.0	1	39	7.0	7.8	8
40	7.0	7.5	5	40	7.3	7.4	1
Lowest score							
3.9				4.7			
Median							
6.8				7.0			
				+2			
Highest							
score 9.0				7.4			
				+4			
				8.9			
				9.2			

TABLE XXI

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE LANGUAGE OF THE PROGRESSIVE
 ACHIEVEMENT TEST FORM B ADMINISTERED OCTOBER 1943

	Institutional Children	Private Home Children
Mean Scores	6.40	6.60
Range	3.9 - 9.0	4.7 - 8.9
Standard Deviation	3.26	3.38
Standard Deviation of Mean	.51	.53
Difference between Means		.20
Standard Deviation of Difference between means		.87
Critical Ratio		No

The data show that the mean language scores of the institutional children and children from private homes are not significantly different.

GRAPH V

MONTHS IMPROVEMENT IN GRADE PLACEMENT IN LANGUAGE
OF THE PROGRESSIVE ACHIEVEMENT TEST ADMINISTERED
TO FORTY INSTITUTIONAL CHILDREN AND FORTY
CHILDREN FROM PRIVATE HOMES

Fifteen institutional children gained over 5 months in grade placement in Language while four children lost over three months.

Fifteen pupils from private homes gained over five months in grade placement and three pupils lost over three months.

TABLE XXII

STATISTICAL SIGNIFICANCE OF THE DIFFERENCES BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE LANGUAGE OF THE PROGRESSIVE
 ACHIEVEMENT TEST FORM C ADMINISTERED JANUARY 1944

	Institutional Children	Private Home Children
Mean Scores	6.50	6.73
Range	4.7 - 8.9	4.8 - 9.2
Standard Deviation	2.98	3.63
Standard Deviation of Mean	4.6	5.7
Difference between Means		.23
Standard Deviation of the Difference between Means		2.01
Critical Ratio		.121
Significant		No

These data indicate that there were no significant difference in the language test results of the institutional children and the children from private homes.

In the Arithmetic Reasoning the institutional children made a gain of 8 months, from 6.0 to 6.8, during the four months. The range in grade placement is from 4.4 to 7.5 in Test B, see Table XXIII. The children from the private homes made a gain of 5 months in grade placement from 6.5 on Test B to 7.0 on Test C. The range in grade placement is from 3.8 to 7.5 in Test B.

Again, in Arithmetic Fundamentals the institutional children made the greatest gain, a progress of seven months in grade placement. On Test B, Table XXVI, the median score was 6.7 and on Test C, the score was 7.4. The range on Test C was from 5.0 to 9.5. The children from the private home group made an improvement of 4 months in Arithmetic Fundamentals. The span in the grades of Test C was 5.7 to 9.5. The greatest gain was made by a boy from the private home group a gain from 3.9 to 7.2, or 3 and 3 tenths grade.

The greatest improvement in all tests was made by the children from the institutional group in Arithmetic reasoning and Arithmetic Fundamentals, with an average gain of eight months in the total arithmetic score. This may be due to the fact that arithmetic is a more concrete and drill subject than language or reading. It is much easier for one child to aid another pupil in arithmetic than in reading, and since the

orphans help each other at home, this may account for the greater improvement.

In checking over the improvement in the Total Grace Placement it was from the institutional children made an average gain of six months, from 6.4 to 7.0. The private home group gained 5 months from 6.6 to 7.1, Table XXIX. This is a difference of only one month in the total achievement of the children from the private homes and the children from the institution.

Table XXXI shows the placement as to grade and quartile rank of each child from the institution.

GRAPH VI

MONTHS IMPROVEMENT IN GRADE PLACEMENT IN ARITHMETIC
REASONING OF THE PROGRESSIVE ACHIEVEMENT TEST
ADMINISTERED TO FORTY INSTITUTIONAL CHILDREN
AND FORTY CHILDREN FROM PRIVATE HOMES

Twenty-one pupils from the institution gained over 5 months in grade placement in Arithmetic Reasoning and three pupils lost over 3 months.

In the private home group twenty-two pupils gained over 5 months in grade placement and one child lost 3 months.

TABLE XXIII

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST IN ARITHMETIC
 REASONING IN GRACE PLACEMENT ADMINISTERED OCTOBER 1943
 AND JANUARY 1944 TO FORTY INSTITUTIONAL CHILDREN AND
 FORTY CHILDREN FROM PRIVATE HOMES

<u>Institutional Children</u>				<u>Private Home Children</u>			
c	Arithmetic Reasoning			c	Arithmetic Reasoning		
a	Test B	Test C	Improve.	a	Test B	Test C	Improve.
s				s			
e				e			
1	5.5	5.6	1	1	6.8	7.2	4
2	4.9	4.3	-3	2	6.0	5.9	-1
3	6.3	6.9	6	3	5.7	6.3	6
4	5.2	5.9	7	4	6.0	6.6	6
5	6.9	6.3	-6	5	7.5	8.0	5
6	6.8	6.8	0	6	6.5	7.5	12
7	5.6	6.3	7	7	5.8	6.3	5
8	4.4	4.6	2	8	7.3	7.0	3
9	6.3	7.2	9	9	4.8	5.7	9
10	6.3	7.0	7	10	7.2	8.3	13
11	5.5	6.5	12	11	6.5	7.3	6
12	5.2	5.8	6	12	5.0	6.0	12
13	7.4	7.8	4	13	5.7	5.6	-1
14	5.6	5.9	3	14	7.2	8.3	13
15	6.0	7.2	14	15	7.6	8.9	3
16	6.9	6.9	0	16	6.7	6.7	0
17	7.0	7.1	1	17	7.2	7.3	1
18	7.5	7.9	4	18	7.3	7.0	-3
19	7.4	7.6	2	19	6.8	7.0	2
20	7.3	7.9	6	20	6.3	6.7	4
21	7.3	7.5	2	21	6.5	7.3	6
22	6.0	7.5	17	22	6.2	6.8	6
23	6.0	6.3	3	23	3.8	7.2	40
24	6.0	6.1	1	24	6.0	6.4	4
25	5.0	7.3	26	25	6.2	7.3	13
26	6.0	7.6	18	26	5.8	6.7	9
27	4.6	6.3	19	27	7.3	7.3	0
28	6.2	6.3	1	28	6.3	6.6	3
29	6.4	6.7	3	29	6.1	6.7	6
30	4.7	5.8	13	30	6.2	6.4	2
31	5.9	6.5	6	31	6.0	6.3	3
32	6.0	6.3	3	32	6.5	7.2	7
33	7.3	6.3	-12	33	5.1	5.2	1
34	7.5	8.0	5	34	6.5	8.3	19
35	6.9	8.7	20	35	6.5	6.7	2
36	5.5	8.1	30	36	7.4	7.2	-2
37	7.5	7.9	4	37	7.2	8.3	13
38	6.2	7.8	18	38	6.2	5.8	18
39	7.4	10.0	30	39	7.3	7.9	6
40	5.1	5.8	6	40	7.2	8.1	9
Low							
score	4.4	4.6			3.8	5.2	
Median	6.0	6.8	.8		6.5	7.0	.5
High							
score	7.5	10.0			7.5	8.4	

TABLE XXIV

STATISTICAL SIGNIFICANCE OF THE DIFFERENCES BETWEEN FORTY
 INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE ARITHMETIC REASONING OF THE
 PROGRESSIVE ACHIEVEMENT TEST FORM B ADMINISTERED
 OCTOBER 1943

	Institutional Children	Private Home Children
Mean Scores	6.13	6.03
Range	4.4 - 7.5	2.8 - 7.5
Standard Deviation	2.41	2.08
Standard Deviation of Mean	.38	.33
Difference between Means		.05
Standard Deviation of difference between Means		1.23
Critical Ratio		.04
Significant		No

The data indicate there is no significant difference
 between the arithmetic reasoning scores of the two groups.

TABLE XXV

STATISTICAL SIGNIFICANCE OF THE DIFFERENCES BETWEEN
 FORTY INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM
 PRIVATE HOMES ON THE ARITHMETIC REASONING OF THE
 PROGRESSIVE ACHIEVEMENT TEST FORM C ADMINISTERED
 JANUARY 1944

	Institutional Children	Private Home Children
Mean Scores	6.4	6.6
Range	4.6 - 8.2	5.2 - 8.4
Standard Deviation	2.84	3.17
Standard Deviation of Mean	.45	.50
Difference between Means		.20
Standard Deviation of the Difference between means		.86
Critical Ratio		.23
Significant		No

No significant difference of the scores in Arithmetic Reasoning was shown by the above data.

GRAPH VII

MONTHS IMPROVEMENT IN GRADE PLACEMENT IN ARITHMETIC
FUNDAMENTALS OF THE PROGRESSIVE ACHIEVEMENT TEST
ADMINISTERED TO FORTY INSTITUTIONAL CHILDREN AND
FORTY CHILDREN FROM PRIVATE HOMES

Nineteen pupils from the insitutional group gained over 5 months in grade placement in Arithmetic Fundamentals and 5 pupils lost over 3 months.

Twenty-one pupils from the private home group gained over 5 months in grade placement and 2 lost over 3 months.

TABLE XXVI

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST IN ARITHMETIC
FUNDAMENTALS IN GRADE PLACEMENT ADMINISTERED OCTOBER 1943
AND JANUARY 1944 TO FORTY INSTITUTIONAL CHILDREN AND FORTY
CHILDREN FROM PRIVATE HOMES

<u>Institutional Children</u> Arithmetic Fundamentals				<u>Private Home Children</u> Arithmetic Fundamentals			
C	Test B	Test C	Improve.	C	Test B	Test C	Improve.
1	5.6	5.6	0	1	6.2	6.5	3
2	5.9	6.1	2	2	6.5	6.9	4
3	6.1	6.9	8	3	5.5	6.2	7
4	5.6	5.3	-3	4	7.2	7.9	7
5	7.0	7.2	-3	5	7.9	8.6	7
6	6.1	6.1	0	6	6.7	7.3	6
7	6.3	5.9	-4	7	6.0	6.5	5
8	4.5	5.6	13	8	7.0	6.9	-1
9	6.8	7.4	6	9	4.9	5.7	8
10	7.0	7.2	2	10	7.2	7.8	6
11	6.5	6.7	2	11	7.8	7.8	0
12	5.3	6.1	8	12	5.8	6.2	4
13	7.0	7.9	9	13	6.5	7.1	6
14	6.5	7.0	5	14	7.2	8.8	18
15	7.2	6.8	-4	15	7.5	8.6	13
16	6.7	7.9	14	16	7.0	8.0	12
17	7.8	9.5	19	17	7.0	7.2	2
18	7.2	7.2	1	18	7.0	6.8	-2
19	7.9	8.5	6	19	7.0	7.0	0
20	7.5	5.0	-5	20	6.6	7.7	13
21	6.1	6.4	3	21	6.9	7.1	2
22	6.1	7.5	16	22	6.8	7.2	4
23	7.3	5.8	-17	23	3.9	7.2	39
24	7.0	7.2	2	24	5.8	6.2	4
25	5.8	6.8	12	25	6.7	7.4	7
26	7.1	9.5	28	26	5.9	7.3	16
27	6.3	6.1	-2	27	7.0	6.9	-1
28	7.5	6.3	-8	28	6.7	7.2	-5
29	7.5	7.9	4	29	6.7	7.1	4
30	5.8	5.9	1	30	7.0	7.0	0
31	6.7	7.4	7	31	5.2	5.7	5
32	5.8	5.8	0	32	6.4	7.0	6
33	7.8	7.8	0	33	5.9	6.2	3
34	6.9	7.4	5	34	6.8	8.6	20
35	6.8	8.9	25	35	8.2	8.1	-1
36	7.4	7.7	3	36	7.8	9.5	19
37	6.3	6.4	1	37	4.9	5.7	8
38	7.1	8.2	13	38	6.7	6.8	1
39	7.9	8.9	12	39	7.2	7.8	6
40	6.4	7.3	9	40	7.5	6.8	-7
Lowest score 4.5				3.9 5.7			
Median 6.7				6.7 7.1 .4			
Highest score 7.9				8.2 9.5			

TABLE XXVII

STATISTICAL SIGNIFICANCE OF THE DIFFERENCES BETWEEN FORTY
 INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM PRIVATE HOMES
 ON THE ARITHMETIC FUNDAMENTALS OF THE PROGRESSIVE
 ACHIEVEMENT TEST FORM B ADMINISTERED OCTOBER 1943

	Institutional Children	Private Home Children
Mean Score	6.28	6.28
Range	4.5 - 7.9	3.9 - 8.2
Standard Deviation	2.47	2.15
Difference between Means		0
Standard Deviation of Difference between Means		3.4
Critical Ratio		0

These data indicate that the mean arithmetic fundamentals scores of the forty children from the institution and forty children from private homes are not significantly different.

TABLE XXVIII

STATISTICAL SIGNIFANCE OF THE DIFFERENCES BETWEEN FORTY
 INSTITUTIONAL CHILDREN AND FORTY CHILDREN FROM PRIVATE HOMES
 ON THE ARITHMETIC FUNDAMENTALS OF THE PROGRESSIVE
 ACHIEVEMENT TEST FORM C ADMINISTERED JANUARY 1944

	Institutional Children	Private Home Children
Mean Scores	6.75	6.77
Range	5.0 - 9.5	5.7 - 9.5
Standard Deviation	3.60	3.76
Standard Deviation of Mean	.57	.60
Difference between Means		.02
Standard Deviation of Difference between Means		1.44
Critical Ratio		.017
Significant		No

The data showed that the mean arithmetic fundamental scores of the institutional group and the group from private homes were not significantly different.

TABLE XXIX

RESULTS IN GRADE PLACEMENT OF THE PROGRESSIVE
 ACHIEVEMENTS TESTS FORMS B AND C ADMINISTERED
 OCTOBER 1943 AND JANUARY 1944

INSTITUTION CHILDREN	Read. Voc.	Read. Comp.	Arith. Reas.	Arith. Fund.	Lang.	Total Grade Placement
Median Test B	6.1	6.6	6.0	6.7	6.8	6.4
Median Test C	6.5	6.9	6.8	7.4	7.0	7.0
Improvement In Grade Placement	.4	.3	.8	.7	.2	.6
PRIVATE HOME CHILDREN	Read. Voc.	Read. Comp.	Arith. Reas.	Arith. Fund.	Lang.	Total Grade Placement
Median Test B	6.5	6.5	6.5	6.7	7.0	6.6
Median Test C	6.7	7.1	7.0	7.1	7.4	7.1
Improvement In Grade Placement	.2	.6	.5	.4	.4	.5

Compare this with the Grade Placement chart, Table XXX for all members of the sixth grade minus the institutional children. The results of the two tables are to be found in Table XXXII. The sixth grade children minus the orphans are up to the Louisville City median in all subjects and one grade ahead of the City median in Arithmetic Reasoning. The institutional children were up to the standard set by the city in all subjects of Progressive Achievement Test, Form B, and one term ahead in Reading Comprehension.

The children from the private home group compared favorably with the City median, being superior to the city in Reading Vocabulary, Reading Comprehension, and Arithmetic Reasoning. The Total Grade Placement Scores of both groups equal to the standard City median for the sixth grades.

C Summary

1. There was no significant difference between the I.Q.'s of the 116 students of the 6A grade and the forty pupils from the institution.

2. The forty institutional pupils were three months older chronologically than the forty pupils of the control group from private homes.

3. There was one year and one months difference in the chronological age span of the two groups. The institutional

TABLE XXX

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST
ELEMENTARY BATTERY - FORM B,
AS TO GRADE PLACEMENT AND UPPER AND LOWER QUARTILES,
ADMINISTERED TO ALL SIXTH GRADE STUDENTS
MINUS THE INSTITUTIONAL CHILDREN

Grade Score	Read. Voc.	Read. Comp.	Arith. Reas.	Arith. Fund.	Lang.	Total
10						
9.5 - 10	2	1				
9A						
9.0 - 9.5	1					
9B						
8.5 - 9.0	5	2			2	
8A						
8.0 - 8.5	4	1		2	5	
8B						
7.5 - 8.0	5	3	1	12	6	2
7A				15		
7.0 - 7.5	5	4	11	10	15	16
7B	6					10
6.5 - 7.0	7	10	17	35	39	15
6A		7		14	22	
6.0 - 6.5	21	17	25	15	4	45
6B			11			
5.5 - 6.0	13	34	11	8	12	17
5A	19	13				
5.0 - 5.5	6	1	13	3	7	8
5B						
4.5 - 5.0	9	14	3	1	3	3
4A						
4.0 - 4.5	10	12		1	2	
4B						
3.5 - 4.0	2	2	1			
3A						
3.0 - 3.5	1	1	1			

City Median

TABLE XXXI

RESULTS OF THE PROGRESSIVE ACHIEVEMENT TEST
 ELEMENTARY BATTERY - FORM B,
 AS TO GRADE PLACEMENT AND UPPER AND LOWER QUANTILES,
 ADMINISTERED TO FORTY INSTITUTIONAL CHILDREN

Grade Score	Read. Voc.	Read. Comp.	Arith. Reas.	Arith. Fund.	Lang.	Total
10						
9.5 - 10						
9A						
9.0 - 9.5	2					
9B						
8.5 - 9.0		2			1	
8A						
8.0 - 8.5	1	2			2	
8B						
7.5 - 8.0		3		2	6	
7A		3		8	1	
7.0 - 7.5	2	3	8	3	7	10
7B	5		2			
6.5 - 7.0	5	7	2	9	8	9
6A						
6.0 - 6.5	5	4	7	4	3	11
6B	10	6		4	2	
5.5 - 6.0	1	1	9	4	3	4
5A			2			
5.0 - 5.5	4	7	5	4	3	5
5B						
4.5 - 5.0	2	2	4	2	3	1
4A						
4.0 - 4.5	1		1			
4B						
3.5 - 4.0	2				1	
3A						
3.0 - 3.5						

City Median

TABLE XXXII

RESULTS IN GRADE PLACEMENT OF THE PROGRESSIVE
 ACHIEVEMENT TEST ELEMENTARY BATTERY FORM B
 ADMINISTERED TO 1673 SIXTH GRADE WHITE PUPILS
 IN THE LOUISVILLE PUBLIC SCHOOLS

	Read. Voc.	Read. Comp.	Arith. Reas.	Arith. Fund.	Lang.	Total Grade Placement
City Median	6B	6B	6B	6A	6A	6A
Engelhard Median	6B	6B	6A	6A	6A	6A
Institution Children's Median	6B	6A	6B	6A	6A	6A
Private Home Children's Median	6A	6A	6A	6A	6A	6A

group had the widest range.

4. The children from the institution have repeated a total of 27 terms in their six years of elementary school work compared to 22 terms from the private home group.

5. During the experimental period the institutional pupils made an average progress of 6 months in grade placement. The private home pupils made 5 months gain.

6. The institutional pupils made more progress than the private home group in grade placement in reading vocabulary arithmetic fundamentals and arithmetic reasoning.

7. The private home group surpassed the institutional group in reading comprehension and language.

8. The comparison of the progress of each group statistically showed by the standard deviation that there was no significant difference between the institutional group and the the private home group in achievement.

9. The private home pupils were 5 months above the Louisville median in all subjects of the Progressive Achievement Test.

10. The institutional pupils made the city median in all subjects and were 5 months above in arithmetic and language.

CHAPTER V

PERSONALITY FACTORS

CHAPTER V

PERSONALITY FACTORS

There is probably no other subject of more interest than that of personality evaluation. As we meet people, we more or less consciously, tend to judge their personality characteristics in terms of our own prejudices and their responses at the time. This interest in personality is as old as the human race.

"The term personality is generally used to designate the organization and integration of a large number of human traits. The word does not lend itself to a precise definition, although the concept of personality includes many traits that can be studied objectively and quantitatively. Personality develops from the integration of physical, mental, emotional, aptitudinal, and environmental factors. An individual's personality represents a complex picture of his physical appearances, his degree of mentality, his emotional and social behavior patterns, his attitude toward people and things, and the observable techniques that he employs as he responds to the daily stimulations of the elements of his environment." ¹

It is quite easy to recognize an adjusted personality but difficulty is experienced in trying to describe or develop it. Teachers have long been aware of the fact that achievement and intelligence tests alone do not furnish information concerning certain vital intangibles related to desirable and

¹ Alice Crow, and Lester Crow, "Mental Hygiene in School", 1942, p.426. ✓

undesirable behavior.

In this thesis an attempt is made to study these vital intagibles and to compare the parsonalities of a group of insti-tutional children with the personalities of a group of children from private homes in order to determine if differences do exist and to determine the effect of institutional life on the personality of the children.

In attempting to delve into this problem of personality Symonds says:

"The direct attack by observation, rating, an and questionnaire,carried out systematical-ly by group survey methods, offers the best hope of discovering problem children and those suffering from malajustments. School achievement and intelligence tests, spec-ial tests of social intelligence and like measures of environment all have certain diagnostic significance. But it should be emphasized again that the proper place for much of this information to be gathered is in the school room where it can be done faibly, intelligently, with-out excitement or pressure, and in groups. Information of this type must be obtained when there is no emergency." 1

Teachers constantly collect information relating to the pupils' character traits. At the end of each grading period which was approximately six weeks, every child in the Louis-ville Public Schools had his citizenship evaluated in terms of Personal, Social, and Work and Play Habits. Only in cases

1

Symonds, Percival, Psychological Diagnosis in Social Adjustment, p. 52.

TABLE XXXIII

TEACHER RATING OF CITIZENSHIP OF PUPILS FROM
PRIVATE HOMES AND FROM INSTITUTIONS ON THE REPORT
CARD OF THE LOUISVILLE PUBLIC SCHOOLS

	No. of U Ratings			
	Private home		Institution	
	Number	Percent	Number	Percent
PERSONAL HABITS				
1. Comes to school on time	5	.13	0	1.00
2. Begins work promptly	12	.30	10	.25
3. Has good posture	9	.23	8	.13
4. Chooses luncheon wisely	9	.23	0	1.00
5. Is polite in speech and action	5	.13	8	.20
6. Shows reasonable amount of self control	12	.30	10	.25
7. Takes pride in his appearance	15	.38	8	.20
Total	68	.21	44	.12
SOCIAL HABITS				
1. Respects the rights of others	4	.10	10	.25
2. Shows good sportsmanship	5	.13	15	.38
3. Helps to carry out suggestions of the group	5	.13	10	.25
4. Pays attention when others are speaking	15	.38	14	.35
5. Respects public and private property	10	.25	8	.20
Total	39	.19	57	.29
WORK AND PLAY HABITS				
1. Responds to directions promptly	10	.25	8	.20
2. Has orderly habits of work	10	.25	15	.38
3. Makes good use of his time	20	.50	8	.20
4. Shows self-reliance	10	.25	20	.50
5. Originates new enterprises for self and group	20	.50	30	.75
Total	70	.35	81	.41

U (unsatisfactory) indicates that attention should be
given to this habit.

where attention was needed to be called to a habit was a child given a "U", an unsatisfactory grade, by the teacher.

Table XXXIII is a copy of 2F form, the report card, used by the teachers of Louisville to grade pupils in citizenship. This table contains a total of the unsatisfactory habits ratings by the teachers of forty institutional children and forty children from private homes for the term.

The results of the teacher's rating of Personal Habits, show that the private home group had the largest total of unsatisfactory habits. The three habits that seem to have the most bearing upon the total were the failure to: 1. "Comes to school on time." 4. "Chooses lunch wisely." and 7. "Takes pride in appearance."

There were only two cases of tardiness among the institutional children while there were 54 cases from the pupils of the private homes. The institutional children had a rigid schedule of a definite rising time, morning routine, and a definite time of leaving the orphanage for school under the supervision of a matron, who marched them to school.

The lack of parental supervision and regular habits in private homes greatly affected the children's punctuality.

Fifteen children out of forty or thirty-eight percent from private homes were rated unsatisfactory in personal appearances contrasted against eight or twenty percent from the institution. The definite routine in the orphanage of daily baths, oral care, change of clothing, inspection for personal

cleanliness and neatness accounts for this greater degree of satisfactory personal appearance of the institutional children. The girls took pride in their appearance and often traded clothes so that they may have several different costumes. A person coming into a classroom could not discover the institutional child from another child for he certainly was well dressed and clean.

A different picture was displayed in the results of the teacher's rating of the Social Habits on the report card. There was a total of 57 unsatisfactory ratings of institutional children against 39 such ratings for children of private homes. The greatest difference was in the characteristic of social conduct, "Shows good sportsmanship". Fifteen children or thirty-eight percent from institutions were rated unsatisfactory in sportsmanship while five or thirteenn percent from private homes were not up to the standards. The feeling of "belongings" and loyalty to the group was so strongly felt among all the institutional children that any criticism of one child was taken as a personal criticism by all the orphans. Immediately the group was on the defensive for that child. In the sports and all social activities of the school there was a tendency for the institutional children to team together. They excelled in most of the games due to playground facilities and opportunities

at the institution for organized play and development of excellent teamwork, yet in instances when they lost, they were poor losers. Several times a few refused to play on teams when they thought they might lose because of the absence of some of the members of their team. In social activities these children were clannish and formed a separate group from other children of the classroom.

The next greatest difference in the Social Habits was the trait, "Respects the Rights of Others". The institutional children had ten "U"'s contrasted against four from the private homes. This was rather surprising as a child who has always had to live and deal with a great number of children should develop the give and take attitude toward others. Among these forty institutional children there were a few who always seemed to be trying to gain a superiority over the group. This constant feeling of aggressiveness and being on the defensive may have caused the disrespect for the rights of others.

In the characteristic, "Helps to Carry Out the Suggestions of the Group", the institutional children had ten unsatisfactory points to five for the private home group. The very fact that they were in an institution limited their ability to do many things with the class group. It was impossible for them to enter into some of the school activities because they interfered with the institutional routine.

When checking the traits, "Respects Public and Private Property", and "Pays Attention When Others are Speaking", very little difference was found in the totals for the two groups of As noted from the teacher's rating those two traits were most unsatisfactory. The teachers were aware of the need of strengthening these characteristics because of their importance in social life.

In the Work and Play Habits, 3. "Makes Good Use of His Time", 4. "Shows Self-reliance", and 5. "Originates New Enterprises for Self and Group", seem to be the most unsatisfactory.

Twenty children or fifty percent from private homes were rated unsatisfactory in "Making Good Use of His Time", contrasted against eight or twenty-five percent from the institution. The twenty children were more interested in other things than those prescribed for them at the moment and did not make good use of their time in completing assigned work. They seemed to show initiative and individuality in planning and freedom in carrying out things of their own interest at the time. The lack of self-reliance was outstanding among the orphanage group. Teachers were conscious of this deficiency of habit which was shown in the following instances: school elections, relying upon one's self for wise choices other than voting for a friend or as someone told you to vote; standing on one's feet and giving a contribution in class other than rewording a remark given by

another person or reading directly from a book; and relying upon one's self for school material necessary for the day's work instead of scrambling around trying to beg some from a friend at the last moment's notice.

The lack of originality was shown by both groups. Thirty out of forty institutional children were unsatisfactory and twenty of the forty children from private homes were lacking in this trait.

The citizenship rating meant much to the child; in fact, when he received his report card his first remark is, "I got ___ U's this time," or "Oh, boy, no U's this time." There was a conscious effort on the part of most children to strive to overcome their weakness and thus eliminate the U's. The fact that a child was able to overcome one of these habits was both gratifying to him and to his parents. The citizenship record in many cases was of more importance than scholarship records to parents for they could forgive poor scholarship much more readily than poor conduct and lack of effort. The institution deprived children of certain privileges for unsatisfactory ratings in such characteristics as "Impolite in Speech and Action", and "Shows Reasonable Amount of Self Control", in an effort to cooperate with the teacher and school, to prevent disobedience, rudeness and impudence.

A personality rating by any one person should not be

considered final. It requires the computing of many ratings in order to get an adequate evaluation of the personality of a person for diagnostic or judgment purposes. In the evaluation of the personality of the children an informal method of observation was used. According to Strong this method still proves worthwhile.

"The informal way of studying personality which able teachers have always used still constitutes best method. It consists in observing how other people react to a given child and how he behaves in a variety of natural situations. If other children like him and seek his company, if he himself is happy and likes people, we have an indication of a good personality. Through interview and observation the essential, persistent, predictable core of personality can best be ascertained." ¹

B Teachers' Ratings

The four teachers who were in daily contact with the children were asked to observe the students carefully, as to their behavior, moods, and reactions to various situations for the period from October, 1943 through January, 1944. A scale for rating the characteristics of each child was given to these teachers, Table XXXIV. The students were rated 1, superior; 2, average or satisfactory, and; 3, unsatisfactory, on each of the eight points on the scale, Table XXXIV. As every teacher evaluated each characteristic of each child the total number of points per person was thirty-two. The total number of points for characteristic considered was 160.

¹
Ruth Strong, The Role of Teacher in Personnel Work, pp. 364-365.

TABLE XXXIV

PERSONALITY RATINGS OF CHILDREN FROM INSTITUTIONS
AND FROM PRIVATE HOMES BY FOUR SIXTH GRADE TEACHERS

Characteristics Rated	Institutional			Private Homes		
	1	2	3	1	2	3
1. Personal Attractiveness well groomed and attractive	40	100	20	50	100	30
2. Initiative and Responsibility seeks and creates additional tasks	20	80	60	32	100	28
3. Emotional Control show poise and self control	17	131	22	9	118	33
4. Purposeful Thinking show original thinking	12	104	44	22	115	23
5. Trustworthiness has keen sense of obliga- tion to others	28	94	34	32	114	14
6. Leadership Ability shows ability to lead in worthwhile projects	20	68	72	60	70	30
7. Social Adaptability meets differing social situations with ease	12	100	48	38	102	20
8. Speech and Voice excellent diction and well modulated voice	20	110	30	32	106	22

Teacher Rating 1 - Superior
 2 - Average or satisfactory
 3 - unsatisfactory

Each child rated by four teachers on eight characteris-
tics had a total of 32 points. A group of forty children had
160 points.

There was very little difference in the characteristics of "Personal Attractiveness". The institutional children as a whole totaled a few points more because of personal cleanliness which was greatly due to the strict routine of personal habits.

It was found that 63 percent of the institutional children contrasted with 17 percent from private homes were lacking in the trait of "Initiative and Responsibility". The Orphanage regimentation which is often necessary in a large organization seems to stifle initiative whereas in the private home a child is often forced to seek and create additional tasks.

As stated previously, sixty-seven percent of the mothers from the private homes were employed outside the home. This naturally gave the children more responsibility and freedom. While a member of the institution, a child has rare opportunity to show original or purposeful thinking, for most problems are solved for him and he has only to accept the plans.

The difference in "Emotional Controls", in both rating scales, between the institutional child and the child from the private home was slight, less than 5 percent, Table XXXIII. The teachers agreed that in most cases, when the school work was well planned and the child was interested, there was little occasion for emotional outbursts.

The teachers agreed as to the trait, "Trustworthiness"

among the children from private homes and the institutional group. They found this particular group of children from the private home more trustworthy by 20 percent than the institutional children. Since such a great emphasis on the part of the children is put on the marks on the report card, institutional children often find many non-acceptable ways of helping themselves and friends gain a passing grade. As their test papers are signed each week, the children tried to take home satisfactory grades as good marks often meant special privileges. Among this group there were three cases of stealing, which was checked on immediately. A teacher does not hesitate asking the Orphanage to be on the outlook for money or articles which have disappeared for she knows no offense will be taken and the fullest cooperation will be given. In fact, all suspects are urged to be reported at once for the matron wants this trait to be curbed in the beginning. It is sometimes felt that the institutional children have more temptations placed before them at school than other children as they do not have money or individual novelties which children enjoy. Since the orphans are now allowed to do work outside the Home, and have their own bank books this situation has improved.

It is a very precarious situation when a teacher approaches a parent even when she is positive the child has stolen or is not honest in obtaining his work at school. Parents are very sensitive when a lack of honesty is discovered in their

offspring. The majority of parents do not place so high a value on superior scholarship that the child will go to dishonest means to obtain it.

The teachers felt that there was a closer check on the institutional child than on the children from private homes, and that the orphans were usually caught as they told their friends or divided the spoils with their companions, while often the other child went free. This may account for the fact that the institutional children are rated less trustworthy.

In traits 6 and 7, Leadership Ability and Social Adaptability, this rating scale checks with the report card in that the institutional group was inferior to the group from private homes. Over one half of the institutional children were rated unsatisfactory on both rating scales in leadership and social ability, as is found on Teacher Rating of Pupils Citizenship on the Public School Report Card, Table XXXIII. This may be due to the child's present environment and experience. The institutional supervisor and routine may have limited the development of leadership and social ability.

There was not a noticeable difference in the trait of "Speech and Voice" between the groups. In some communities where the child was in the habit of hearing correct English well spoken there would have been a marked difference.

In the rating of personality, Table XXXIV, the children from the private homes excelled to a noticeable degree in the following traits, "Initiative and Responsibility, Purposeful Thinking, Leadership, Ability and Social Adaptability.

The child's report card citizenship rating as to Personal, Social, and Work and Play Habits; and the results of the rating scale of personality by four teachers have been discussed. A review of the child's own estimate of himself revealed interesting outcomes.

C Pupil Questionnaire

A questionnaire of 65 questions (Table II Appendix) was given to the pupils. These were marked and tabulated. Fifteen of these questions were selected to be discussed as they follow the three headings, Personal, Social, and Work and Play Habits more closely. The following table will show the results of the questionnaire given to the children.

RESULTS OF PERSONALITY QUESTIONNAIRE GIVEN FORTY
CHILDREN FROM INSTITUTIONS AND FORTY FROM PRIVATE HOMES

Questions	Institutional			Private Home		
	Yes	No	Some times	Yes	No	Some times
PERSONAL HABITS						
1 Are you prompt in turning in your assignments?	28	9	3	18	8	24
2 Do you give daily care to your hair, nails, teeth and skin?	25	15		30	10	
3 Do you try to meet the daily food requirements of a balanced diet?	40			40		
4 Are you careful not to say or do things that might hurt others?	35		5	30	2	8
5 Are you easily excited and lose self control in unusual situations?	20	10	10	25	15	
Total	148	34	18	143	35	32
SOCIAL HABITS						
1 Do people find fault with you more than you deserve?	34	3	3	24	13	3
2 Can you stand criticism without hurt feelings?	23	15	2	28	10	2
3 Have you liked most of your teachers?	36	4		40		
4 Do you get along well with your sisters, brothers, and companions?	26	9	7	17	20	3
5 Do you prefer to have one friend at a time?	15	20	5	20	20	
6 Have you been selected as a leader of a group this term?	10	30		23	17	
7 Do you like to be by yourself a great deal?		35	5	8	30	2
8 Do you ever feel lonesome even when people are around?	30	8	2	36	4	
9 Does it bother you to have your teacher watch you work?	28	12		30	10	
10 Are books more interesting than people?	6	34		2	38	
Total	208	170	24	228	162	10
WORK AND STUDY HABITS						
1 Does every little noise disturb you when you study?	18	22		30	10	
2 Do you find it hard to keep your mind on what you are studying?	20	20		12	28	
3 Do you depend upon others to plan your work and play?	25	10	5	10	30	
4 Do you try to do promptly what needs to be done?	20	20		15	25	
5 Is your work neatly and carefully done?	18	10	12	20	20	
Total	101	82	17	87	113	

Symonds states very briefly the benefits of a questionnaire in rating personality:

"A type of diagnosis which promises to be fruitful in discovery of problem children is the questionnaire. This method tends to supplement rather than duplicate the ratings of associates. When rating methods tend to discover these with behavior difficulties on the basis of reputation, questionnaires and self rating methods help discover those who feel unhappy or maladjusted. This is an important distinction. Rating methods isolate those who are behavior problems; the questionnaire, those with personality problems. Those who are identified as problems by ratings methods tend to be those with extrovert methods of adjustment; those who admit their unhappiness tend to be those with introvert methods of adjustment." ¹

The questions on this questionnaire, Table XXXV, could be answered only by the child and there is no possible check as to accuracy of the answers. Yet it is quite interesting to see how these answers coincide with the ratings made by the teachers in Table VI.

In answering questions as to the Personal Habits, we find the institutional children checking 143 answers in the affirmative as against 143 from private homes. The greatest difference was in being able to decide whether they were prompt in turning in their assignments. In this instance a great number from the private homes checked this answer, sometimes.

1

Percival Symonds, Psychology Diagnosis in Social Adjustment, p.49.

If this great number had decided in the affirmative or negative the picture would have been different. The children from the orphanage thought they had more control of themselves than the other group. Twenty in the affirmative, ten in the negative, and ten stated that they had perfect control sometimes, while there was no doubt in the private home group, twenty-five saying they usuallu had self control and fifteen saying they did not. There was practically no difference in the groups consideration of other people's feelings. Most students stated they were careful so as not to say things to hurt others.

As to Personal Habits, the children rated themselves practically equal, but this was not so when their Social Habits were tabulated as the private home group had a total of 228 against 208 for the institutional group. In answer to the question, "Do people find fault with you more than you deserve?" thirty-six orphangers answered in the affirmative to twenty-four in the private homes. The affirmative answers given to the next question, "Can you stand criticism without hurt feelings?" was given by the twenty-three children from the institution. These two answers were not consistent as one who could accept criticism should not resent being criticised. The orphans felt that they get along well with their brothers, sisters, and companions, yet according to the teachers' estimate

we would led to question the affirmative answers. Twenty-three persons from the private homes had been selected as leaders during the term contrasted with ten from the institution. This agreed with the idea of the teachers mentioned earlier, that the orphans needed definite training in developing leadership ability.

Not one institutional child stated that he wished to be alone a great deal, and most of them stated that they liked to have several friends, instead of just one companion at a time. Eight people from the private homes stated that they enjoyed playing alone and it was a twenty-twenty vote as whether they preferred one friend or several. It was a wholesome fact to find that most children found people more interesting than books. Only six orphans preferred books to associating with people, and two children from the private homes thought books more interesting than people. The institutional children felt that were congenial with their friends while twenty of the other children stated that they did not get along well with their playmates. In the Work and Play Habits, it was noticed that the children of the institution said that they depended on others to plan their work for them in a greater proportion than children from the private homes. This could be due to the fact that such organization of recreation needed in the Home was not always the child's choice. Aside from this fac-

tor there was very little difference in the responses from the two groups on the Work and Play Habits.

It was noticed while compiling the answers to the questionnaire that the children from the private homes seemed to be able to decide on a definite answer more readily as they had only 42 responses marked "sometimes" in contrast to the institutional children who had 69. In the margin of the questionnaire several institutional children wrote additional explanations to their answers. This showed that there was a lack of self confidence and sense of personal worth in deciding upon the answers.

The results of the complete questionnaire may be found in the appendix, Table III.

D Summary

1. Thirty-eight percent of the private home group were rated unsatisfactory by four sixth grade teachers as to personal appearance compared with twenty percent from the institutional group.

2. The institutional group had a careful inspection of their personal appearance every morning. Since 63 percent of the forty families of the private home children had both parents working the children lacked supervision and assistance in caring for their personal appearance.

3. Ten percent more of the institutional children were rated unsatisfactory in the Social Habit than the private home group.

4. In social activities the teachers considered the institutional children clannish and found that they formed a separate group from other children of the classroom.

5. Lack of self reliance and initiative was shown by 50 percent of the institutional group compared with 20 percent from the private homes.

6. Sixty-three percent of the institutional children were judged as lacking in originality compared with 17 percent from private homes.

7. There was a difference of only 5 percent in the teacher rating of "Emotional Control" in favor of the institutional pupils.

8. The private home group was superior in the rating of "Shows Good Sportsmanship".

9. The pupils from the institution were believed to make better use of their time during the school hours than the private home group.

RECOMMENDATIONS

The results of this study surprised the writer, who had over a period of years definitely felt that there were significant differences between institutional and private home children. The findings of this comparison between the two groups revealed that there were no significant difference in the intelligence scores, the chronological ages and the scholarship achievements. Since the marked differences were found in the social characteristics the recommendations will deal with development of this factor.

More reflective thinking, more student participation, more individual responsibility are stressed as factors much needed by both the institutional and private home children.

Students should have a major responsibility in planning their own programs, and opportunities of learning by living with other pupils.

Since it was found that the institutional children were clannish an effort might be made to try to break down this trait by securing the cooperation of the institution in allowing the children the advantages of participating in the extra curriculum activities such as, using the Public libraries, attending symphony concerts and lectures, and taking part in the intramural games.

The writer agrees with the recommendations made by

the Child Welfare League of America in reference to the Baptist Home.

"The institutional children should be provided with cultural, physical, mental, emotion-emotional, spiritual and social opportunities which would enrich their lives and help in the development of a mature independence of character.

A well rounded recreational program should be provided allowing for active and quiet play, indoor and outdoor activities, group games and individual play. Sufficient equipment should be provided for the development of initiative in using it but training should be given in the proper care of equipment and toys." 1

The children from the private homes should be trained more effectively in the correct use of leaiure time because 63 percent of the parents worked and the children were with out supervision. It is possible that many extra curricular activities such as, clubs, intramural activities, art classes, scout organizations, choral work and folk dances are effective for this purpose.

A longer school day and an enrichment program of extra curricular activities in late afternoon and evening would keep the children off the streets and give proper supervision.

In the classroom in order to counteract the regimentation under which the children live in the institution the teacher should develop the individual personalities for living effectively in a democracy by providing preparation for self direction, self discipline and social responsibility.

1

Child Welfare of League of America, Report of the Survey of the Louisville Baptist Orphan's Home. ✓

APPENDIX

APPENDIX

TABLE I

RESULT OF THE PROGRESSIVE ACHIEVEMENT TEST
FORMS B AND C ADMINISTERED OCTOBER 1943 - JANUARY 1944
TO FORTY PRIVATE HOME CHILDREN ENROLLED IN A PUBLIC SCHOOL

Cases	Reading				Arithmetic				Language		Total Grade Placement Test B Total Grade Placement Test C		Average improvement in grade placement in months
	Voc. Test B	Voc. Test C	Comp. Test B	Comp. Test C	Rea. Test B	Rea. Test C	Fund. Test B	Fund. Test C	Test B	Test C			
1	6.3	6.9	8.0	8.1	6.8	7.2	6.5	6.9	5.4	5.5	6.6	6.9	3
2	6.5	6.6	6.0	6.4	6.0	5.9	6.2	6.5	6.4	6.8	6.2	6.4	2
3	4.8	5.0	5.2	5.8	5.7	6.3	5.5	6.2	5.7	6.0	5.4	6.0	6
4	5.6	5.9	5.9	6.3	6.0	6.6	7.2	7.9	6.7	6.7	6.3	6.7	4
5	6.7	7.3	8.1	8.5	7.5	8.0	7.9	8.6	8.2	8.9	7.7	8.3	6
6	4.5	4.8	5.5	5.8	6.5	7.5	6.7	7.3	7.0	7.8	5.8	6.5	7
7	5.9	5.8	6.0	6.9	5.8	6.3	6.0	6.5	7.2	7.5	6.2	6.6	4
8	7.2	7.2	6.5	7.6	7.3	7.0	7.0	6.9	8.9	6.9	7.4	7.2	-2
9	4.8	5.0	5.3	5.5	4.8	5.7	4.9	5.7	5.6	5.8	5.1	5.6	5
10	5.6	5.6	5.9	6.2	7.2	8.3	7.8	7.8	6.4	4.8	6.6	6.6	0
11	6.5	7.9	6.8	8.1	6.5	7.3	6.5	6.8	7.0	7.4	6.3	7.5	14
12	7.8	7.5	8.1	8.4	6.8	7.2	7.2	7.8	7.0	7.5	7.4	7.7	3
13	5.5	5.6	5.9	6.4	5.7	5.1	6.5	7.1	5.8	5.5	5.9	5.9	0
14	7.1	6.3	7.3	7.0	7.2	8.3	7.2	8.8	7.8	6.8	7.3	7.5	2
15	5.2	5.5	5.9	6.4	7.6	7.9	7.5	8.6	7.1	5.3	6.6	6.7	2
16	6.2	7.2	7.8	7.3	6.7	6.7	7.0	8.0	7.1	6.7	7.0	7.2	2
17	5.4	5.4	5.3	5.4	7.2	7.3	7.0	7.2	7.0	7.0	6.6	6.7	1
18	6.8	6.5	7.5	7.6	7.3	7.1	7.0	6.8	6.4	6.4	7.0	6.9	-1
19	5.9	6.5	6.3	6.4	5.0	6.0	5.8	6.2	7.0	7.7	6.0	6.6	6
20	8.2	8.5	6.2	6.5	6.3	6.7	6.6	7.7	7.8	8.3	6.8	7.5	7
21	6.8	7.1	7.2	7.6	6.5	7.3	6.9	7.1	6.8	7.2	6.8	7.3	5
22	6.9	6.7	6.5	7.1	6.2	6.8	6.8	7.2	7.3	7.4	6.7	7.0	3
23	6.8	9.5	5.4	7.9	3.8	7.2	6.8	7.7	5.3	7.9	3.9	7.9	36

TABLE I (continued)

24	5.8	5.9	6.3	6.7	6.0	6.5	5.8	6.2	6.3	6.7	6.0	6.4	4
25	6.0	6.3	6.7	6.9	6.2	7.3	6.7	7.4	7.4	7.6	6.5	7.1	6
26	6.7	6.9	6.1	7.2	5.8	6.7	6.9	7.3	7.0	7.8	6.3	7.2	9
27	7.3	7.3	6.5	7.6	7.3	7.0	7.0	6.9	8.9	6.9	7.4	7.2	-2
28	5.8	6.2	6.2	6.7	6.3	6.6	6.7	7.2	6.5	6.8	7.4	6.8	5
29	6.8	7.0	6.4	7.0	6.1	6.7	6.7	7.1	7.2	7.3	6.6	7.0	4
30	5.8	6.0	6.3	6.8	6.2	6.4	6.0	6.5	6.5	7.2	6.1	6.6	5
31	5.9	7.6	5.5	6.0	6.0	6.3	5.2	5.7	7.0	7.4	5.9	6.6	7
32	7.2	7.5	8.0	8.3	6.5	7.0	6.4	7.0	6.4	8.1	6.9	7.6	7
33	6.5	6.9	7.0	7.5	5.1	5.2	5.9	6.2	7.5	8.3	6.4	6.8	4
34	7.5	8.2	8.0	8.5	6.5	8.3	6.8	8.5	7.5	9.0	7.2	8.5	15
35	8.2	7.8	6.9	6.7	6.5	6.7	8.2	8.1	8.2	8.9	7.9	8.7	8
36	11.	9.5	7.9	8.6	7.4	7.2	7.8	9.5	8.8	9.2	8.6	8.8	2
37	5.6	5.3	5.9	6.5	7.2	8.3	7.8	7.8	6.4	4.8	6.6	6.6	0
38	9.3	8.6	7.6	8.6	6.2	5.8	6.7	6.8	4.7	5.6	6.9	7.1	2
39	8.7	8.9	8.8	8.9	7.3	7.9	7.2	7.8	7.0	7.9	7.8	8.3	5
40	8.6	6.6	6.9	9.5	7.2	8.1	7.5	6.6	7.3	7.4	7.5	7.6	1
Median	6.5	6.7	6.5	7.1	6.5	7.0	6.7	7.1	7.0	7.4	6.6	7.1	5

APPENDIX

TABLE II

RESULT OF THE PROGRESSIVE ACHIEVEMENT TEST
FORMS B AND C ADMINISTERED OCTOBER 1943 - JANUARY 1944
TO FORTY INSTITUTIONAL CHILDREN ENROLLED IN A PUBLIC SCHOOL

Cases	Reading				Arithmetic				Language		Total Grade placement Test B	Total Grade placement Test C	Average improvement in grade placement in months
	Voc. Test B	Voc. Test C	Comp. Test B	Comp. Test C	Rea. Test B	Rea. Test C	Fund. Test B	Fund. Test C	Test B	Test C			
1	5.2	5.4	5.3	5.3	5.5	5.6	5.6	5.7	5.6	5.4	5.1	5.5	4
2	3.8	5.6	5.1	6.2	4.9	4.6	5.9	6.1	5.9	4.8	5.1	5.5	4
3	5.5	5.9	6.5	6.8	6.3	6.9	6.1	6.9	6.4	6.8	6.2	6.6	4
4	6.0	6.0	5.6	5.4	5.2	5.6	5.3	5.9	5.3	6.2	5.5	5.8	4
5	5.8	5.3	6.4	6.9	6.9	6.3	7.0	7.2	7.5	5.7	6.7	6.3	-4
6	5.8	5.5	5.1	6.5	6.8	6.8	6.1	6.1	7.4	6.4	6.3	6.4	1
7	4.9	6.6	7.6	7.6	5.6	6.3	5.9	7.0	5.1	7.3	5.8	7.0	14
8	5.7	5.1	4.8	5.9	4.4	4.6	4.5	5.6	5.0	5.2	5.2	5.3	1
9	6.5	6.9	8.1	8.6	6.3	7.2	6.8	7.4	6.0	6.6	6.7	7.5	8
10	6.1	6.6	7.2	8.1	6.3	7.0	7.2	7.9	7.0	7.4	6.7	7.4	7
11	5.8	6.2	6.4	6.5	5.5	6.5	6.7	5.0	5.8	6.2	6.0	6.1	1
12	6.0	6.2	5.6	5.6	5.2	5.8	5.3	6.1	5.3	6.4	5.5	6.0	5
13	6.7	7.0	6.8	7.0	7.4	7.8	7.9	7.8	8.6	9.0	7.5	7.6	1
14	6.3	6.5	5.4	5.6	5.9	6.5	7.0	7.1	7.4	6.2	6.5	5.6	3
15	7.2	6.9	7.3	8.6	6.0	7.2	6.8	6.6	7.3	7.9	6.9	7.4	5
16	4.6	6.6	6.5	8.1	6.9	7.0	6.7	7.9	8.4	7.4	7.0	7.4	4
17	7.1	6.8	6.9	8.6	7.4	7.6	7.8	9.5	8.6	6.7	7.5	7.8	3
18	9.0	7.2	8.1	8.6	7.5	7.9	7.2	7.3	6.8	6.8	7.7	7.6	-1
19	6.8	7.0	6.0	7.0	7.0	7.1	7.9	8.5	5.6	6.7	6.5	7.3	8
20	7.2	7.2	8.1	8.6	7.3	7.9	7.0	7.3	7.0	6.8	7.3	7.6	3
21	6.0	6.3	5.9	6.3	7.3	7.5	7.5	7.9	8.0	8.2	6.9	7.6	7
22	6.2	7.3	6.7	7.3	6.2	6.1	6.4	6.9	9.0	6.9	6.9	6.9	0
23	7.0	7.5	6.8	6.9	6.0	6.3	6.1	7.2	6.2	6.8	6.4	6.9	5

TABLE II (continued)

24	5.7	6.5	6.4	5.7	6.0	6.1	7.3	6.9	7.0	5.9	6.4	6.2	-2
25	5.0	5.4	4.7	5.8	5.0	7.3	5.8	6.8	4.8	6.5	5.1	6.5	16
26	6.0	6.8	7.0	8.6	6.0	7.6	7.1	9.5	6.2	6.7	6.4	7.8	16
27	3.8	6.5	5.5	6.7	4.6	6.3	6.1	6.5	6.8	6.6	5.6	6.5	9
28	5.0	6.3	7.1	6.8	6.0	7.5	6.3	7.3	6.8	7.0	6.7	6.8	6
29	7.2	7.3	7.0	8.1	6.4	6.7	7.5	7.7	7.2	7.3	7.1	7.4	3
30	4.6	4.5	5.0	5.2	4.7	5.8	5.5	5.8	3.9	6.9	4.8	5.6	8
31	8.9	6.9	7.2	7.0	5.9	6.5	6.7	7.4	8.1	7.8	7.2	7.1	-1
32	4.2	5.8	6.7	6.8	6.0	6.3	5.8	5.8	4.7	5.6	5.4	6.1	2
33	9.0	7.5	7.9	6.9	7.3	6.3	7.8	7.2	7.4	7.9	7.4	6.7	-14
34	7.3	8.0	8.0	8.2	7.5	8.0	6.9	7.4	7.0	7.8	7.3	8.0	7
35	6.9	7.8	9.0	8.6	6.9	8.7	6.8	8.9	7.3	7.0	7.4	8.2	8
36	7.4	7.3	6.7	7.9	5.5	8.1	7.4	7.7	6.8	6.9	6.7	7.6	9
37	6.3	6.5	6.0	7.3	5.5	5.5	6.3	6.2	7.8	7.0	6.4	6.5	1
38	6.7	6.2	5.0	9.5	6.2	7.8	7.1	8.2	7.0	5.8	6.4	7.5	13
39	7.3	9.5	6.5	9.0	7.4	10.	7.9	8.9	7.9	7.8	7.4	8.8	16
40	7.2	7.3	8.6	8.2	5.1	5.8	6.4	7.3	7.0	7.5	6.9	7.2	6
Median	6.1	6.5	6.6	6.9	6.0	6.8	6.7	7.4	6.8	7.0	6.4	7.0	6

TABLE III
QUESTIONNAIRE GIVEN TO THE CHILDREN

	<u>Institution</u>			<u>Private Home</u>		
	Yes	No	Some times	Yes	No	Some times
1. Do you have an income?	20	20		25	10	5
2. Do you earn money regularly	15	25		20	20	
3. Do you save money each week	15	5		10	30	
4. Do you like to play alone?	7	30	3	5	15	10
5. Do you usually control your temper?	12	25	3	27	10	3
6. Do you get along well with your brothers, sisters?	26	9	5	17	20	3
7. Do you find it hard to start a conversation with a stranger?	29	8	3	17	25	8
8. Do you laugh easily?	36	3	1			
9. Are you careful not to say or do things that might hurt others?	35	0	5	30	2	8
10. Do you ever feel lonesome even when people are near?	30	8	2	36	4	
11. Are you interested in mak- ing new friends?	34	0	6	40	0	0
12. When a new person comes to your room do you go and try to make new friends at once?	10	10	20	30	0	10
13. Would you rather have just one good friend at a time?	15	20	5	25	5	5

TABLE III (continued)

	Yes	No	Some times	Yes	No	Some times
14. Are books more interesting to you than people?	6	34	0	2	38	0
15. Are your feelings easily hurt?	20	8	12	28	10	2
16. Do people find fault with you more than you deserve?	36	3	3	24	13	2
17. Do you feel tired when you wake up in the morning?	3	33	4	6	34	
18. Are you often frightened in the middle of the night?		40			40	
19. Do you day dream?	25	10	5	20	2	18
20. Were you your parent's favorite child?	4	36	0	13	15	12
21. Do you like to be by your self a great deal?		35	5	8	30	2
22. Did you ever have a strong desire to run away from home?	20	12	8	10	30	0
23. Does it bother you to have your teacher watch you do your work even if you can do it well?	28	12		30	10	
24. Can you stand criticism without feeling hurt?	23	15	2	28	10	2
25. Can you stand kidding or teasing?	20	12	8	12	16	12
26. Are you absentminded?	15	15	10	10	25	5
27. Do you make friends easily?	20	6	14	35	5	

TABLE III (continued)

	Yes	No	Some times	Yes	No	Some times
28. Do you feel tired most of the time?		38	2		40	
29. Are you usually in good spirits?	40			40		
30. Do you feel embarrassed when you recite in class?	20	5	15	15	15	10
31. Do you hesitate to recite in class even when you know the answer?	20	15	5	25	15	
32. Are you shy with girls?		40			40	
33. Do you like to work out doors?	35	5		25	10	5
34. Do you like to solve puzzles?	25	15		35	5	
35. Are you slow to decide things?	10	30		5	35	
36. Have you like most of the teachers you have had at school?	36	4		40		
37. Do you have a great many friends?	35	5		30	10	
38. Do you have any special work at home which you do for your mother?	40			15	25	
39. Are you often disobedient at home?	2	38		40		
40. Have you been punished the last week for some misbehavior?	3	30	7	10	30	
41. Have you ever smoked?	5	35		8	32	
42. Did your parents know that you smoked?	3	2		3	5	

TABLE III (continued)

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	Yes	No	Some times	Yes	No	Some times
43. Do you have a room of your own		40		3	37	
44. Do you study with the rest of the family in the same room?	40			37	3	
45. Do you usually have some one to help you with your lessons?	30	10		12	20	
46. Do you prefer to have one friend at a time rather than many?	15	20	5	20	20	
47. Do you study with the radio turned on?		40		5	15	20
48. Did you go to Sunday School or church last Sunday?	38	2		25	15	
49. Does your mother or matron go to church with you most of the time?	40			5	35	
50. Do you study your Sunday School lesson?	25	15		12	20	6
51. Does your mother or matron choose the shows that you see?	40			10	20	8
52. Are you a member of any clubs?	15	25		25	15	
53. Do you hold any offices at school?	5	35		3	37	
54. Have you ever been an officer in any organization at Sunday School?	18	22		15	25	
55. Do you have a hobby?	10	30		20	20	

TABLE III (continued)

	Yes	No	Some times	Yes	No	Some times
56. Do you listen to a news broadcast every day?	5	23	12	10	20	10
57. Are you easily excited or lose self control when unusal things happen?	20	10	10	25	15	
58. Have you been selected as a leader of a group this term?	15	25		23	17	
59. Are you prompt in turn- ing to your assignments?	28	9	3	18	8	14
60. Do you try to meet the daily food requirements?	40			40		
61. Do you give daily care to your hair,nails,teeth and skin?	25	15		30	10	
62. Do you depend upon others to plan your work and play?	25	10	5	10	30	
63. Do you find it hard to keep ypur mind on what you are doing?	20	20		12	28	
64. Is your work usually neat and carefully done?	18	10	12	20	20	
65. Does every little noise disturb your thoughts when you work?	18	22		30	10	

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